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Educational India

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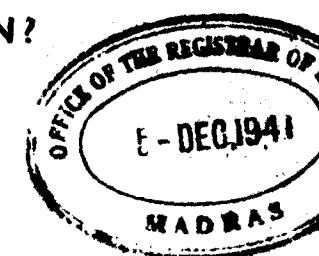
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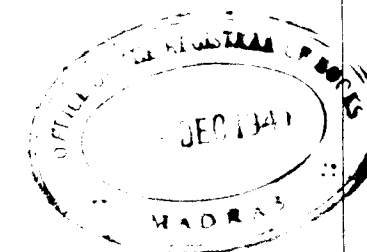
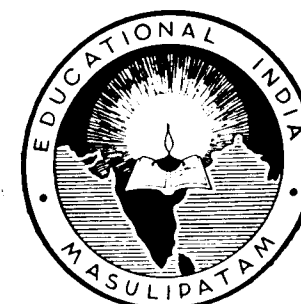
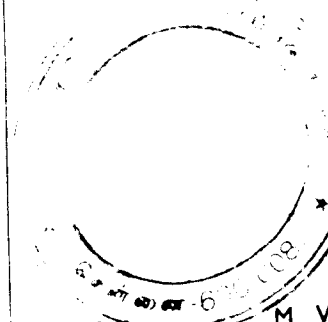
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BIFURCATION OR UNIFICATION?

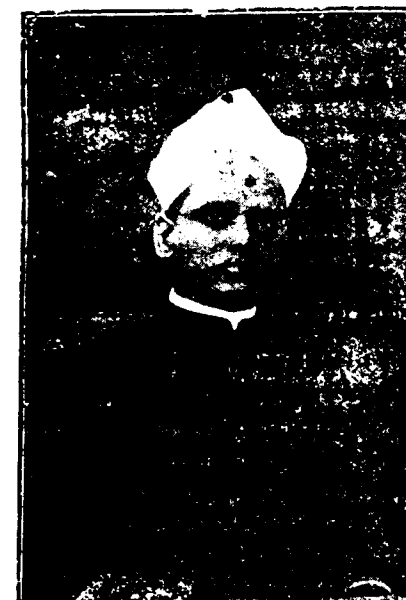
Vocational Planning and Secondary Education

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

TODAY in the field of secondary education there is universal unrest to which a number of factors have contributed. *First*, the growing volume of unemployment among the educated classes has drawn pointed attention to the single-track character of university and especially, secondary education. The demand is for a variety of courses at the secondary stage leading to a variety of vocational preparation. The intellectual emphasis stressing the bookish character of the curriculum and instruction is entirely out of touch with the requirements of the country and the future needs of the pupils. *Secondly*, as new avenues of employment grow with the rise of new industries and professions, the demand for trained persons to fill the new types of work increases; and this has to be met by our schools. *Thirdly*, the secondary stage is merely preparatory to the University. A curriculum based on the supposed needs of University study is bound to be inappropriate for all pupils.

Thus a radical reform of secondary education is felt to be most urgent and imperative. Dr. A. Lakshmanaswami Mudaliar pointed out in an address to the Madras Teachers' Guild in 1934 the lines on which High School education should be reorganised. He observed that "our schools should not under any circumstances be allowed to be dominated by the needs of

the university; and I believe the proper function of a university is to pick up from the products of school life without throwing its will on school-working. I hold that the schools should give an impetus for vocational training, and that it would be in the fitness of things, whatever may be the ultimate aim of the student concerned, if at that age he be trained into some vocation which he may or may not take up at a later stage. The unfortunate impression that university life and vocational training are incongruous and can never meet should be eradicated from the mind of the young student. In any scheme, therefore, the emphasis on vocational training has got to be laid."



The Madras Proposal

The proposal of the Madras Government to bifurcate the High School curriculum into a pre-university and a vocational course is based on the view that if only *alternative* vocational courses are started, a large majority of pupils will take to them, and will be prevented from entering the University. But is there any basis for this assumption? In the first place, the impression one gets from the study of the working of the S. S. L. C. and its examinations is that there is greater anxiety to get more students admitted into colleges than to deter them from entering the University. In the second place, are there not already provisions for training in agricul-

ture, music, telegraphy, shorthand, typewriting and commercial practice in the present S. S. L. C. curriculum? But these subjects are not popular because the boys taking them are considered to be inferior and lacking in intelligence; and the parents are anxious to get for their boys a literary type of education which is the only passport for public service. And we should not forget that the bifurcation principle rests on a false and highly mischievous assumption that those who receive literary education belong to a superior category. Are there not already enough dissensions and divisions in our society? Why add another distinction and increase the tension? No attempt should be made to create and perpetuate an unnatural division of our young pupils into two classes—those preparing for literary studies and those preparing for vocational courses. There must be only one type of secondary schools; and whatever might be the future of a young man or woman, he or she should get a competent knowledge of some craft, industry or occupation which offers a reasonable chance of providing a means of livelihood in adult years. The feeling that working with hands is inferior should go. Prof. Delisle Burns says, "Reading and writing are very useful, but they are not fundamental to the whole structure of society. All human beings need first of all food, clothing and shelter; and the activities by which these are supplied are not despicable nor degrading. Also the ideal in view is a community in which all necessary work is honourable, in which therefore the clerk or the teacher is in no way superior to the engine-driver or the textile worker. Therefore the basis of education should be occupational activities—the growing of foodstuffs, weaving and building. The pen might be mightier than the sword; but the spade and the needle are better than either, even as instruments of education." (*The Challenge to Democracy*, p. 206.)

The Solution

Now the only effective solution is to graft the practical work which will fit for

daily life into the main trunk of general education in all its stages, and thus prepare the pupils to some extent for their future careers and callings. It is absolutely necessary to confer the benefits of vocational training on *all* the pupils in the elementary, secondary and collegiate stages. There is no use in saying that there are separate technical and industrial schools. They come in only later on for advanced and specialised training. The primary problem is how to discover the individual's tastes and aptitudes, and cultivate them in the right manner. The schools where the students get an opportunity to use tools as well as books would give them some idea of the native bent of mind and their special aptitudes, and so make them much more able to face the world. To want to do something is a powerful incentive towards becoming efficient in it. But it is hard for the boys to know what they want to do unless facilities are provided to link up school work with the tasks of the outside world.

The keynote of Mahatma Gandhi's philosophy of education is the creative activity of the pupil in some handicraft which incidentally is also a socialising and character-developing process. The greatest obstacle to educational reform is the almost universal notion that education is concerned only with the *cognitive* side of life. Man is a trinity of body, mind and spirit, and yet our education is concerned exclusively with the mind, and so is making but little success in it. The training of the hand as an educational instrument for the development of personality and the enrichment of life is sadly neglected. Man's primal nature is to manipulate, to experiment, to construct, to create and to do something useful. That way sanity, health and happiness lie. Training in handicraft, besides being an effective stimulus for the choice of and equipment for life's vocation, relieves the boredom of book-learning, and constitutes in itself an excellent physical culture.

Vocational Diagnosis

Every young man must choose for himself his own life-work; and the choice must be made with the utmost care; and it must be made as early in life as possible so that his preparation may be made with direct reference to the chosen vocation. Since the purpose of education is to fit the individual for his future place in society, instruction in choosing a vocation and discovering one's own natural aptitudes should be in the regular curriculum. The wrong job is the cause of needless misery, discontent and unhappiness; and the misfit ultimately becomes individually a tragedy and collectively one of the major problems of modern social life. To choose wisely the right job is no easy task. It involves assessing impartially and accurately the individual's abilities of mind and body and the qualities of temperament and character. It requires a knowledge of skills and qualities demanded of a wide and varied range of careers, and full information regarding the openings and prospects.

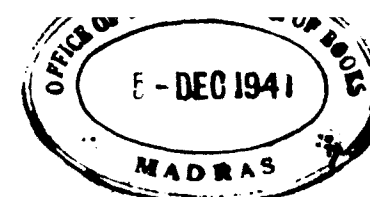
Schools should provide courses in occupational information which supply the necessary knowledge of occupational opportunities. The pupil should be helped to discover his individual fitness for an occupation. Vocational "try-out" courses in which the pupil tries his hand at various lines of work should be arranged by means of extra-curricular activities. The American schools provide a wide variety of try-out courses as part of the curriculum. There are in every High School in Europe and America "careers masters" whose duty it is to determine the boy's fitness for the particular kind of work suitable for him.

Most of our students know little or

nothing about the opportunities and requirements of various occupations; nor do they possess any adequate information concerning their own abilities, special aptitudes and personality-traits. If the day arrives when they simply must have a job, they jump at the first one that comes their way regardless of their natural fitness for it. And the result is too often disastrous. What a wastage of time and money and happiness arises from the "square peg" trying to fit into the "round hole"! Helping the pupils to obtain reliable and accurate information upon which to base their choice of occupation, and providing them with the necessary training is true educational service. The educator who confines the curriculum to the study of English, Science and History will not be calling into play the best abilities of his pupils. If there is provision for creative handicraft courses, it will not only supply a training which will be of advantage to the pupils in their later occupational activities, but will also be cultivating in them a confidence and a sense of achievement that will enable them to apply themselves more keenly and successfully to their academic tasks. There must, therefore, be more direct and universal craftwork in wood, leather, clay, cotton, silk and metal so that the pupil may work off his superfluous power, and derive in addition some appreciation of beauty of texture, form and colour—which is almost a much neglected part of our education today. It is unpsychological, nay, it is sinful to drop handicraft at a time when the pupil's desire to express himself as an individual is strongest, and when his growing creative skill begins to produce worthy results.

City Editor F. Edward Herbert of the *New Orleans States*: "Education has become something hard and cold, completely devoid of tenderness, love and sentiment. Educators in their business drenched eagerness to turn out the maximum number of products with the minimum amount of expense have forgotten the moral and spiritual side of education. In the mad bustle and hustle of today our educational system is regimented, our youth is regimented, and our teaching is regimented....."

—*Empress News Letter*.



THE FIGHT AGAINST WEAKNESS

THE FIGHT AGAINST WEAKNESS

By Prof. ANJILVEL V. MATTHEW

LIFE is a complex affair; and it is much more so in these days of detailed organization and frequent interactions between individuals and social units occupying different parts of the world than it used to be under less developed conditions of travel and communications. Science has developed enormously; and, as a consequence, not only the confines of knowledge but even of ignorance have been extended, and we feel that we are inadequate to meet the manifold life situations single-handed. Whatever we turn we feel that we are inevitably dependent on the good sense and efficiency of numbers of people whose conduct we can but slightly influence. The result is that very often we feel bewildered and baffled. We feel a sense of inadequacy. If we are honest with ourselves we admit our insufficiency. There are many, however, who dare not and will not admit their limitations to even themselves, and life to such is always an unsolved conflict, conflict with external circumstances personal and material, and conflict with their own selves.

It is not hard for experienced observers to detect the symptoms of the helpless conflict that a man wages with himself. He is unhappy, but instead of finding the root cause of his unhappiness within himself he finds it immensely easier and more comforting, to project his misfortunes on others; their want of consideration and sympathy are held accountable for his own failures. Such unhappy people are hard to deal with. If they are surgeons they make a fuss in the surgical hall, and shout at their assistants. If they are teachers they dictate to their students and leave them little scope to develop according to their individual interests and aptitudes. If they are business men they find it easier by their rough and discourteous manners to lose customers than to win them. If they are placed

in responsible administrative positions they make subordinates miserable; why more, they spread the poison of unhappiness not only in their own offices, but transmit it to a number of smaller offices and even to places not directly concerned with them, for surliness is as contagious as cheerfulness. One infected with it makes many others morose and sullen, and these latter in their turn pass their sulkiness and gloom on their unsuspecting circle of neighbours and acquaintances, and all of them—the communicators and the receivers—take the unfortunate legacy to their several homes.

No social institution is so much affected by the cheerlessness of an adult individual as the home. Often wife and children are obliged to suffer hardships caused by the inadequate financial means of the breadwinner of the house; more often still they are made to bear part of the psychic tension of the man who works hard to maintain the family in comfort but somehow finds all the efforts inadequate. If to this is added the sense of inadequacy which results from an unsympathetic and nervous superior, the lot of the man and his family is hard indeed. He is miserable, and they too who live in intimate touch with him find life difficult, disconcerting and highly fatiguing. R was a well-placed gentleman, but he was disappointed as he was denied what he regarded as his due, a still bigger post. Consequently he was not a little upset emotionally, and there was a casualty in the home—but the sufferer was his wife, who suffered so helplessly that she grew weaker and weaker, and eventually became entirely unequal to the tasks of daily life. On little children especially, the mental strain of the unbalanced life of the grown-ups in the home, and of the possible bickerings between them, is liable to have long-standing effects. We deal with this subject more fully in a later chapter.

Some persons are at times called upon to occupy places that are really too big for them. Such small men who by a chance find themselves placed in big jobs are often fussy, peevish and not rarely bullying. Such a bully may put on the airs of a past master of the business he is supposed to manage, so much so that others may think less of his inferiority which has really occasioned the objectionable attitude than of his pride and haughtiness which are but the offspring of his sense of inferiority—conscious or unconscious. Even when he has to deal with more experienced and in some respects better qualified subordinates he considers it impolitic that any decision of his be questioned and therefore insists on the implicit obedience of all his orders, irrespective of whether they refer to vital or trifling affairs.

There are some really intelligent folk who are not blessed with a striking exterior, and not rarely the sense of their physical handicap weighs heavily on them. They are liable to be irritable, and often make caustic remarks on such slightly awkward but comparatively harmless situations as would have been passed over with a hearty laugh by more favoured persons. A number of relevant instances from practical life may be cited by the reader himself in this connection. Persons who are afraid that others think that they are deformed, men and women who believe themselves to be ugly, those with a peculiar or unwelcome complexion—all these have a burden to carry in their mind which makes it hard for them to mingle with others with light-hearted glee or unselfconscious freedom.

Some efficient people may at times occupy humble places. For some time this does not seem to adversely affect them. If however they are obliged to spend a long period of time in such a small position, they gradually begin to worry whether others consider them unfit for a better place; and as a consequence they are disgruntled and tempted to cavil at those in authority and to backbite them. This is particularly the

case when they do not have the courage to openly revolt or to quit the place, not knowing whether the next place they may chance upon even be less sufferable than the present one.

Again there are men and women who feel unhappy within themselves on account of their difficulty to master their own natural impulses which may not be wrong in themselves but which cannot be indulged in on account of insurmountable difficulties. Any instinctive urge, if bulked, may prove costly in moral poise and internal harmony; nevertheless natural indulgence may not be possible for practical or moral reasons. Sex urge is one of the hardest to deal with in this matter. We shall refer to this topic again in this chapter. The maternal instinct is another which if unexercised leaves the subject uneasy and dissatisfied. It is true that all instincts including the sex instinct can to a certain extent be sublimated by diverting the natural energy involved into other healthy and socially acceptable channels, but an attempt at mere suppression of the instinctive energy often results in much internal conflict and consequent loss of personal integration and happiness. The consequence is a sense of frustration and futility, a sense of inadequacy and dissatisfaction that pervades all one's life activity. In passing it may be observed that, for this reason, however convenient it may be to engage old bachelors and spinsters in educational or religious work, such persons have to work under a handicap which married men and women do not have, and that there is a possibility of the outlook of some of them at any rate being embittered by an unrecognized sense of frustration and ineffectiveness.

Any of these causes we have mentioned may do much harm to the sense of personal efficiency of an individual, and it not rarely happens that a number of these reasons operate together in the same individual at once. No wonder that such persons are often at war with themselves and make others also miserable. If one would get over

his sense of inferiority he must diagnose his malady. If he cannot do it himself he must get the advice of some one skilled in dealing with mental unrest and unhappiness. Even the reading of some good books on the conflicting motives of human beings will not be without its use. The writings of the Depth Psychologists — psychologists like Freud, Jung and Adler who deal with the deeper springs of life—are of special help in this regard. Of the three — and each has numerous followers and admirers — it is Adler who deals specially with that sense of weakness which manifests itself in the numerous ways indicated here. Adler started like Jung, as an admirer of Freud, but soon after began to pursue a line of thought of his own, which he developed by means of numerous books and lectures into a recognizable school of psychology.

Understanding Human Nature is the title of one of the best known of his works; and in this, and in all other works of his, he calls his system of psychological knowledge by the name of *Individual Psychology*. Two things are specially stressed in Individual Psychology to justify this nomenclature. The first is that no two persons are alike—even if they happen to be born of the same parents and experience apparently the same social and economic conditions of the home. The home is the same; but the situation in the home and the relationship of one individual to the rest of the family is different for the different individuals. The common notion that the environmental situation within the family is the same for each individual child is to Adler nothing but "superstition". As he says in his last work *Social Interest: A Challenge to Mankind*: "We know already that even when all the family have the same environment and the same upbringing the influence of these will be used by the child in a manner that suits the purpose of his creative ability. We shall see how different are the effects of environment on such single child. It seems also to be proved that children of the same family show neither the same genes nor the same phenotypic variations. Even in the case of

enzygotic twins there is an ever-increasing doubt as to whether they possess the same physical and psychical constitution". (P. 229). We shall refer to this topic again.

Another important tenet of the school of individual psychology which justifies the name is that the individual is, as the etymology itself bears witness, a whole undivided, indivisible person, whose total personality must be taken into account when we consider his life situations, problems and creative urges. Without an insight into this life pattern as a whole, from his early childhood years up to the present when some undesirable traits are so prominent as to draw the attention of those interested in him to the need of consulting a specialist, no one is in a position to do him any permanent good. Even where specialist help is not called forth, it is necessary that those who deal with him in the capacity of parents, teachers or senior friends should view his life and its style as a whole in order that they may help and guide him aright. Adler even goes to the extent of saying that it is wrong to presume as Freud does that there is an ambivalence in each person whereby love and admiration co-exist in the conscious self for certain objects—persons or things—with hatred and aversion for the same objects in the unconscious. Adler's opposition to conflict within the unconscious to ideals and attitudes upheld by the conscious self seems to be unconvincing; but this much may be granted that all that is usually regarded as unconscious, is strictly not unconscious and that the individual concerned himself will recognize—if he is honest with himself—that there are conflicts within him between certain attitudes and ideals which he presumes to uphold openly and certain others which he would fain pursue if he were left untrammelled by circumstances. Much of this internal conflict will be admitted by honest people who are aware of this conflict within themselves—they need not delve into a hidden unconscious to make themselves aware of the nature of the

conflict. Physical and mental health is possible only when the whole person, the total personality, intends to meet problems of daily life with a sense of courage and competence.

The problems and difficulties of each person are peculiar to himself; but in every person there is one common urge which he shares with all other men and women—the urge to assert one's superiority. The assertion of superiority implies originally a sense of inferiority. All human beings started their life as helpless little babies, and they were all dependent on the care and love of the mother and other senior persons for the preservation of their life and for its development. Thus a sense of dependence has been driven into each one of us, and healthy growth is possible only when and in so far as a person is dissatisfied with his position of dependence and tries to assert his own worth and importance. The spontaneous activities of the child make him feel that he is worth something, for he finds that his independent movement gives him satisfaction and brings him recognition from others. The insistence on this urge to power is the central theme in all Adler's writings and speeches, and there can be no doubt that his contributions have been most helpful to those who from the beginning found it hard to believe with Freud that all human activities are sex-centred. Both of them are not only advocates of the need of understanding human nature, but are also practising doctors who have the cure of several neurotic cases to their credit; and neither can say about the other that his teaching is all speculation unsupported by fact. Freud has done more than most others to draw attention to unconscious factors in life ("not understood" factors as Adler would prefer to call them), and it is now recognized, much more than was the case about thirty years ago, that sex plays a very important role in life. The beast in life is more potent than many recognize. Adler's attempt however has invariably been to

demonstrate that the urge to power—the devil in man as compared to the beast—is active in him from his very infancy onwards.

What evidence have we to show that the urge to superiority is present from the earliest days of life? The little one who cries and draws the mother to himself and is embraced and fed by her knows—though he does not know that he knows, "he knows more than he understands" as Adler is fond of saying—that his cry is useful and repeats the trick whenever he feels like being embraced or fed or attended to in any other way by the mother. He knows that he has some power over her and wants to exercise this power. The very helplessness of the child is his strength in early days. Meanwhile he is steadily growing up and in course of time is able to move about on his feet, to talk, to play with other children, to build, manipulate and destroy things, and to exercise power over persons and things in manifold little ways. All children do not express themselves alike. Some do things that satisfy themselves and others, experience confidence in themselves, and advance naturally and normally in extending the field of their activities. They grow up as lovely and lovable children and get on well with the other members of the family, with neighbours, and with other persons with whom they come into contact. On the other hand there are those who do not feel confident in themselves. Children who feel that they are not cared for or that they are unwanted or hated may not be sure of themselves and their ability to win the love and recognition of others, and they put forth special efforts to draw attention to themselves. They are love-starved, and if they do not get the daily fare of attention and love which others enjoy they try to live on the garbish which we in ordinary language call naughtiness, unruliness, boisterousness and misconduct.

It is interesting, however, to notice that behaviour problems of these and other kinds are equally met with in children that are petted and fondled, pampered children as they are called. Why certain parents

pamper their children, we shall discuss at some length in a later chapter. Here let us notice that such children are inclined to feel that parents, servants, neighbours and the whole world were made for them, and they have nothing to do but to enjoy what was offered; and if what they wanted was not offered, then they had nothing to do but to demand it. If at any time they are faced with a refusal they run into passion tantrums—a frantic exhibition of dissatisfaction and fury through tears and gnashing of teeth or breaking of things, or become moody and sullen, or violent in their relations with others. There is still more possibility of behaviour difficulties when the same child is petted and harshly treated on different occasions, or by different persons, as when the mother pampers and the father is harsh, or when parents are strict and the grandparents pet and coddle. Under such varying, inconstant circumstances the child feels perplexed and baffled; and the uncertainty that he feels within himself regarding the outer world as reflected in the attitude of parents and other close relatives may give him such a sense of incompetence and inferiority as to affect his attitudes towards society throughout life.

Organ inferiority, which we referred to earlier in this chapter without mentioning this name that Adler gave to it, is another factor that tends to give an individual a sense of inadequacy and incompetence. If a person has a defective heart, a spinal curvature, poor eyesight, webbed fingers and toes, club-foot, a lame gait, an undersized or oversized body or any other peculiarity or handicap which marks him out as the target of thoughtless comments of others, he feels much annoyance and chagrin—and this too conditions his attitudes toward others. The earlier the child feels such handicaps the stronger and more permanent are his feelings of inferiority.

The position of a child in the family sequence is another fact which Adler says should be carefully considered by the devotees of Individual Psychology. The

eldest son is usually pampered, and when his younger brothers and sisters come he has a tendency to lord it over them. Not rarely the first child suffers a sense of deprivation when the second child arrives; if along with that some elderly person thoughtlessly suggests to the child that he is no more wanted or loved, he is bewildered and this bewilderment and sense of deprivation may colour his whole life. If he is not eclipsed but still able to exercise authority on his younger brothers and sisters, he happens generally to be ready to side with authority in later life and to co-operate with it to maintain the status quo in social, political and economic life. The second child feels, from the beginning, that he is not only dependent on the father and the mother but is also on the whole inferior to his brother, and so his tendency is to win the affection of others through much amiability or to rebel against his restrictions, or to show superiority through special efforts on his part. Where the elder brother cannot be surpassed or equalled there is likelihood of a sense of inferiority developing. The position of an only sister in a family of many brothers or of an only brother of many sisters is also attended with the possibility of pampering. Similar is the case with the child born many years after the birth of his immediately elder brother or sister. The youngest child in the family like the only child has peculiar difficulties in adjusting himself to social life.

What is called Individual Psychology could as well have been called Social Psychology—so insistent are its exponents on the need of the individual leading a life of full participation in the life of the community. The evil of a person feeling himself inferior is that he is not able to enter into natural, social relations with others. But no man wants to rest content for ever with his inferior position. Each one, even the least gifted person, wants to show that he is worth something in life and if he cannot do it by ordinary means he takes recourse to ways that are not always healthy. He may sulk, and keep himself away in

disgust of what is going on around him. Denied the pleasure of doing things, he may indulge in the much easier habit of building beautiful pictures of what he would have done if he were better favoured. He may be easily excitable, and may go into fits of impotent rage which in the case of the smaller children we have already referred to as passion tantrums. He may develop into an unrelenting critic of the failures and follies of his neighbours. He may be quarrelsome, and may make his own life, and the life of those persons who have to live or work with him, a misery. Those that are uncertain of their own ability may have a tendency to always depend on the advice or executive ability of some one else. When they are so dependent in certain matters and in relation to certain persons, they are likely to be dictatorial in their attitude towards others and would not brook opposition from them even in small matters. In all their reactions to life situations, they are true to their style of life—with its ever active sense of weakness and the consequent attempts constantly made to somehow convince themselves and others that they are still powerful and should as such be reckoned with. The same style of life is operative in both their strength and in what others—and not rarely they themselves—recognize as their weakness.

Another realm of life where one's style of life is manifest is sex. We have already referred to the difficulty of ignoring or suppressing the sex-impulse which every normal man and woman experience. But there are many people who try to find satisfaction in this regard through short-cuts to normal enjoyment. Sexual perversions such as masturbation in adult life, homosexuality, attempt to enjoy sexual union with many individuals without any intention to settle down with a life-partner, exhibitionism, and fetishism (deriving sex-satisfaction from observing some part of the clothing or body of a member of the opposite sex)—these are some of such short-cuts. The nature of man is to find satisfaction in the company of a woman, and of a woman to deserve and

win the devotion of a man and to care for children. There are several other things that men and women are interested in and do, but this is one of the prime impulses that all normal men and women feel a dynamic urge to satisfy; and the way a man or woman reacts to his inner necessity is affected by one's style of life. The pampered and spoilt child and the child that was brought up with undue strictness—especially the former—may have a desire to enjoy pleasure but may feel himself incompetent to cater to his own satisfaction. When such persons grow up, they try to find short-cuts to happiness and satisfaction. The perversions we have mentioned—and several others—often arise as such short-cuts. The adult person who masturbates—it is now increasingly recognized that masturbation is a common stage in sex life which adolescents pass through—does so because he does not have the boldness to make love to and win the affection of a member of the opposite sex. The sadist cannot believe that he is superior, unless he inflicts some suffering on the person he courts and wins; while the masochist derives satisfaction in bearing pain and suffering from the object of love like the donkey who in his courtship takes many a kick from his mate. Even the person who glories in the wild oats he sows is one who does not know what to do with his life if he is obliged to live sedately with a life-partner. Want of self-confidence, pleasure-hunger and hatred of work frequently go together. "Pleasure-hunger is always an index", as Dr. Erwin Wexberg, one of the most eminent co-workers of Adler in Vienna, says, "of profound discouragement. It is the pessimistic emergency exit of a depressed feeling of personal self-esteem, in an individual who trusts himself neither to actual achievement nor to the preparation necessary for achievement."* A good example of a sense of weakness and insecurity is what may be called engagement-neurosis, an illness sometimes of a serious nature, which pre-

*E. Wexberg: *Individual Psychology*, Chapter VI. George Allen, Wolfe's Tran.

vents the person from going forward with a project which one overfly plans and prepares for, but which in one's inward self is dreaded for the amount of responsibility it involves.

What is true of sex life is true of one's attitude towards work. Here too one's style of life is very much in evidence. The pampered child, the child whose difficulties were anticipated and cleaved before-hand, find it difficult to face hard facts of life, when he grows up. He expects the world to be an open oyster ready to be enjoyed. Nature expects every one to work — as a prominent Individual Psychologist of America a country where Individual Psychology is very popular, puts it: "We must work, whether we wish to work or whether we prefer to be idle. The question of work is not a matter for us to decide according to our whim or fancy. The only choice that remains open to the individual is the manner in which he will make his contribution to the commonweal".* Those who do not work, such as the habitual beggar, the idle wealthy, and those who trade on their personal charm or sex-appeal are as much parasites on society as the thief, the imbecile and the insane — and like them deserve to have their freedom restrained. But all who do not work are not necessarily idlers through aversion to work. Early pampering in life or unthinking and harsh discouragement and neglect — more often the former than the latter — has made the person concerned get into a mood of internal insecurity and inadequacy, and he wants to have things done for him not through dislike of work but on account of want of the necessary amount of self-confidence. He may hide this sense of inferiority under the guise of imperiousness, abstinence and a flagrant air of superiority. He may disown his need for work through an incessant search for pleasure. He may work himself up into frequent fits of peevishness, petulance and anger. He may sulk and make scorching, withering criticism of others.

* W. Beran Wolfe: How to be Happy Though Human, Ch. VIII.

Or, on the other hand, he may try to so bury himself in some particular kind of work that he has no time or inclination, as he professes, for any other interest. The life of the bookworm, of the recluse, of the narrow specialist — persons who strike their neighbours with a sense of their unrelenting devotion to their particular interest — is not rarely an example of an original inferiority sense which has been got over through special effort in a certain direction. This is what Individual Psychology calls an over-compensation. The subject tried to compensate for his sense of incompetence, and he has so carried forward the compensation that he is more pronounced in his newly acquired enthusiasm for work than another person who originally did not suffer from his inferiority sense and has not therefore been driven to any over-emphasis of positive accomplishment.

This kind of over-compensation is revealed in what is called a holiday-neurosis. Some persons manage to keep themselves well occupied during their working days; but when holidays come they do not know what to do. They get depressed, suffer from frequent headaches, and sometimes are obliged even to take to bed for days together. There are those who get a headache during weekends, though they are alright during the working days. This is an indication of their attitude towards work and society, of an original sense of weakness and inferiority which they have tried to get over through work; and work has become so important to them as to be an over-compensation. They thrive on their work, work has become a mild kind of obsession to them — and without it they do not know how they can get on in life. Work is important in life, but even work should be a means of social relationship; if it shuts one out from one's social life, from the give and take of life in a community, one has to rethink one's attitude towards society, towards hobbies and recreations, and towards what one regards as one's legitimate work.

THE TEACHING OF HISTORY IN INDIA

By Mr. K. SAJAN LAL, M.A., Dip.Ed., F.R.S.A.

EVER since history formed part and parcel of our school curriculum in India feelings among the sister communities have become strained. This leads us to enquire, (1) what is wrong with our teaching? (2) Are our text-books responsible for the mischief?

In order to answer the above query, we have to delve deep into the origin of the mischief. To start with, let us see in what sense the term HISTORY is used. History is used in the sense in which it connotes the narrative record of the course, or some portion of the course, of the world's affairs. History in its original and strict sense means 'Enquiry or learning by enquiry, or knowledge gained by a process of enquiry'. It enquires into all such relics and records of the past as seem likely to assist in the explanation of the present.

With the growth of an impartial spirit, a marked change has come over both in regard to the conception and the function of history. Carlyle's conception of HERO

Continued from preceding page

Another evidence of over-compensation we get in one's attitude towards punctuality. To be late for an engagement or at one's place of work is uncomfortable for oneself and often inconvenient to others. But one can make a fetish of punctuality, and then it is an over-compensation. Unpunctuality and irregularity on the part of children to go to school and of grown-ups to go to their workshops or office is an indication of want of self-confidence; and overdo the sense of punctuality is a betrayal of the original insecurity and uncertainty that one felt within oneself. What is most important in all life and in all aspects of life is that one should have courage and faith; and this is Adler's gospel — the gospel of good cheer, of self-confidence and hope.

WORSHIP was predominant for a period. In the mid-Victorian period there arose a new cry, 'History is past politics, politics is present history'. Thus a narrow conception of history continued up to the time of Lord Acton who propounded a new conception of history. 'Ours is a domain' said his Lordship, 'that reaches farther than the affairs of the state and is not subject to the jurisdiction of government. It is our function to keep in view and to command the movements of ideas which are not the effect but the cause of public events'. 'The study of history' says Prof. Allen, 'is capable of stimulating, of widening and assisting thought in many ways'. He however deprecates the attempt to use it for emotional, ethical or political ends. The result of this is that history acquired a wider and loftier conception. Its study widens the mental outlook and elevates character by bringing the students into contact with the great and high. Hence a knowledge of history is necessary in order to possess a balanced conception of the world taken as a whole. Therefore, the teaching of history should be based on a wider conception of the subject.

In the Totalitarian States, each Dictator commandeers the universities and the schools and orders the writing of history according to his favourite principles and theories. Their history books, or for the matter of that other books as well, bear their stamp. The keynote of their schools is the propagation of their pet gospels, however bad they may be.

With the war looming and the poisonous propaganda of our enemies, India is passing through a critical period. Provincial autonomy has already been introduced. With the growth of democracy, the importance of the teaching of history has increased. Our students are the future leaders

of our country and they should be trained to be real citizens capable of shouldering responsibilities. Eminent thinkers like Prof. E. Baker, Prof. Trvelyn and Mr. H. G. Wells have often laid emphasis on the fact that history must be approached without any dominating passion and should not be used as a propaganda even in the best cause, and that in the matter of education for citizenship, it is the teaching of history that is a crucial teaching, and the tragedy of history teaching is that it is not taught as it must be.

One can imagine no greater error than the one made in the teaching as well as in the writing of history, particularly the history of India. It is the first and foremost duty of the teacher to place before his students, as far as possible and practicable, plain facts without any tinge or colour. He should keep his point of view for himself. In other words, it should be an objective presentation of facts, wherein the personal prejudice of the teacher is not allowed to intrude. He should avoid rousing the passions and showing partiality, when the topics concern the common parties.

Supposing that for all practical purposes the teacher remains neutral, will that be of any use? We doubt it very much as the text-books in use in our schools, possess one great drawback. They were written with a definite object in view and so they are not useful. There are some European, Hindu and Muslim historians who have risen above the narrow confines of prejudice and passion and have furnished a wonderful example of impartiality. Among them stands Prof. E. Thompson the well-known joint-author of the 'Rise and fulfilment of the British Rule in India.' With reference to the history books written by European scholars, he says, 'I want to plead for commonsense in Indian historical writings. Why are we so queasy and squeamish where India is concerned? Why do we insist on investing Indian history with the atmosphere of a boy's story? Why not regard everything not as something to be

hotly attacked or defended but as what happened at a time when similar things were happening all over the world? We write frankly about British or European history, but in writing about India, we whitewash or blackguard. And that is one reason why India bores our public more than any other subject, so that it is impossible to interest our people in anything Indian.' This opinion stands equally true when applied to some Indian historians as well.

Thus we see how very important is the basis of our teaching viz., text-books. The foundation of our national unity is undermined by the insidious statements of biased authors who write from ulterior motives. The wrong ideas which thus take root in the minds of our pupils at their formative and impressionable age are difficult to be erased afterwards. It is the cry of the day that the majority of our books require rewriting. Scientific and impartial history text-books must confine themselves to facts and to causes and effects.

The point of view is now gaining ground that school text-books should avoid certain facts, not because they are untrue but because they are calculated to rouse passions in the boys. While the text-books should not deliberately cause ill-feelings, the facts must not be hidden from the boys, as one of the objects of teaching history is to inculcate in their minds love for truth, right and justice, aversion to untruth, wrong and injustice, and this can best be done only by placing before them a true picture of the lives and actions of the people of the past.

Now what I would require of the history teacher is that he should look to history as a beacon by which he could see the panorama of today and illuminate its meaning. His real interest should be not in the dead past but in the living present, in the great human movements of events towards that liberty of speech and action and the reign of international peace and

prosperity, which is the true measure of world's progress and greatness.

I would even go to the extent of suggesting that a commission of historians of international repute should rewrite the history of India in order to minimise the effects and dangers of communal canker which unfortunately finds a prominent place in our history books at present. History books, if written without bias, can do much to unify the people. They were very useful to the modern life and without them the progress of the people will be impeded. Such works knit the hearts of human kind to a common level of life and thought and bind with chains of thought and bonds of life, people who dwell in various parts. They form one of the best instruments for bringing about peace and goodwill between the different communities inhabiting the country. Further, the history syllabus should be so broadened as to include a short and concise history of the world. This change will have beneficial effects upon our students and in comparison to sister nations, our students will know and appreciate the true worth of our civilization and culture.

In our middle school classes, history should be taught in the light of the principle enunciated by Carlyle, namely HERO WORSHIP. Here too one should be careful not only to show the good as well as the bad sides of the hero, but one should mix freely the topical method so as to give a complete picture by filling the gaps. It is in the high school classes, and then only in the two top-most classes, the students should be allowed to study history, from a critical point of view. Only in these classes one can build the constitutional development and also make a more detailed study of the cultural development.

Boys should be induced to read a number of books so as to give them a comprehensive picture and then only history

would become an interesting subject. Tutorial work should be encouraged and this could be done by fixing a period in a week for this work. One should not begin with the battle of Buxar as the starting point of the British period as it misleads the boys; hence it would be better to trace the rise of the British from the days of Akbar, Jehangir, and Shah Jehan. To my mind this is the correct procedure and this lays down the background clear to give better foundation to build upon.

It passes one's understanding why the Indian history books should be split up into three broad divisions as the Hindu period, Muslim period and the British period. It would be simpler and more correct to call it the Ancient period, the Medieval period and the Modern period as is the case with other European history books.

In our State (The Hyderabad State) the study of history and geography received a rude shock or rather a set-back when these subjects were made non-examination subjects for the H. S. L. C. Examination. Before much mischief could be done they were restored to the honoured places, thanks to the authorities. The study of history lost much of its charm due to circumstances beyond human control. The ever-increasing cry of technical and commercial education is telling very much upon the study of history. Our students desire to have only that knowledge which pays them. To them 'Knowledge is business'. That is the main reason why it is extremely hard to make the students evince a keen interest in history for they think it has no direct bearing upon the practical side or work of every-day life. This mistaken notion of the students require a thorough correction. Hence falls the onerous duty upon the history teacher to make his subject very interesting. The students should be told that 'restraint and discipline, example of virtue and of justice, are those that form the education of the world'.

The Mother-Tongue as the Medium of Instruction in Schools

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

THE system of education that has obtained in our country during the last 60 or 70 years in teaching all school subjects through the medium of English has been perverse. Thanks to this



perversity of imparting instruction in a foreign language, education has been something abstract, something unreal all these decades.

Three years ago, it was given to the Congress Ministry to take courage to introduce, as a compulsory measure, the much-needed and long-overdue reform of the mother-tongue medium of instruction.

Difficulties in the Way of the Reform

Why has this reform been delayed so long? The chief difficulties that have stood in the way were: (1) the universities which have been a clog in the wheel of progress of secondary education; (2) official prejudice on account of which, in official and departmental circles, the reform was never thought of as a practical proposition; (3) over-importance attached to English; and (4) the false notion that Indian languages are lacking in correct and adequate equivalents to English scientific terms.

During recent years educationists have increasingly felt that the preposterous methods of teaching all information subjects through the medium of English must be ended, and that the mother-tongue should take its natural place and come into its own in schools. Also, educationists have well realised that the old idea that secondary schools existed merely for the purpose of

preparing pupils for the college classes, was at the bottom of all evils affecting secondary education. One could hardly imagine a more dangerous and fallacious role for secondary education to play than the one underlying this idea. Due to official prejudice, no tangible step was taken to introduce the reform of the mother-tongue medium all these decades, though, if one cares to study the history of the movement, one would find that the earliest advocates of this reform were the Court of Directors of the English East India Company, and that successive Governments of India, through educational commissions set up by them from time to time, repeatedly declared their sympathy with it.

Problem of Scientific Terminology

As regards scientific terminology in our Indian languages, it is my firm conviction that no national language is worthy of being called one's mother-tongue, unless one considers it capable and worthy of being made an instrument of highest culture, the deepest emotion and the sublimest thought. As a language is more and more used, its life grows, and new words and expressions are added to enrich it. Let the success attained by the Osmania University of Hyderabad belie all fears in regard to scientific terms in national languages.

To have a standardized scientific terminology for all languages seems highly desirable. Different sets of terms in different Dravidian languages, and what is worse still—but unfortunately the case at present—different sets of terms in different text-books of the same subject, in the same language, must be regarded a "nightmare" to teachers and pupils. As Prof. A. Rama Iyer well puts it in his presidential address at the

Rishi Valley Educational Conference, "It would be an inestimable blessing to have a uniform terminology for all the Indian languages, a still greater blessing if we could agree to adopt *wholesale* the terminology used in the English text-books, seeing that it is not so much English as international. Obviously, the genius of a language does not lie in the names of objects, and no one need fear that the purity of his language will be affected in any way by the adoption of an international set of scientific terms. If this suggestion sounds too radical, let us, in the name of commonsense, have at least uniformity within each language."

Gains of the Mother-tongue Medium

To-day, the question of the medium of instruction has passed the stage of doubt and discussion and entered the realm of practical politics. It is widely accepted that the mother-tongue is the only natural and proper medium. Now, what are the educational gains resulting from this change of medium? In the first place, originality of thought, stifled all along by the foreign medium, will be vastly encouraged. Secondly, our pupils, instead of merely repeating parrot-like, ill-digested, second-hand information, will acquire naturally and assimilate fully all varieties of knowledge in the language that comes to them most spontaneously when their process of thought is in the mother-tongue. Thirdly, the low standard of higher education—high school and college education—due to the use of English as the medium of instruction, will necessarily rise hereafter. The Calcutta University Commission, more than twenty years ago, was of opinion that the English medium was chiefly responsible for the low standard, and recommended the introduction of the national languages as media. Fourthly, the national languages themselves will become enriched and revitalised as a result of the new reform. They will absorb the treasures of literature, philosophy and science found in foreign languages. Hence the common people of our land, the intellectual proletariat so far, will be enabled

to acquire higher learning and benefit by coming into contact with the thoughts, dreams and achievements of the master-minds of the world. And the improvement of our national languages resulting from the adoption of the mother-tongue medium, is bound to make for an all-round national progress and advancement, and preserve the cultural greatness of our land.

Practical Aspects of the Reform

Next, let me consider the practical aspects of the reform on the basis of the experience gained during the last three years. This is an epoch-making reform in the history of education in our province. Judging from our experiences gained so far, one can feel satisfied with the results so far yielded by the change in the medium, though it is perhaps too soon to judge them. The comprehension and assimilation level of our boys and girls in subjects such as history, geography and science, has considerably risen. The strain involved in learning them through English has been eased. Pupils are now able to think more clearly and coherently and this will in due course prepare them for what may be called "creative thinking."

Some Practical Difficulties

What are the practical difficulties involved in the adoption of the mother-tongue medium? How are they to be got over? Says Prof. A. Rama Iyer: "These difficulties are not insuperable, and are often magnified by interested parties." The reform must be given at least ten years' trial before its full implications and benefits become visible. In the meanwhile, adjustments require to be made in the light of experience. To raise a cry of despair and ask for going back to English medium would be utterly unwise. So far as the South India Teachers' Union is concerned, it is emphatic that the English medium must not be restored to on any grounds whatsoever.

Bi-lingual Areas

Now, what are the chief difficulties

raised? There are areas which are bi-lingual and multi-lingual. In a caste-ridden, community-ridden country, where many languages exist, and where sentiment and passion often prevail instead of reason and considerations of national welfare, all kinds of objections are apt to be raised against even the healthiest reform. So the objections must not be viewed too seriously. Yet, let us consider them briefly. There are large numbers of pupils whose mother-tongue is different from the language of the locality. Konkini-speaking pupils in S. Canara are forced to learn all subjects through Canarese which is not their mother-tongue; Telugu-speaking children in Southern districts—they are by no means a negligible number—have to learn them through Tamil. This is, however, no serious obstacle. There is no harm in learning the language of the locality besides the mother-tongue, and through it, all subjects. To say or plead that English is more suitable in these cases, is preposterous, as, for instance, the memorialists in S. Canara, mostly Catholic parents, urged the government to be allowed to continue the English medium on the ground that "Kannada is more foreign to them than English!" The truth is that Catholics of S. Canara fear that the change of medium from English will adversely affect the interests of their children seeking employment! None can sympathise with them as their fears are baseless.

The Universities are Averse to Adopting the Reform

Another difficulty. The Universities are not yet in favour of the adoption of the various Indian languages as media of instruction in colleges. And for obvious reasons. How can they provide in a Madras College—say, the Presidency, or Christian or Loyola College—for instruction in every subject through different languages—Tamil, Telugu, Canarese, Malayalam, Urdu and what not? How many lecturers must be employed for the purpose? What about the equipment? Where is the money to come from for such provision? So far as colleges

are concerned, it is thought impossible to change the medium of instruction from English. Then, why handicap high school pupils proceeding to the University by using the mother-tongue medium, critics ask. The answer is that the percentage of students seeking the University course is only a minority. Moreover to study the subjects in English after having done them in the mother-tongue is by no means difficult. Until India is divided into different linguistic provinces, the problem of the language medium of instruction in schools and colleges will continue to present difficulties.

Women's Colleges

In several Women's Colleges, such as the Queen Mary's College, Madras, admission into the Intermediate class to pupils who have had courses of studies in the S. S. L. C. stage in their mother-tongue, is said to be denied. The writer is aware of some definite cases when girls who had studied through the Telugu medium could not get admitted.

This is a serious matter presenting difficulties to our girls proceeding from high schools. The authorities must intervene to set right any grievances represented to them.

The Case of Optional Subjects

Also there is a definite suggestion to retain or go back to the English medium for optional subjects only in the fifth and sixth forms. In colleges, students find it a herculean task to follow lectures in Mathematics, Physics, Chemistry etc., after having been taught through the mother-tongue in high schools. In Madras, a representation was made to the Director of Public Instruction requesting him to grant exemption to the schools in Madras city to use English medium till 1945 for optional subjects only. I should think that the authorities will be doing a disservice to the country by yielding to all this representation.

None of the difficulties are too great to warrant the continuance of the English

MUSIC OF ENGLISH POETRY

By Mr. S. M. HUNASHAL, B.A.

"HAD I a thousand tongues, a thousand and hands!" exclaimed the great poet Homer. In that pithy sentence the poet invokes Calliope, the Muse of Epic and desires to have as many languages to sing and as many hands as possible to pluck the wires of the harp. For what purpose does the poet wish for a thousand tongues, but to sing? For what purpose, a thousand hands, but to pluck the wires? Not to dip a thousand pens in a thousand ink-pots. Therefore the poet Homer intoned the 'Iliad' to the harp and Sappho plucked her passion from the lyre. Thereby the poet opines that poetry originates in music, that harp is the natural accompaniment of verse. Dr. Gummere echoes the same view when he contends that 'dance, poetry and song were once a single and inseparable function.' Sir Arthur Quiller-couch waxes eloquent on the same subject in his Art of Writing: "We traced the difference between verse and prose to Music—to the harp, the lyre, the dance, the chorus, all these first necessary accompaniments which verse never quite forgets..... From the moment men introduced music they made verse a thing essentially separate

from prose from its natural key of emotion to its natural ordering of words."

What then is the upshot of the above argument in the teaching of English poetry in schools? Indeed it is a sad feature of the present day teaching of English poetry that English poetry is taught like prose. The reading or the so-called recitation of English poems is almost like that of prose. An English teacher reads an English poem with proper intonation and punctuation; he reads a prose passage too with proper intonation and punctuation; that is, poetry reads like prose. As a result his teaching runs dry and the music of English poetry is lost to the pupils. Indeed it is the irony and paradox of a foreign language that it is divested of its music while all vernacular poetry is tuned to the native music in classrooms. That is the bane and drawback of teaching English poetry in our schools. But the sole secret of teaching English poetry lies not in good reading but in effective recitation tuned to English music. The difference between prose and verse being traced to music, poetry is meant to be sung and prose, to be read.

From the above line of thought I do not mean to convert poetry classes into music classes. But what I impress upon the minds of teachers is that in teaching English poetry the music aspect of poetry should be more emphasized than its meaning aspect. Then appreciation of poetry will be well caught. The pupils will readily realize the ideal of beauty that is depicted in poetry. Their aesthetic sense will be developed. The emotion or the poetic fervour that is embedded in poetry is easily instilled into the hearts of the pupils. The class hears the sweet English tune and thrills with joy. Secondly, according to the contention of Sir Arthur Quiller-Couch poetry is apprehended and not comprehend-

Continued from preceding page

medium. The reform in the medium is bound to produce lasting benefits to secondary education. It is the duty of teachers to adjust themselves to incidental difficulties, during the present transition stage, and work the reform successfully. Frequent collaboration among teachers handling the same subjects and mutual discussion of the problems raised by the reform will help in smoothening and solving them. The mother-tongue medium has become a settled fact in the educational world. Let none do wrong to our country by seeking to unsettle it.

ed. In the teaching of poetry "Whys and hows" have little scope. Hence for apprehension of poetry music is an indispensable aid. The more the pupils listen to the sweet English music of poetry, the better do they understand, appreciate and commit it to memory. Poetry wedded to music yields good appreciation and right apprehension.

If music is the food of love, it is the soul of poetry. If it is the soul of poetry, then suffuse music while teaching English poetry. But how to pick up the English Music is our next problem. Film is a great educator. The teachers should visit English films and try to pick up the English tune. Occasionally the teacher should take the pupils to the picture houses. The pupils, by and by, will be accustomed to the English tune. Or the teacher may coin out the English tune and adjust it to English poems.

The above plan is not imaginary and

Utopian. I have experimented the plan in my school. I invented the English tune and I sang to the English tune Wordsworth's great poem "She was a phantom of delight" in my class-room. The pupils were moved by the music of that poem and they enjoyed singing it again and again. The more they sang it, the more they understood and appreciated it. Besides they easily committed it to memory. Similarly I intoned Gray's "Coming of Spring," Shelly's "Love's Philosophy" and other poems. The results were quite satisfactory.

To sum up my argument, poetry coupled with music yields beneficent results. The dull, dry atmosphere that pervades the English poetry lessons will disappear, the moment the melodious atmosphere of English music is suffused in the classes. The whole class partakes in the lesson and is thrilled to the time and tune of English poetry. Indeed the purpose of poetry teaching is best served by tuning poetry to music.

The Brahmin and the Pup

An angry sky was over head,
The day was dark as night,
The rolling clouds a warning spread,
The lightning blinded sight.
The rain it clattered everywhere,
The water gushed in streets,
The winds blew chill and all took care,
To couch in warmest sheets.
A mewling pup all wet and cold,
Approached a Sastri's door,
In tender tones, its plight it told,
And crept upon his floor.
'From raging storm O! Brahmin save,
Most unclean though I be,
O! help me as a boon I crave,
My sorry plight you see.'
'Be gone thou wretch' the Brahmin cried,
He banged the door outright,
The Brahmin fumed, the pup it sighed,
It breathed its last in fright,

V. J. Mani.

NOTICE

Owing to some unforeseen circumstances we are obliged to issue this number on the 20th July instead of on the 1st, as announced before.

Articles for publication, and books for Review should be sent to the Editor; remittances and business communications should be addressed to the Manager, Educational India, Masulipatam.



EDUCATIONAL INDIA

Masulipatam, July, 1941

Talking Points on Education in India

IN a pamphlet recently issued by the British Ministry of Information for a campaign of publicity through the British Empire, certain references have been made to the educational progress in India, which cannot be easily overlooked by the lovers of the country's progress. In spite of the fact that the pamphlet has been prepared without the consultation and knowledge of the Reforms Commissioner in India, it might be taken as gospel truth by all propagandists who wished to enlighten the British public on the benefits of British rule in India. But as a result of the vehement attacks to which it has been subjected at the hands of sincere admirers of India's past cultural greatness and critics of present literary degradation, the pamphlet had to be withdrawn from circulation.

However, it deserves some frank and outspoken criticism for the enlightenment of the outside world.

THE observation that education, though still very backward, is open to all and is not confined to a privileged class is a hard fact which cannot be denied. It is to be regretted that our present rulers, during the last one hundred and twenty five years of their rule in India, have not been able to bestow sufficient thought and attention on the progress of education which is quite essential for national union and solidarity. They have been modelling it after the British pattern, showing little regard for national needs and requirements and devoting only a fraction of national revenues for its advancement, while other civilised governments in the East and West—Japan, Russia and U. S. A.,— have made tremendous progress by spending a greater part of their national revenue on the education of their youth, at the rate of more than a rupee per head and thus were able to spread literacy all through their lands within a short span of two decades and a half. But it must be said to the credit of our rulers that educational facilities are open to one and all, irrespective of class, colour and creed, without making them the exclusive monopoly of a privileged few. On the other hand they have meted out more justice to backward classes and communities by granting them half-fee concessions even at the expense of the so-called advanced but poverty-stricken classes.

* * *
THEN the pamphlet proceeds with an enumeration of the causes

which have contributed in no small measure to such a sad and sorry state of affairs. The fact that 90 per cent. of the people are still illiterate is more due to the lukewarmness of the government in their attitude to educational progress rather than to the apathy, and indifference of the people, as is said by the Ministry of Information. The Government, even after the inauguration of provincial autonomy, has not thought it to be its sacred duty to recognise education as the foremost nation-building department and has failed to set apart adequate funds for the proper encouragement of aided institutions. They have left the schoolmasters, their salaries and status to the changing whims and fancies of managers and have been spending only about one anna per head on an average, which is by far infinitesimally smaller than the amount spent by other civilised governments in foreign lands. While the elementary school teachers in the U.S. A., and England are kept above want with ample opportunities for refreshing their minds and doing full justice to the work entrusted to their charge, the teacher in India has to plod his weary way ill-paid, ill-treated, over-worked, unable to keep the wolf away from the door and groaning underneath abject poverty.

TO talk of religious prejudices in the present age, when people of scheduled classes are being freely admitted in all recognised schools, is far from the actual state of things now obtaining in rural and urban areas. Boys and girls of different communities are freely made to inter-mingle without religious bias or pre-

judice and this problem is no longer a hindrance to the maintenance of a common village school in every locality which contains more than five hundred people.

THE levy of a local education cess is said to be most unpopular. Educational cesses are being paid willingly and cheerfully wherever they are moderate and not oppressive. But the government should realise that over and above the amount collected by way of educational cess, it is its bounden duty to set apart a reasonable sum out of general funds for this great nation-building activity even at the expense of other departments of lesser value and usefulness to the public.

THE town-educated Indian is said to dislike life in remote villages and it is remarked that considerable difficulty is being experienced in staffing elementary schools. This observation does not represent the actual state of affairs, as most of the unemployed people from towns will be too glad to go to villages where suitable avenues for employment are made to exist, where wants are few and standard of living is far more decent than in a busy, crowded town with sources of inordinate expense. But it will be highly unjust if we expect a man to go and open a school for himself in a remote village and content himself with the pittance of a grant which the government may be pleased to favour him with, in a most niggardly fashion.

THE fact that there are about twenty major languages and one hundred and fifty minor languages, of which many are inadequate as an

educational medium, is no serious difficulty, which cannot be successfully overcome. The major languages with a script can be taken very conveniently, as the media of instruction, and text books may be written in those languages.

WE believe that some such observations were made as they had to account for the slow progress of education, without holding themselves completely responsible for the backwardness in the educational sphere. However, we wish that the provincial governments would revise their policies by enforcing planned schemes for free and compulsory elementary education, so that India, a land known for its culture and civilisation in the past, may keep pace with foreign lands in regard to the spread of literacy among its citizens.

Adult Education

THE problem of spreading education among the illiterate adults of a country is one that is far more essential and complicated than the problem of free and compulsory elementary education among boys and girls of school-going age. The latter can be implemented and satisfactorily solved with the allotment of adequate funds, though in the case of India, with its backwardness in the matter of political freedom and with a kind of administrators who are not willing to devote adequate funds to the healthy progress of the country, even the problem of elementary education has not made much headway or progress. In this vast land of India with a diversity of languages and cultures, it may be still more difficult to minister

to the educational needs of a large and important section of the people, viz., the adults, who have to engage themselves in doing some kind of remunerative work to maintain their families. Steeped in ignorance, illiteracy and poverty, they find it almost impossible to devote time and attention to literary tastes and pursuits and to receive the benefits of education.

THOUGH fully conscious of the manifold advantages of adult education, which instils into their minds a feeling of civic consciousness and democratic citizenship, yet they feel that money is more precious than the acquisition of knowledge. They are not aware that a training in the Three R's and elementary courses of professional skill and technique would enable them to earn better wages and improve their standard of living and fit them for their share in the larger life of the country.

EVERY political worker would only agitate for the education of children without bestowing any thought on the education of the grown-ups, who constitute the virile section of the population, on whose healthy activity depends to a large extent the progress of the nation. While caring for the welfare and prosperity of the future citizens of the soil, we should not ignore the interests of the present adult population. The fact that India is poverty-stricken and subjected to economic exploitation should not stand in the way of our making voluntary efforts to improve the lot of our own fellow-countrymen.

EVEN the countries of West had to resort to adult education work on a voluntary basis at times, in spite of

the tremendous financial help rendered by the governments. A band of enthusiastic workers, endowed with lofty ideals of service and sacrifice in the best interests of the country, should be forthcoming from both sexes. It is the duty of the people of villages, towns and cities, to see that such workers are provided with decent means of living by contributions in kind or in cash, so that they and their children may also lead respectable lives not hampered by over-work, nor handicapped by poverty in the race of life. The government also should be so considerate as to give a decent grant for every adult education centre which may be made to work for an hour and a half for at least 240 days in the year and this grant though a nominal one may be given as an earnest of good faith on the recommendation of a departmental officer who may also be entrusted with the work of inspection of such centres. This will relieve the burden of the State, rid the land of illiteracy and provide work and remuneration for hundreds and thousands of educated unemployed. Such workers may have to make use of the radio, magic lantern, cinema, museum, library and reading-room and extension lectures on economic and political topics of interest, and civic problems dealing with health, hygiene and sanitation. All this would require highly intelligent workers with a fund of resourcefulness and adequate compensation to them for their labour of love.

THE mere suspicion based on hearsay evidence that such centres are being abused for the propagation of Communistic or Bolshevistic, or Fascist or Atheistic ideals should not

be made much off by the Government in imposing restrictions on all such activities. Any slight tendency in the wrong direction, besides the legitimate work it is intended to do, may be checked or put an end to, by prompt action. The recent ban imposed by the Madras Government on the private agencies holding Adult Education Centres is calculated to affect adversely the interests of all such centres which may have to be wound up or dissolved. We hope that the Governments in power would foster and develop such genuine attempts with adequate grants, subject to any safeguards they may be pleased to promulgate, in the best interests of adult education.

Personal Notes

SIR S. RADHAKRISHNAN, former George V Professor of Mental and Moral Philosophy of the University of Calcutta and the present Vice-Chancellor of the Benares Hindu University, will be conferred the honorary degree of Doctor of Law by the Calcutta University at its next convocation.

PROF. BAWA KARTAR SINGH, Head of the Chemistry Department of the University of Allahabad, has been awarded the D. Sc. degree by the University of Cambridge. Professor Kartar Singh has previously served at Dacca, Lahore, Cuttack and Patna and has carried out valuable research work in stereochemistry and organic chemistry.

PROF. M. L. SHAH, of Baroda, has been conferred the degree of Doctor of Philosophy by the Temple Ball College, Inc., Washington, for his recent thesis.

MR. V. S. GOVINDARAJAN, a research student in Chemistry of the Annamalai University, will be awarded the degree of M. Sc., at its next Convocation.

THROUGH different PROVINCES

DELHI

INDIAN STUDENTS IN ENGLAND

Miss C. H. Bose, whose term of appointment as part-time Accommodation Officer, Education Department, India House (London), expired in March last, has been granted an extension of office for three years.

The main functions of the Accommodation Officer are to maintain a list of lodgings suitable for Indian school and college students, to advise students and their guardians about lodgings and to meet new comers at railway stations.

During the academic year 1938-39 and especially after the outbreak of war, the Officer had to find accommodation in safer areas throughout the country for students whose schools or colleges had been evacuated. Since then the number of Indian students has naturally decreased, but there are still about 400 pursuing full-time courses at colleges and universities in England and many of these continue to seek the assistance and guidance of the Accommodation Officer, especially in regard to the difficulties arising out of the evacuation of many of the colleges from London to various parts of the country.

SCIENTIFIC RESEARCH

A remarkable collection of products of scientific research in India conducted during the past few months under the auspices of the Board of Scientific and Industrial Research was shown to Press Representatives at Simla recently and explained by Sir S. S. Bhatnagar, Director of Research. Though developed under the stimulus of war, most of the articles were such as would lend themselves to large scale commercial production and use in peace.

It is understood that permanent museums for these products are to be established, one at Calcutta and one at Delhi, in charge of trained men to explain them to the public and more particularly to industrialists.

NEW SCHEME FOR PRESERVING INDIAN RECORDS

With a view to the better preservation of the records, the Government of India are trying to reorganise the Imperial Records Commission and the records in the provinces and districts. A tentative scheme has already been drawn up by Dr. S. N. Sen, Keeper of the Imperial Records at Delhi, which has been circularised to all the Provincial Governments and the Universities in India, including the Indian States.

The Government of India in the Education Department have also suggested to the Provincial Governments and the Universities to depute a number of scholars from each province to undergo training for about a year in the special work of keeping records.

MADRAS

BAN ON ADULT EDUCATION CAMPS

In a Communique issued recently, the Government of Madras observe that adult education training camps have been conducted recently under the auspices of students' unions in accordance with instructions issued by the Communist Party to undertake mass literacy campaigns and that those trained at the classes are expected to conduct similar classes in their own villages with the object of spreading Communism.....

It is, therefore, necessary, adds the Press Note, to control the holding of these classes, and bona fide organisations wishing to run summer classes are advised that they must obtain the sanction of the District Magistrate of the district concerned or of the Commissioner of Police in the City of Madras, who have been empowered under Rule 56 of the Defence of India Rules to accord such sanction. Failure to obtain sanction will render organisers and those taking part in such courses liable to imprisonment for a term which may extend to three years and fine.

The prohibition will not apply to official refresher courses, etc., run by the officers of the Educational Department of the Government.

VOCATIONAL INSTRUCTORS IN ELEMENTARY SCHOOLS

The Government have accepted the recommendation of the Director of Public Instruction that the possession of the general educational qualifications prescribed for instructors for pre-vocational subjects in elementary schools need not be insisted upon in the case of those who possess the prescribed technical qualifications. The Director has reported that much difficulty is experienced by managements of elementary schools in recruiting instructors for pre-vocational subjects who possess both the general, educational and technical qualifications prescribed by the Government.

The Government have informed local bodies that instructors who possess only the technical qualifications may be treated as fully qualified teachers and allowed the pay admissible for the trained teachers of the Higher Elementary Grade.

BENGAL

NATIONAL ATLAS OF INDIA

A move is afoot for the preparation and publication in Calcutta of a National Atlas of India, the first of its kind in the country. The Atlas will represent natural conditions, natural resources and economic developments of the country, its history and pre-history as also the distribution, occupation and social conditions of the population.

Dr. B. C. Law, President of the Calcutta Geographical Society, has consented to bear the cost of the publication, which will be on the lines of the Atlas De France and the Atlas of American Agriculture, which have been prepared at a cost of over one lakh of rupees in each case.

THE STUDY OF RIVER PROBLEMS

A five-year scheme at an estimated cost of Rs. 5,96,000 has been prepared by the Government of Bengal in order to carry on a scientific study of the river problems in the province.

The scheme has been prepared in collaboration with Dr. N. K. Bose, Assistant Director of the Punjab Hydro-Dynamic Research Institute. It has been sanctioned for a period of five years in the first instance.

REPORT ON THE REORGANISATION OF HISTORICAL RECORDS

The Committee appointed by the University of Calcutta on the re-organisation of the Indian Historical Records have finished their labours and submitted their views on the proposed re-organisation.

The Committee have welcomed the proposal of the Government of India to create a Research and Publication Committee as an adjunct to the Commission and concurred with the view that substantial progress can only be achieved by greater and more active co-operation between the Commission and the Research and Publication Committee on the one hand and the Universities on the other, in the publication of programme in furthering research activities, conducting regional surveys and exploration of archives.

The Committee have also recommended that Universities should send scholars for training in methods of historical research and in the preservation of records.

BOMBAY

ENCOURAGEMENT TO ADULT EDUCATION

The Government of Bombay proposes to encourage intensive adult education work in villages with a population of 1,000 and over and has, therefore, directed that new adult education classes should preferably be opened in such villages in future. At the same time, the Government has made it clear that the new classes should not necessarily be restricted to such villages and that, if in any of the smaller villages good workers or good supervisors or committees are available, every encouragement should be given to the opening of new adult education classes in such villages.

The Government has also directed that the existing classes, which are working satisfactorily, should not be closed as a result of the opening of new classes.

NEW RULES FOR RELIGIOUS INSTRUCTION

Religious instruction, including the teaching of any religious book such as the Koran, may be given in schools managed by a local authority provided the attendance of pupils at such classes

is optional, says a draft notification amending the Bombay Primary Education Rules.

Other stipulations drafted for the imparting of religious instruction include that such instruction should be given outside school hours; the time devoted to such instruction should not exceed half an hour a day and that the services of a teacher employed by a local authority should not be utilised for imparting such instruction except with his written consent.

It is pointed out that the amendment contemplated does not effect any change in the principle hitherto followed. The existing rule also makes room for religious instruction provided, however, "there is no local objection to such instruction."

BUILDING GRANTS FOR PRIMARY SCHOOLS

The Government of Bombay has decided to sanction expenditure on building grants up to Rs. 2,55,000 for the current year with a view to encouraging the District Local Boards to construct school buildings of their own, with the help of these grants from the Government. This amount will be placed at the disposal of the Director of Public Instruction, who has been asked to inform the District Local Boards that an amount not exceeding Rs. 12,750 will be available for each district as a grant for primary school buildings.

UNITED PROVINCES

DIPLOMA IN LOCAL SELF-GOVERNMENT

His Excellency the Chancellor has sanctioned a scheme submitted by the Allahabad University for the institution of a diploma course in local self-government administration. The course will be of nine months duration, and will provide intensive training, including practical training in subjects connected with Municipal administration and the working of other local self-government bodies.

PROGRESS OF BASIC EDUCATION

An account of the progress of the experiment in the basic system of education introduced in ninety selected schools of the Allahabad District Board is continued in the Board's annual report for 1940-41.

The report says that the teachers have been able to assimilate the principles of the basic

system of education. The children become engrossed in their task under this new system. The cultivation of an artistic talent, almost wholly absent in the past, has made the teachers' work remarkably interesting. The boys show their peculiar taste for self-expression and the work of the majority in design drawing, paper cutting, folding, pottery and marble making, etc., is marvellous. They can spin on their taklis with sufficient ease and rapidity.

IMPROVEMENT OF PRIMARY SCHOOLS

A new method of calculating block grants for single section and double section schools and for Intermediate Colleges has been recommended by the Committee appointed by the U. P. Government in 1939, to examine the administration and working of the non-government aided Anglo-vernacular institutions and to suggest ways and means for their improvement.

The Committee's terms of reference included: examination of the financial position of the schools and a suggestion as to what alterations in the grants-in-aid rules and the form of manager's returns, were necessary, having due regard to the scale of fees and contributions from other sources.

CENTRAL PROVINCES

STAGNATION IN SCHOOLS

That wastage and stagnation prevail in primary education for boys is revealed in the annual report of the Director of Public Instruction on the state and progress of education in the Central Provinces and Berar during the year 1940.

Wastage is chiefly due to economic causes, states the report. A very large proportion of children in village schools belong to the labouring and agricultural classes who cannot afford to buy slates and books. On account of the extreme poverty in villages the pupils are withdrawn from the school as soon as they are old enough to help their parents in earning their livelihood. Stagnation is generally due either to irregular attendance or inefficient teaching or both. Efforts are being made to reduce wastage and stagnation, but unless free education is introduced throughout the province and more effective teaching is insisted on, improvement is bound to be slow.

VIDYA MANDIR ACT AMENDED

The Governor of C. P. and Berar has promulgated an Act, amending the C. P. and

Barar Vidyamandir Act of 1939, which has come into force from June last.

The Act has been enacted for the purpose of enabling the agricultural department to manage plots of land donated for Vidyamandirs until they yield a minimum profit necessary for the maintenance of Vidyamandir Schools. This is necessary because out of 82 plots donated to Vidyamandirs only 26 are self-supporting and the rest need improvement through expert supervision and management.

PUNJAB

PROGRESS OF LITERACY CAMPAIGN

The inauguration on a province-wide scale of an anti-illiteracy campaign in the Punjab is recalled in the Government report on the progress of education in the Punjab in the year of 1939-40.

During the first year, 1939-40, of the five-year plan to eradicate illiteracy, the Punjab Government sanctioned a grant of Rs. 22,800 for the purpose. No less than 308,000 copies of primers in different scripts and 56,000 copies of follow-up literature were purchased by the Education Department.

Attempts were made to eradicate illiteracy through the medium of the old type of regular adult schools and also through adult centres. It is encouraging to note that the movement is also gaining ground among women of the Province.

BIHAR

ADVISORY BOARD FOR RURAL DEVELOPMENT

The Government of Bihar announce the appointment of a Provincial Rural Development Advisory Board to ensure the more efficient working of the rural development department and to effect economy of effort and expenditure by utilising the combined knowledge and assistance of the different departments concerned.

The Board will advise the Government on all matters affecting rural development and will present for the consideration of the Government a concerted and co-ordinated plan of rural development spread over a limited number of years.

MYSORE

STATE CONTROL OF PRIMARY EDUCATION

In accordance with the decision arrived at by a committee of officials which reviewed the progress of primary education in the State, the Government of Mysore have passed orders taking charge of primary education in the State with effect from July 1, 1941.

The Government have accordingly abolished all local education authorities and school boards and from 1st July all primary schools with their lands, buildings, records, equipment and all other appurtenances belonging to them in the area of each local education authority and the administration of grants to village aided schools were taken over to the charge and control of the Government.

HYDERABAD

STATE EDUCATION FUND

On the recommendation of the Executive Council, the Nizam recently sanctioned a proposal for the creation in the State of an educational fund of Rs. 2 lakhs called Madara Deccan Fund in memory of the mother of the Nizam. The income accruing from the investment of the fund will be utilised in granting educational scholarships to boys and girls without any distinction of caste or creed. The management of the fund will be entrusted to a committee of three members with Nawab Mahdiyarjung as Chairman (ex-Officio).

TRAVANCORE

LIMITED NOTE BOOKS FOR PUPILS

School children in Travancore are to use less notebooks in future. The Education Department has fixed the maximum number of notebooks which school children may be asked to purchase for school use at five of not more than eighty pages each.

In a Circular to all recognised schools, the Director of Public Instruction states that it has come to his notice that the heads of many schools in the State are compelling their pupils to buy 20 to 25 notebooks of 80 to 200 pages each for class use. "This is, to say the least, tragic in these days of economic depression and the poverty-stricken condition of a large number of pupils. It is a pitiable sight to see children carrying loads of eight to ten notebooks every day to school."



PUBLIC OPINION



DR. C. R. REDDI ON THE EDUCATION OF WOMEN

Addressing the Annual Convocation of the Shreemathi Naithibai Damodher Thakersey Indian Women's University on June 20, Dr. C. R. Reddi suggested the creation of an Order of Sisters in India on the model of nuns in the Catholic fold who would devote their time in spreading knowledge among Indian women.

Confining his address to observations for a reorientation of the curricula of the Women's University, Dr. Reddi dealt with various aspects of women's education. "There are different types of universities," he said, "that impart education in different subjects. Though research and creative work came to be regarded as the hall-mark of certain types of universities, 'popular universities' as the one in Rome are also necessary, for these universities distribute knowledge to as wide a circle as possible."

The older universities in the country, Dr. Reddi added, were engaged in original work and those of the women who wanted to have specialised education could go to such universities. But the distribution of knowledge to as many women as possible was far more important than research work. People in this country were steeped in ignorance and superstition. Women should be sent out to dispel darkness and spread education. India had produced great men and great women but the average man and woman in the country were below par.

SIR AKBAR HYDARI'S EXHORTATION TO STUDENTS

Inaugurating the first term of the Central School of Arts and Crafts which was recently established in Hyderabad, Sir Akbar Hydari, President of the Executive Council of the Hyderabad State, observed:

"Art is a fascinating study and its application specially, if there is devotion to its ideals, labour in its practice, and imagination in its conception, inculcates a sense of the nobler things of life. It has, therefore, a three-fold mission: it brings dexterity to human hands

which are capable of achieving the highest excellence in the execution, it trains the mind by lending to human perception the restraints of an ordered imagination and proportionate design,



and it brings spiritual satisfaction that must invariably accompany and manifestation of the beautiful."

Continuing, Sir Akbar Hydari added, "To an administrator, contact with art in most of its diverse manifestations must supply richness and colour, peace and poise, in the midst of work of a different, perhaps sterner, more prosaic and more exacting nature. There is the standard of the inimitable art of Ellora and Ajanta and of the matchless crafts of the Paithan, Aurangabad, Bidar and other historic centres in these Dominions. You have thus a proud heritage and in proportion to the grandeur of that heritage, you must prove yourselves worthy of it."

Sir Akbar Hydari advised the students to work hard and restore the position and prestige which "our ancient artists and craftsmen gave to the Deccan centuries ago."

MR. G. L. MEHTA'S PLEA FOR EFFECTIVE UTILISATION OF RESEARCH

"If India is to advance industrially and economically, there is the utmost need for co-operation between the State, the scientists and the industrialists for a common objective, specially in respect of organised, scientific research and industrial development," observed Mr. G. L. Mehta, Vice-President of the Federation of Indian Chambers of Commerce and Industry, while speaking on the subject 'Industry and Science' at a meeting of the Institute of Chemists (India) held recently at Bombay.

Mr. Mehta said, he felt that although several Universities, research institutions, such as the Indian Institute of Science, Bangalore, and the various technical surveys under Government Departments and other organisations were conducting a number of researches in different spheres, few of them were industrially utilised, which was mainly due to the absence of co-ordination among the research institutions themselves as also between the institutions on the one hand and industries on the other. While welcoming, therefore, the establishment of the Board of Scientific and Industrial Research and the various sub committees and exploratory committees working thereunder, as also of the Industrial Research Utilisation Committee, after the outbreak of the war, he pointed out that the annual grant of 6 or 7 lakhs of rupees given to the board was quite inadequate considering the vastness of the field of research in this country. Without an active industrial policy of encouragement of national industries of the Central Government, industrial research would not prove fruitful.

DR. KEWAL MOTWANI ON SOCIAL BIAS FOR EDUCATION

"If India is to save her soul, if she is to 'make in an increasing degree that contribution to the Western and world thought,' which all those who know and love India rightly expect of her, she must plan her cultural synthesis intelligently and in strict conformity with her national ethos and present day requirements," says Dr. Kewal Motwani, Ph. D., of the Theosophical Society, Adyar, Madras, in the course of an interesting article contributed to *The Hindu*.

Continuing, he strongly urged the establishment of a Federation or a National Academy of Social Sciences comprising various learned

societies, such as those of History, Anthropology, Political Science, Jurisprudence, etc., now functioning in isolation.

Concluding, he suggested that our Universities and the Educational Departments must give an integrated picture of the social life to the student, from the elementary class to the University stage. As Rt. Hon. Sir Tej Bahadur Sapru remarks: "On the cultural side—and I use the word 'culture' in its largest sense as being something more 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." A practical step in that direction will be the starting of Departments of Sociology in all the Universities, making Sociology a compulsory subject in the courses prescribed for Bachelor's degree in Arts, Science, Engineering, Medicine, Law, etc., and also for making provision for its higher study and research in the University courses.

Also, the Departments of Education in the various provinces should give a special bias to the entire education, prepare text books in Indian languages and thus help the students to understand and master the environments that surround them and amidst which they will be called upon to live and act as citizens of tomorrow.

SIR GOPALASWAMI IYENGAR ON THE IMPORTANCE OF ADULT EDUCATION

"It is a source of sincere gratification that people outside the Government have responded and are responding enthusiastically to the call for assistance in the field of adult education," said Sir N. Gopaldaswami Iyengar, Prime Minister of Kashmir, in the course of an interview to the Press in connection with the progress of adult education in the state.

Sir Gopaldaswami Iyengar added, "I have always felt that the proper planning and carrying out of adult education is as important a duty of those engaged in educational work, whether they represent the Education Department of the State or private educational agencies, as the perfection of the system of education for children of the school-going age. Unless these two aspects of educational work go hand in hand, the raising of the standard both of literacy and of enlightenment will be delayed."

THE WAR IN GERMAN SCHOOLS

By Mr. PETER SCHMIDT

It was a class of fifth-graders, both boys and girls. When I entered the class I witnessed a novel spectacle. Upon a sign given by the teacher all the children produced out of their school bags neatly folded newspapers and displayed them on their desks. Now they were ready for work.

Every day, instruction begins with the reading of the daily bulletin of the Supreme Command of the Armed Forces. After several readings, the bulletin was discussed, sentence by sentence, in thorough fashion. With shining eyes, which spoke of innermost concern, both boys and girls participated. Concepts of which many adults are ignorant were as familiar to the children as objects of their everyday surroundings. I soon found convincing proof of this in questioning them OKW (*Oberkommando der Wehrmacht*)—Supreme command of the Armed Forces; PK (*Propagandakompagnie*)—Propaganda Staff; MG—machine gun; PAK (*Panzerabwehrkanone*)—anti-tank gun; Flak (*Flugabwehrkanone*)—anti-aircraft; Plutocrats—money bags.

The army report of the day was extremely interesting, but demanded a great deal of the imaginative and conceptual capacity of the children, for it was mainly concerned with a sphere foreign to them, the battle in Norway and in the North Sea. Only the map could offer a basis for the understanding of this. The geographical relationship between Germany and the northern states had been made clear to the children by their teacher with didactic skill at the beginning of the Norwegian campaign. I was soon able to find convincing proof that such a tremendous jump, which is against all pedagogical principles, in our times shows itself justified. Whether Oslo, Bergen, Stavanger, or Narvik was discussed, immediately one of the boys or girls was able to point out the place on the map. Sometimes, to be sure, a map which the children had cut out from a newspaper had to serve as an aid first. In the same way, the children were well acquainted with political and social conditions in the north. They were well informed about the number and distribution of population, the geographical structure of Den-

mark and Norway; and had accurate knowledge about Danish bacon, about the wood owned by these countries, about Narvik as the centre of fishing in the North, about ore deposits in northern Sweden and their significance for Germany and England.

An important aid in conveying to the eleven and twelve-year-olds a comprehension of the country and the people are the illustrations in newspapers and magazines, which the children bring to school and pass around in class as the teacher explains their significance. Only then does the advance of the German troops through the mountain regions of south and central Norway, the fighting of our mountain troops in the Fjord of Narvik become a real and deep-felt experience. How eager the boys were when they could describe the heroic battle of the destroyers under Commander Bonte! Every one of these boys felt like one of our soldiers, who fights his way against the enemy through the snowy and wind-blown mountain gorge. They knew what our armed tanks could accomplish on narrow, rocky paths. They were familiar with the work of the pioneering troops, who in a short span of time have to rebuild railroad tracks or bridges across torrential rivers after they have been blown up. Let alone the description of the attacks of our Stukas, which, as one boy said, plunged like hawks down from the sky to throw bombs among the British!

Doubtless this method of instruction makes the greatest demands on the information and efficiency of the instructor, the children want to know everything. Daily new concepts arise. What is MG munition? What is a destroyer? What is a 15,000-ton transport ship? What are mines, what are torpedoes? Added to that, there is political instruction. Thus during this class period the background of the British invasion of Norway must be explained, and that in terms suited to the understanding of the children. After class discussion of the report of the Supreme Command of the Armed Forces, the teacher asked for the reports and articles which the students had read, voluntarily, in newspapers at home. One short summary of an editorial, for instance, was astonishing in its

clearness of understanding and freshness of interpretation. It was revealed that the children, when something was not clear to them, always tried to get enlightenment from the parents. In this way the school enlists the aid of the family for its educational task and, *vice versa*, intellectual forces radiate through the school into the home. Here the newspaper forms a significant tie, and fulfills a vital political function.

The experience of war penetrates all school subjects and again and again the war forms the focal point of instruction. The instruction in history constantly returns to the present time, which is living history. In the geography lesson links are formed between Germany and those countries which are the center of political attention. In arithmetic, concepts such as tonnage are explained. For the class in national political instruction themes were written such as these: "Germany Fights for Her Existence," "Loyalty to the Fuhrer," "Our German Army Attacks!" Instruction in biology strives mainly to do justice to the demands of the time. The children are taught to gather herbs of medical value and to learn their uses, they are shown how to pick wild vegetables; they learn the value of raw materials, the uses to which shreds and scraps and old metal can be put. Ration cards for food and clothing, the air raid protection system, the work of the German Red Cross, all are explained to them.

When I left this school I knew that the education and instruction of our children were in excellent condition, that war with its many tasks and restrictions has not taken unawares the teacher in German grammar and high schools as it did in 1914. The great educational work of the N. S. D. A. P. (National Socialist Party), of the National Socialist Teachers Association, and of the responsible offices has borne ample fruit. The German teacher of today is revealed to the people as a political individual and deeply participates in the great experience which, as a true educator, he conveys to his children. I think with deep regrets of the time when I was a student, and had no newspaper as an aid in instruction, no Fuhrer and no one to convey to me the events of the time. This non-political school system in imperial Germany was one reason for the psychic collapse of the nation during the World War.

—World Education.

Adult Classes in Shelters

The London County Council education authorities are planning to take educational opportunities into the air raid shelters. Council officials are now finding out what is wanted by the people themselves—asking those in shelters what kind of lectures they would like, what handicrafts they are interested in and what hobbies they would like to take up.

The authorities are searching for more lecturers to cope with ever-increasing demands. Wherever possible lectures are illustrated with films.

There are nearly 250 shelter classes operating now and the number is increasing every day. In one or two of the bigger shelters "keep fit" classes and in others debating societies and dramatic clubs have been formed.

School Dining Rooms in Argentina

The Argentina National Student Aid Commission has been assigned this year a budget of seven million pesos for its increased programme of aid to the needy children of the Republic. This money will be expended in providing them with clothes, food, medicine, dormitories, and school supplies. Half of it has been designated to maintain the thirteen hundred school dining-rooms now in operation throughout the country. Twenty thousand pesos will be invested in dining room equipment for further expansion, two million will go for the purchase of two hundred thousand sets of clothing, assorted sizes; and seven hundred thousand is being spent on new dormitories. The remainder is assigned to maintenance and salaries of the personal.

Soviet System of Free Education

The Associated Press reports that the Soviet system of free universal education has been altered to require payment of tuition in high schools and colleges. The charges vary with the location of the institutions—larger charges being made at those in the cities than those located in towns and villages. The lowest tuition charge is made in the upper grades of the high schools; a higher charge for the colleges, and the highest in the art, music and theatre schools.

Correspondence

The Secretary of the Silver Jubilee Celebrations of Sjt. K. Rama Rao Pantulu, Bezwada, writes thus:—

The Silver Jubilee of the Headmastership of Sjt. Kotaru Ramarao Pantulu, M. A., L. T., Headmaster, S. K. P. V. V. Hindu High School, Bezwada, was celebrated in the premises of the High School, on Sunday the 27th April, 1941, under the presidentship of Rao Bahadur D. S. Sarma, M. A., L. T., Principal (now retired) Pachappa's College, Madras.



The Chairman of the Reception Committee Mr. C. V. Reddi, B.A., read his address, wherein he spoke about the origin of the institution, the work of the Headmaster, and about the duty of the public.

The President rose amidst cheers, and delivered an interesting and elaborate opening speech about the importance of the function and the work of the teacher. The Secretary of the Jubilee Committee then read his report after which a number of pandits, old boys and old assistants read appreciative verses. *Ubhaya-bhasha praveena* Sri Puvvada Seshagirirao dedicated *Govatsam*, an interesting Telugu *kavyam* to the Headmaster on the occasion.

At the public meeting in the evening, appreciative verses were read by Sri Viswanatha Satyanarayana and others. After the presentation of addresses by the Andhradesa Grandharyaya Sangham, City Welfare Association, Old Boys' Association, the staff and the present boys etc., messages from the Maharaja of Jeypore, and several eminent gentlemen who could not attend the function were read. Appreciative speeches were delivered by Messrs. D. T. Rao, Bar-at-law, B. Ramachandrarao, M. A., L. T., Principal, Hindu College, Guntur, Ch. Suryaprakasarao, retired D. E. O. and other esteemed friends of the learned guest of the evening.

On behalf of the Reception Committee the Secretary of the High School presented to the Headmaster a silver casket.

Amidst cheers, the Headmaster rose from his seat and gave a suitable reply to the organisers, associations, the staff, and the present boys, expressing his gratitude for the love they have borne to him and gave an account of his career, the associations he has, the co-operation given by the management, the public, the staff and the boys all these years.

Delivering his closing remarks in a short speech, the President admired the Headmaster for wielding so much love and reverence from all, boys as well as the public.

The pleasant function came to a close with theatrical performances and *Harikatha*.

The Latest War Joke!

THIS is the latest in war jokes which brings Churchill, Hitler and Mussolini together. The three met at the edge of the lake in which there was a big shark. They agreed that he who killed the shark single-handed should rule the world. Hitler promptly pulled out that typical Nazi weapon, the dagger, and dived in. He emerged minus an arm. Mussolini went in carefully carrying a Roman axe. He came out of the water with a leg missing. The imperturbable Churchill, however, sat down by the lake and demanded a cup of tea, while the two Dictators raved. "Don't get so excited," said Churchill, "the tea is very refreshing, especially as I have a long job ahead". With that he picked up the empty tea cup and began to bale out the lake. The shark in due course died.

—Indian Tea Bulletin (No. 13).

Letters to the Editor

ON EXAMINATIONS

SIR,

AN Examination, the greatest of the botherations for student population, is the altar of their destinies. It is the terrible arena where the truth of the statement "talents differ" is clearly tested and made visible. It is the majestic domain where the "Yama"-like form of the Superintendent weilds or exercises his supreme "divine right". His word is law there. He is to be upheld as "Demi-God" and feared as a devil.

Pin-drop silence and spirit of dead calm and perfect peace pervade the atmosphere as is noticed in grave-yards that mercilessly, impartially and dispationately consume and devour the upper and lower classes, beggars and rulers, irrespective of power, pelf, pomp, riches and glory. As there will forge fumes and sounds on the pyre now and then, a few un-controllable noises like the uproar of wild beasts will be heard in the hall.

Profound thoughts, loose thoughts, wise thoughts, foolish thoughts, and incorrect thoughts run or flow through the mental tunnel of poor little children who burn midnight oil to win the venerable certificates, and who are put to drudgery or nay an acid test of re-producing the facts in the Examination Hall from out of memory. Some of the examinees peep into the paper. Some dive deep into it. A few gape and stare at the superintendent, while another set grudge for disappointment. There will be some others to gloat over the pleasures consequent on their successful performance. Why not a different batch to curse the Examiner sitting on the loftiest and highest peak of glory (occupying the blessed seat) to suck the blood of innocent souls by taxing much their apperceptive masses which do not come to their rescue while in

the unhappy portals of the dreadful and dis-heartening area. Some resort to foul means without deeming it mean, and without considering that they are belittling themselves. They think, they befool the watchers, but in the long run, they realise the suicidal policy they have wrongly pursued.

Some wonder at the miraculous march of time recollecting Shakespeare's statement: "Time travels in diverse paces." It seems to run or gallop or fly in Examination Halls as with the guilty. Some culprits send speech-less messages and scratch gently to snatch something from hither and thither, while some pass on answers through the sub-marine system (through water-men) while some adopt the 'Air Force system.'

Some hiss. Some push; some rush. Some whisper. Some frown. Some smile. Some fume. Some sweat. Some revel. Some rival. Some reveal. Some conceal; but unfortunately some miss too. Look at the philanthropists from outside who come to the rescue of the examinees as if it is the noblest cause that they can ever undertake.

Some scribble on nails, fingers, knees, shirts, palms, thighs, and even on kerchiefs etc. Oh! How miserable is the plight of poor but pure innocent students to get through the damn, dirty, wretched, monotonous, foul, and foolish examination that makes one conduct and the one conducted, feel boredom to a maximum degree! After all, it is for the passport or the hall-mark of so-called efficiency or proficiency which does not bear even the minimum tinge of sufficiency or competency if one were to judge the intrinsic worth or merit. In fact, those with substantial powers are doomed while those who receive spoon-feeding, spade work and artificial manures, will be redeemed.

What a wonderful thing is it! Does it remind us of the saying "Fortune favours fools?"

— K. S. Rama.

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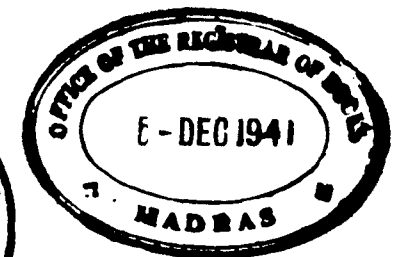
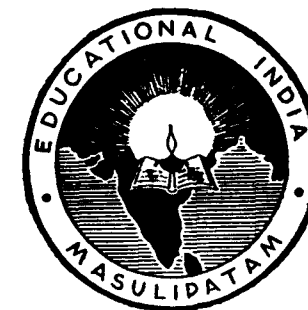
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THE ADOLESCENT AND HIS NEEDS

By JULIA K. SOMMER, B. Sc., M. A.

Chairman, Theosophical Education Foundation (America).

THERE is perhaps no more critical period in the development of a human being than that of adolescence, critical in the sense that the adolescent is the battle ground of forces—urges, impulses, desires—whose victory one way or another may make or mar the succeeding adult period of the individual. It marks the transition from childhood to man or womanhood. A reorientation of thoughts and feelings, of attitude towards life, towards companions in the home, the school and playground, takes place in the mind of the adolescent, from about 14 to 18 years of age.

This particular change of attitude towards life and associates in the adolescent is the most potent argument against a growing tendency on the part of public school educators to push the bright child as fast as possible into the grade where he belongs intellectually, even into the high school, when physiologically, as well as subjectively in his feelings and attitudes, he is still a child. No greater injustice is done to our intellectually superior children than this pushing ahead faster than the normal rate. This mental development is forced to the detriment of a wholesome emotional growth; and too often his normal physical development is also endangered thereby.

A newspaper clipping comes to hand, just as this is being written, about Albert E. Wiggam's recent interview with Dr. Lewis M. Terman of Stanford University, whose *Genetic Studies in Genius* have been reviewed by the writer of this article. Mr. Wiggam, popular expounder of scientific and psychological subjects, is reported to have said about the latest in education that "The new idea is to give the bright child more work and enable him to leave school at the same time as his duller brothers, instead of advancing him into an older group where

he might get out of 'kelter.'" This is certainly a step in the right direction. Let us hope the "new idea" will be adopted and put into practice generally.

Instincts and Emotions

Adolescence marks the climax of that phase of growth known as the instinct period. Instincts are those innate capacities for action towards a definite end that seem to have been implanted in us by Nature for the preservation of the individual and the race. Or, they may mark phases of human and prehuman development, the results of which have somehow persisted in definite race habits. These instinctive tendencies make their appearance in well-known sequence from the birth of a child, when his hunger urge soon makes itself known, to adolescence, when the sex instinct becomes active. It must be easily recognized that these two are the most potent impulses to action that shape our conduct as human beings, one necessary for self-preservation, the other for the preservation of the species. The one marks the beginning, the other the close of the instinct period of unfoldment, or childhood.

Between these two primal urges there rise into objective expression a number of instincts that help shape the behavior of children as well as of most adults. Making no attempt to make a complete or sequential list, some of the most important of these inborn tendencies are: running away when in danger, fighting, collecting or hoarding, which are individualistic or selfish. Some social instincts are: imitation, desire for approval, for display, maternal behavior, gregariousness (a boy's gang instinct, for instance), rivalry, the play instinct (which, though individualistic at first, becomes social later on), and curiosity, useful in the growth of our intellect.

Instinctive urges to action are the rough material out of which our characters are made. When instinctive reactions persist unmodified into adulthood one seems to be to that extent uncivilized, primitive, more akin to the animal, living the life of the jungle, each for himself or one's offspring. But instinctive urges to action may be modified, transmuted, sublimated. These are all terms that have been used for the process of changing such forces or deflecting them into lines of action more truly human, more noble, less selfish. For instance, the energy of the fighting instinct may be changed into a constructive, rather than a destructive, behavior. The primitive fighter thus becomes a powerful force in righting human wrong, in clearing away obstacles that impede humanity's progress. Evolution will accomplish this in time; but education (the evolutionary process self-consciously applied) may hasten the process.

Dr. William McDougall, psychologist of Harvard, proposed a theory years ago that "Each of the principal instincts conditions.....some kind of emotional excitement whose quality is specific or peculiar to it."* (1) Thus he associates fear with the instinct to run away when in danger, tenderness with the maternal instinct, anger with the fighting instinct, wonder with curiosity, love (or lust) with the sex instinct, and so on. Much learned controversy has been carried on by psychologists in regard to this theory, and in fact in regard to whether there are instincts. The fact remains that a great deal of behavior on the part of humans seems to spring spontaneously into expression at certain stages of our unfolding in childhood, much as it does in animals, behavior useful when the need arises. And certainly in the human a condition of feeling or emotion seems to be inextricably bound up with these primary behaviors, irrespective of whether the emotion precedes the behavior or vice versa,

* *Social Psychology*, William McDougall—Published by Luce & Co.

which problem was also the cause for controversy among psychologists.

We may then take it for granted that childhood is the period of emotional unfolding, particularly true for the years following the child's entrance into the elementary school. A pre-school child does have feelings of pleasure and pain, joy and sorrow, and may show even the beginnings of more subtle emotions; but they come and go lightly, and are easily forgotten by the child under normal conditions. Not so in the elementary school years and into the junior high. There the emerging instinctive reactions to certain conditions are much more intense and prolonged (due no doubt to the influence of the growing mentality). If such reactions are suppressed through fear, the accompanying emotion develops subjectively.

Such suppressed emotions, not properly dealt with in childhood, work havoc with Nature's process of integrating the personality in a wholesome, emotional way. Psychiatrists, dealing with cases of shell shock, nervous breakdown, and neuroses of all kinds among adults, have traced back most of these troubles to some unsolved or suppressed emotional condition or problem occurring during childhood. Such a complex, as it is called, has been submerged into the subconscious life of the individual, so that he may have forgotten all about the original trouble. But it has been gnawing at the subjective foundations of his personality; and during some experience of shock or strain in adult life, that personality totters, breaks down.

It were well therefore that we pay more attention to our children's emotional life. It is one of the encouraging signs of the present time that greater freedom of expression is advocated. Naturally the ideal expression of that greater freedom is not yet realized, to any great extent, wherever practised. In throwing off the shackles of the too severe regime in discipline of the older generation the opposite extreme too often prevails. But parents are gradually learning that freedom is not license and that

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"Freedom without control is like a game without rules";* also that "That free spirit is most free who has been taught to accept willingly the necessary restrictions of human living."*

That we of the older generation have not had the right training of our emotions, and the freedom of expression needed, that most of us in one way or another have endured repressions or suppressions of our emotional life, abundantly evident to each of us if we know ourselves. How evident it is depends upon our knowledge of what a normal adult ought to be. For those who wish to gain such knowledge the book, *Adolescence* by Dr. Frankwood Williams, psychiatrist of New York City, will be a mental eye opener. Dr. Williams strikes the keynote of his findings concerning adult emotional life in these words:

The fact that men and women in high places, as well as average run of men and women, in their daily decisions and relationships to others frequently merely re-assert infantile and childish emotional patterns, is an important fact and should be kept to the fore in discussion.....The world is full of such. And they are to be found not only in humble but in high places. They may not be so easily identified as the intellectually defective, but we shall come to identify them and to deal with them.....In the meantime, in our homes, schools, and colleges, where our future leaders are being developed, we shall become as interested and as careful in the emotional progress of children and students as in their physical and intellectual development.

The Adolescent's problems

None of Nature's activities in any organism stands unique, isolated from the previous or succeeding ones. This is a truism too often forgotten by those in charge of children; or, if not forgotten, their ways of guiding the child toward right living is too often diametrically opposed to Nature's plan of unfolding the individual's latent capacities. This is particularly pertinent to the period of pre-adolescence when the rapidly unfolding emotional nature is too often

suppressed, stunted, warped; and as a result we become emotional dwarfs or cripples in adult life. The writer is firmly convinced that most of the adolescent difficulties exist or become so acute because of this wrong kind of training given during the previous stage.

That some problem in adolescence will always exist must be admitted, for no matter how well brought up at home, or how ideally educated in school, a child may be, the actual experience of the sex urge at adolescence will always present a problem of readjustment, and possible difficulties in that readjustment, depending on innate tendencies that emerge with the maturing of the sex function. These adolescent innate tendencies differ with each child, being peculiar to each, due to their past, their heredity, their type, and other differentiating factors.

What then are the difficulties of adolescent life, the problems an adolescent must solve? Dr. Williams in his book simmers them down to two major problems, causing practically all the difficulties experienced at that time. He says: "These two problems are, first, emancipation from the home; and second, the establishment of hetero-sexuality." But he also says, "These two problems are very largely one problem, but for convenience of discussion we may separate them into two." And "In spite of the absolute, fundamental, and primary importance of these two things, the home, the school, and our social life generally seem to be almost organized and banded together to defeat, in so far as they can, the establishment of these two things." And yet "Everything in the future depends upon the success of the boy or girl in solving these two problems."

The difficulties that arise in the adolescent's more or less conscious struggle to solve these two problems are many and varied. Dr. Williams gives an excellent list of them:

There are his increasing gruffness; lack of consideration for others; roughening of his

* *Discipline and the Free Spirit*, Hughes Mearns—*Progressive Education*, Dec, 1931.

language.....thru slang.....and terms.....more disliked than slang ; increasing intolerance..... of the younger children of the family ; increasing secretiveness ; less given to demonstrations of affection ; inclined to resist advice and scoff at sentiment ; tendency towards a bizarre method of dressing ; at times being.....over-particular and dandified ; demands more money ; increasingly reckless and rude ; said to be obstinate and resentful of advice — but he goes elsewhere hungry for advice.

And of the parents' reaction to all this Dr. Williams has this to say :

Fainting and weeping mothers or storming fathers do not contribute anything at this time except further to complicate the situation. With a lack of logic unworthy of a school child they demand love in payment for sacrifices that have grown out of responsibilities they themselves assumed voluntarily and for their own pleasure, and they demand respect as though that were a right that came with accidental parenthood. There is something ludicrous and pathetic in an angry woman, whether wife or mother, demanding love, and something pathetic and comic in a childish angry man, who has lost mastery of himself and of a situation, demanding respect. These things are not had by right.

These are hard words for parents to read, although all too true. But the author has this (and much else) to say to console and help parents :

Parents need not be fearful of losing the love of their children. If they would only understand that the love which the children have for them is quite a fundamental thing ; that it is almost impossible to eradicate : that there is no desire on the part of the child, in spite of his symptoms, to deny this love or to get away from it completely, they would be less anxious and their emotions would less frequently plunge them into mistakes at critical moments Children do love their parents, often even when their parents are cruel and unworthy ; and when any understanding at all or intelligence has been shown they respect them. But neither this love nor this respect should be kept on a childhood plane It is merely that these emotions must now be brought to function at an adult level. The child must come into control of his own emotional forces.

Discussing more specifically the second problem—the establishing of an adolescent's hetero-sexuality—let us remember that *hetero* means *other*, so the term means really becoming other-sex conscious. The writer feels that Dr. Williams' idea of the whole problem is that the boy or girl must become properly oriented in regard to his or her sex life. He says as to its importance :

The child up to this period has not been hetero-sexual. Its sex life has not been fully developed.....These adolescent years are of the greatest importance. This is the one period in the child's life for this process.....If hetero-sexuality is not accomplished in these four or five years (high school years) it never will be accomplished in a normal way.....We tried for a time to protect ourselves and children by keeping them completely ignorant of all sex matters. The tragic results of this no one knows quite so well as the psychiatrist.

But there are bars we still do put up. Hetero-sexuality cannot be attained in a vacuum. It does not just happen ; it is a development and growth that is nourished.....through social contact and experience with those of the opposite sex.

A boy is taught.....that matters of sex are degrading, wrong and sinful.....but this teaching being, not altogether successful, we further try to "protect" him by creating in him an attitude towards women that we think will make him "safe." We teach him that in his consideration of women, he must.....not say or think or act in any way that he would not say or think or act with his mother or sister, or want them to know about.

These are frightfully unhealthy ideas. Tremendous damage is done by them. Here again nobody knows as does the psychiatrist how devastating the damage has been to thousands of men and women, through this utterly false ideal.

One is much tempted to quote still further, but this much is sufficient to show how very thoroughly and deeply Dr. Williams strikes at the roots of the troubles in our sex life today, in his discussion of the adolescent.

The Problem of Emancipation

"The child must come into control of his own emotional forces." Therein lies the

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touchstone of true emancipation and it should guide not only those who deal with adolescents but also those who are guiding younger children, especially during the active and emotional period of pre-adolescence ; for, unless that previous period has been replete with such wise guidance under which the child gradually gets control of himself and his instinctive reactions, the adolescent difficulties will be all the more severe. Self-control is not gained suddenly at adolescence ; it needs much practice through many years of failures and successes. But the strength and understanding that come from this first-hand experience, gained in freedom from fear, brings to birth with fewest pangs the true emancipation of the adolescent.

In the Home

The home is primarily to shield the young, the defenseless, true in the animal as well as in the human kingdom. In the human kingdom this period of immaturity, of preparation for pursuing an adult life, is much longer, due to the greater complexity of the human, his wider horizon of consciousness, his capacity for a greater range and freedom of choice in fitting himself for his place in the world. He can, if he wishes and is so prepared, rise above his instinctive reactions to his environment. Animals are almost entirely limited by the instincts. Man's innate free will demands a long period of preparation, of childhood, in order that the adult may use wisely his divine birth-right. No human is free until its will power is in control of its natural impulses, instincts, desires, using them for some worthy end, not being enslaved by them.

And so the parents must work with their children toward that end. Happily the old maxim, "Children should be seen and not heard," has been generally thrown into the discard. But one need not go to the opposite extreme and let children's whims and desires run a household. More and more, as children learn self-control through wise discipline and increasing freedom, the home may be made a co-operative community in which each child, when it is

old enough to understand, is drawn into the family council to consider the needs of the home, the family, and its individual members. This does not mean that father and mother may not at times have a private consultation when needed.

Each child should be given great freedom of choice as soon as it is old enough, concerning the fulfilment of its own desires, the freedom of course being supplemented by a wise discussion with its elders or advice from them, as to what seems best in gratifying those desires, what results may follow, in what way his decision may affect the rest of the family group, and so on. Through first-hand experience, as well as discussion with his elders, he will learn to reflect and discriminate between what is wise and what is not wise, good or not good, what line of conduct makes for success, happiness, or the contrary. More and more freedom to make his own decisions and to hold himself responsible for the results that ensue, this will give him an ever-increasing intelligence in regard to his conduct, a true self-control.

Parents should avoid cherishing a possessive love for their children, for inevitably such love brings heartaches and misery, especially during adolescence, when these subtle bonds must be broken in the adolescent's need for freedom. It is all too easy to develop that possessive feeling during their infancy and childhood when the physical body needs so much care, the body given by the parents. But the true child is a spiritual entity, an immortal soul, born not of the parents but of the Father, the All-Pervading Life of this Universe, that Being "in whom we live and move and have our being." To that Being do we and our children belong. The task of parents, which they have voluntarily taken upon themselves, is so to educate their children in their home that they will be intelligent, self-sufficient, self-respecting, self-disciplined individuals, eager to play their part in human civilization wisely and well. A love for them that brings about such a result will never be a bond that must be broken during that critical period of adolescence.

In The School

The school must supplement the work of the ideal home. John Dewey has said, "A school should demonstrate that it is possible for children to lead the same natural lives in school that they lead in homes of the right sort." And another recent pronouncement from a well-known progressive educator in regard to our schools:

We need a new standard, an inner one. Our standard should be to provide work so truly adapted to the native interests of childhood as to enlist the keenest sort of mental activity. Children and young people should work in the same spirit as that shown in play or "extra-curricular activities." Such work is sincere and is its own reward. External standards tend to develop self-consciousness. Working for grades or marks or promotions is fundamentally insincere. No child may fail. Failure is bad for the spirit. The problem of education is that of providing conditions under which every child may flourish. The reward of study is knowing. It is the nature of mind to want to know. Children should not be questioned to see if they know; questions should help them to understand.

The school must satisfy the interests of childhood. Singing, dancing, hand work, nature, free play, and stories are properly the work for children. Progress cannot be measured by any external measure. It is recognized in the joy and the spontaneity of the attack and by the satisfaction the children have in the experience.

All formal work such as learning to read, write, and use figures should be postponed until the ninth or tenth year. The prolonging of childhood is the hope of the race.

When the use of books is introduced at eight to ten years of age the same spontaneity and freshness of attack should continue. History, literature, geography, mathematics, and science should be studied to satisfy an inner need, just as sports, hand work, music and dancing are pursued.

That means a very radical change in our school methods and aims. The emphasis on intellectual progress in the elementary school will disappear and character development will be emphasized. Boys and girls, before entering adolescence, will learn under wise guidance what it means to gain control

over their own instinctive emotions or reactions to situations that call them forth. Play, games, group work of all kinds, creative work in all the arts, both mechanical and the fine or applied arts, will provide the situations that will call forth instinctive reactions, unworthy as well as worthy emotions, feelings, that need to be conquered or cultivated. It means a program of greater leisure in the acquisition of skill in the Three R's, the six grades in the elementary department being none too long to learn to read and write and figure. Some will master these skills more quickly and easily, but many will need all of that time to conquer one or another of these skills. Much, very much must be learned of skill in action in other ways, in conduct, self-control; and this kind of learning needs no skill in the Three R's, but does require a great deal of time and patience both on the part of pupil and teacher.

The Sex Problem

The keynote for the solution of the problem of establishing hetero-sexuality, gaining a true orientation in regard to sex life, is the development of right attitude towards that life. Such an attitude is not gained suddenly, nor in a few weeks, especially when a wrong slant has been gained first. It requires years of careful education, a gradually growing knowledge on the subject, for no more must be given to the child at a time than it can comprehend easily; and it must gain that self-control over desires and feelings, instinctive urges, that has already been described.

In the Home

The home is the proper place for that instruction, and developing the right attitude as a result of the instruction, the knowledge gained. And one must begin early. When the child is still young enough to cuddle in mother's lap, but old enough to have a baby brother or sister, then is the time to begin. The testimony of all mothers who have tried it is that the child takes the information (given as simply as possible for

his age) very naturally as he would any information that satisfies his curiosity. And from then on the mother or father (both in fact) should advance the child's knowledge and understanding of the great miracle of how and where human life begins, and the development of the organism, through which it is to manifest independently in due course of time.

It is to be regretted of course that at present there are all too many parents not yet capable to give such instruction, nor having the required information, nor the right attitude themselves toward the whole process. But there are parents, mothers especially, who have been brought up, like the rest, in the old school of suppression of sex knowledge, of wrong attitude toward the divine miracle of birth, and they have come to realize the worthlessness of the old regime of silence and abhorrence; and so they adopted the newer ideal and find that it works where the other failed. So let parents, who have not yet tried it, take heart and inform themselves and experiment. (*A list of books giving the necessary information is given at the foot of this column).

Then, too, the home life for the adolescent should be one of great sociability, a place which is not forbidden to his or her friends of the opposite sex, and to which they will want to come. In the ideal home that kind of sociability is a matter of course throughout his childhood career, and it continues through his adolescence. In the intimacy of his home, and of their homes, he learns to understand his friends, to weigh their qualities before the bar of his judgment. That is particularly necessary in the case of friends of the opposite sex.

*Sex Education, M. A. Bigelow—Published by Macmillan.
The Way Life Begins, B. C. & V. M. Cady, American Social Hygiene Assn.
Biology of Sex, T. W. Galloway
Adolescence (2 vols.), G. S. Hall
Sexual Life of the Child, A. Moll
The Edward Bok Books of Self-Knowledge for Young People and Parents, F. H. Revell Co.

Only thus will he learn how to judge rightly the kind of mate to choose when that time arrives.

And finally, parents must see to it that they make pals of their children, that they keep the link of communication between them and their children open, sharing their confidences sympathetically, helping them wisely in trouble, all through childhood, and particularly through adolescence. An adolescent boy or girl should regard mother and father as his or her best friends to come to for advice. But that regard cannot be forced; it must be cultivated by the parents. As Dr. Williams says, "An adolescent boy is keen for advice. He goes to all sorts of places for it—except to his parents." Why? Because this link of confidence and friendship between them has not been established. Stern discipline, an autocratic parenthood will never accomplish the very thing it tries to do—keep the boy or girl morally straight in matters of sex.

In the School

The school's part in helping an adolescent solve his sex problem is indirect, but no less important. The nature study of the early school years, of physiology, biology and kindred sciences in high school, should give added knowledge on the mystery of life beginnings and methods of procreation. High school lectures on sex hygiene and kindred subjects can do little good unless the boys and girls have had this other training in home and school beforehand. They alone certainly cannot develop right attitude toward sex life, the chief objective in the development of sex morality. Such talks may strike fear into some timid hearts, but that is not the true solution to the whole problem. Our boys and girls must learn to be moral because their self-respect demands it and they have learned self-control.

But, in the writer's opinion, the most important influence of the school on the problem of sex is in the kind of general education it offers, its whole regime of school life. The emphasis in the elementary

school years should be absolutely on character building, right emotional growth, and not on intellectual growth. That will take care of itself during these early, formative years if the right kind of work, play and study is provided. The child must gain in the right way ideals of conduct, of true greatness and goodness through history, biography, literature. He must discover that wrong conduct, lack of self-control, spells unhappiness for him in his contact with his playmates and companions, old and young, but not because he fears punishment, but because he values their good opinion of him, and because he senses ever more and more the wisdom of right conduct through an increasing self-respect and regard for others. Gradually there will dawn upon his consciousness a vision of what he would like to be, to accomplish. That, together with the right attitude towards the opposite sex and sex life, will be his best foundations for the much-needed self-control during adolescence.

Finally, because he has not gotten a distaste for school life and for study, because his elementary school experience was one continuous and glorious adventure into an unknown world to him, satisfying his curiosity with the information gained in various ways (except learning and reciting lessons based on so many pages in books, because he loves school life and is eager

for more, has learned to know and enjoy the value of learning and has learned to think for himself, because of all these, the sex force aroused at adolescence (about the time he enters high school), much of it, will be transmuted, sublimated into creative mental power. The process will go on all unconscious to himself, but the result will be that that force will not be so great an urge in a sex way. His intellect, thus strengthened by this sublimated creative force, will become more clear and concentrated, and he will take a keen pleasure in the mental gymnastics of the high school studies, whereas now there is too much indifference and actual dislike. Then will our high schools graduate true students of life, eager for their career in college or the of world of work.

Truly these are ideals of education, not immediately realizable to the full. But they have been realized in part, even in the public schools; and as a whole in the best of the progressive private schools. The needs of the adolescent child is great; a true solution for his problems is urgent for the good of humanity, for its progress toward a happier state of civilization than we now enjoy. The children, the adolescents of today, are the adults of tomorrow. Let us educate a finer breed of adults while they are still in their plastic childhood years.

THE FIRST LINE OF DEFENSE

“THE defense against a bad idea is a better idea; the defense against a half truth is a truth; the defense against propaganda is education; and it is in education that democracies must place their trust. We must not keep our people from reading or listening. We must not censor what they see or hear. The good citizen must know. Then we shall not be seduced by the blandishments of the enemy. The good citizen must answer. Then we can tolerate the abuses of freedom of speech. In modern warfare, in the initial campaigns fought over the air waves and in the press, the first line of defense lies in our schools and in other means of education. Our teachers, and not the marines, will be the *first to fight*.”

—WILLIAM F. RUSSELL.

Mathematics as a Compulsory Subject

By Mr. F. M. KHAN,

Lecturer, Teachers' College, Muslim University, Aligarh.

A QUESTIONNAIRE was sent to those responsible for the education of the boys directly or indirectly and they were asked to give their opinions regarding the retention of Mathematics as a compulsory subject or its exclusion from the list of compulsory subjects for the High School or equivalent Examinations.

The replies received can be placed under the following categories:—

1. Educational Administrative Staff 45
2. Staff of the Training Colleges ... 25
3. Headmasters of Schools and Principals of Colleges ... 100
4. Teachers of Mathematics in Universities, Colleges and Schools ... 100
5. Teachers of subjects other than Mathematics in Universities, Colleges and Schools 100
6. Members of other Professions and Services ... 100

The replies can be conveniently divided into four groups:—

1. Those who wish to retain it a compulsory subject as it is.
2. Those who favour its division into two parts—Compulsory and Optional.
3. Those who favour its exclusion from the list of compulsory subjects.
4. There is also a fourth group, a small one, who wish that the subject be made compulsory but the syllabus be much curtailed.

The details have been tabulated below:

Group No.	Personnel of the Group.	I	II	III	IV	Total.
A	Administrative Staff	16	17	12	0	45

B	Staff of the Training Colleges	8	8	4	5	25
C	Principals and Headmasters.	32	25	23	20	100
D	Teachers of Math. in Universities, Colleges and schools.	66	30	4	0	100
E	Teachers of other subjects in Universities, Colleges and Schools	25	20	50	5	100
F	Members of other Professions and Services.	35	18	41	6	100

The percentage of the members of various categories desiring a change in the present status is as follows:—

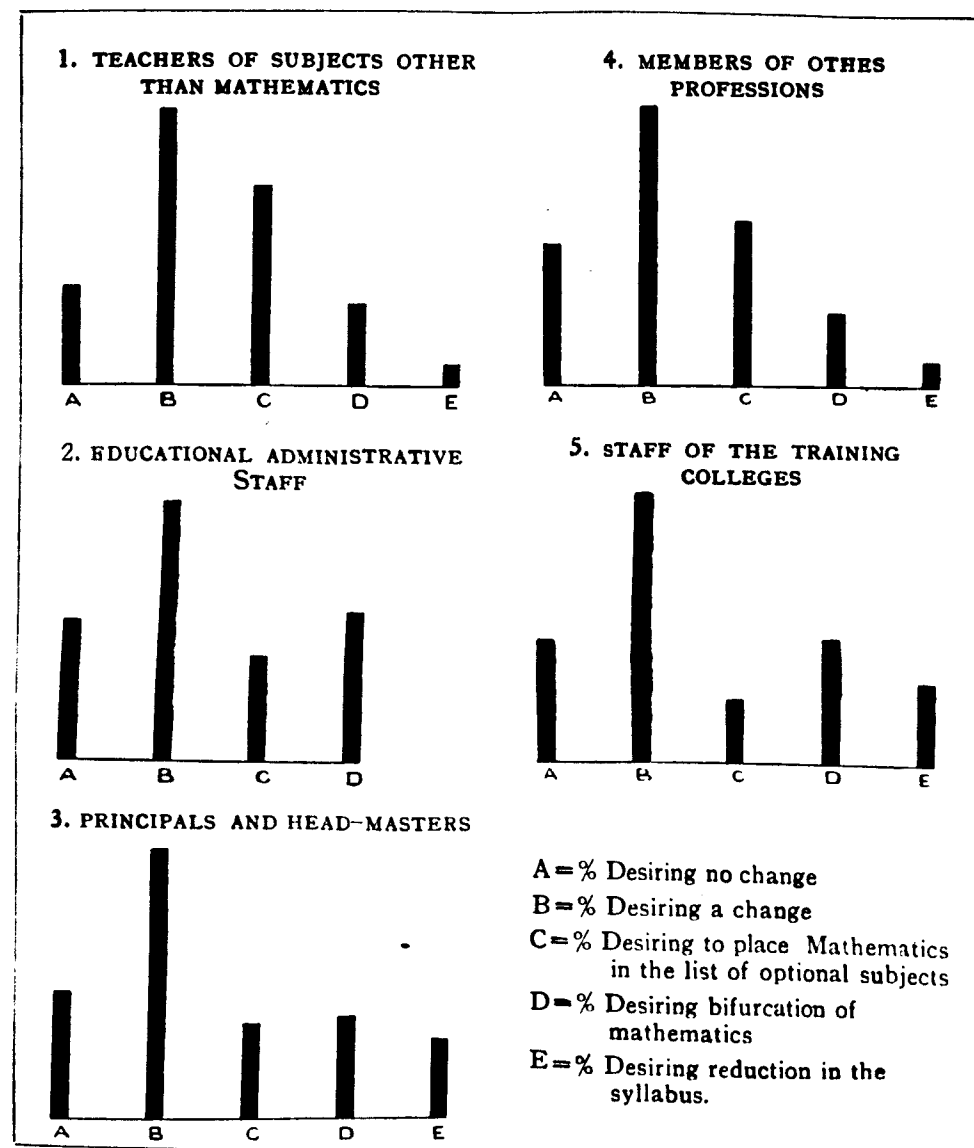
1.	Administrative staff	65
2.	Staff of the Training Colleges	68
3.	Heads of the Institutions	68
4.	Teachers of Mathematics	34
5.	Teachers of other subjects	75
6.	Other professions	65

We see that in all the categories a clear majority demand a change, the single exception being the teachers of Mathematics themselves. Well, are these men satisfied with the present scheme? Surely not. They do desire a change. I sent these teachers a questionnaire to prepare a model syllabus in Mathematics for the High school or equivalent Examination. From the replies so far received, I conclude that an overwhelming majority do not wish the inclusion of Surds, Ratio and Proportion, Harder Factors and Fractions, Indices, Elimination etc., the topics included at present in the Algebra Syllabus of several Universities. Similarly they would curtail the syllabus in Arithmetic. Thus they have brought the syllabus of the High Classes very close to that of Middle Classes and

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virtually they have wrought a big change. Shall such topics be altogether removed or shall they be included in a separate curriculum will be discussed later.

that in this age of scientific development the unfortunate fellow who has not studied Mathematics even in his school days may soon find himself groping in the dark, al-



Now let me give you the arguments advanced by members of various groups.

Members of the first group say that Mathematics be retained as a compulsory subject. The most important reason put forward by them is its utility. They say

though everything round him may be highly illustrating. The following quotations from the works of modern educationists support their views:

"Man of the machine age is a calculating animal. We live in a welter of figures,

cookery recipes, railway time tables, unemployment aggregates, fines, taxes, overtime schedules, speeds, limits, bowling averages, betting odds, billiard scores, calories, weights, clinical temperatures, rain-falls, bank-rates, wave-lengths, and high pressure." — L. Hogleen (Math. for the Millions p. 16.)

"Many people are ignorant of the fact that Mathematics is the master-key of the universe. Without it a large number of sciences and professions, as well as hundreds of trades and industries could not exist. If Mathematics were destroyed, we could neither count nor measure. There would be no computation, no book-keeping, no banking, no calendar. Business and transportation would soon come to a stand still. Engineering and most of our conveniences would disappear, as well as our sky scrapers, bridges, tunnels, sub-ways, high-ways, big factories, our elevators, our automobiles, rail road, and steam ships. There would be no Telephones, no radios and no movies. All these important features of the present age are made possible by combined work of Science and Mathematics. It is impossible to deny, therefore, that a very large part of modern life depends on Mathematics." — William Betz (Junior Math. for today)

Mathematics is not only useful in everyday life but it is the only real foundation of such subjects as Physics, Chemistry, Mechanics and Logic which students are most likely to take up in colleges. Other subjects as Geography, Agriculture, Pharmacy, Biology etc., also depend upon it.

The second argument in its favour is its cultural value. The subject enables a man to think and reason well. The supporters refer to Plato who wrote on the gate of his academy the following words "Let no one who is ignorant of Geometry enter here." By this Plato did not mean that questions relating to lines and surfaces only would be discussed by his disciples. On the contrary the topics to which he directed their minds were some of the deepest problems, social, political and moral. He

only asserted that a man who has not undergone a rigorous training in systematic thinking and in the art of drawing legitimate inferences from premises was unfitted to enter on the discussion of higher topics.

One of the members of this group gives his personal experience regarding the result of mathematical training on his mind. He says, "From my personal experience I can say that logical powers developed by studying Mathematics have caused me to reason correctly and easily and to solve all sorts of non-mathematical problems with satisfaction. This power was at my highest when I actually studied Mathematics and it continued for about three or four years after I had given up this study. Now it is gradually becoming weaker and weaker."

The portion of Algebra, Geometry and Arithmetic prescribed for the High School examinations are barely rudimentary and the minimum required for an average child. Hence the exclusion of so important a subject as mathematics from the list of compulsory subjects for the first public examination (i. e. the High school examination) is most unwelcome. Doing so would reduce High School Examination to a fictitious standard.

Members of the III group desire its total exclusion from compulsory High School Subjects. They wish that the subject should be made optional. The chief argument advanced by them is that the syllabus in the High Classes is merely a duplication of the syllabus upto the uppermost class of the Middle standard (upto class VIII) with a little more of Algebra and Geometry and the only difference is the medium of instruction; that these additional topics of Algebra and Geometry are not useful in every day life and if at all some of them are useful, they can be taught in the middle classes; in classes IX and X the medium of instruction is English, and on the other hand the medium of instruction upto class VIII is an Indian Vernacular. Such is the case in the Punjab, N. W. F. P., Baluchistan, Kashmir State and Delhi Board. In the United Provinces and Rajputana the medium of instruction is

an Indian Language, Urdu or Hindi and students are allowed to answer questions in the examination either in English or in either of above Indian languages.

(Vide Chapter 13 No. 8, Regulation of the Board of High School and Intermediate Education, U.P.)

Let us now examine their statements; take for example the curriculum for the High School examination prescribed by the U. P. and the Rajputana Boards, and the curriculum prescribed for the middle classes in the U. P. and Rajputana and let us find the difference between them.

When we study the two curricula side by side we note the following facts:—

(a) In the U. P. Board the syllabus in Arithmetic for the Middle Schools and for the High Schools are nearly the same, the only difference being that the curriculum for the High Schools contains a very few topics more, viz., Averages, Compound Interest, Present Worth and Discount.

In the case of the Rajputana Board, the difference has been minimised by the inclusion of Compound Interest and Present Worth and Discount in the Middle Section. The Rajputana Board's Curriculum for the High School contains Stock and Shares and Alligation more than the Syllabus of Bikaner State for the Middle Schools—a state affiliated to the Rajputana Board.

(b) The difference in the Algebra Curricula in both the Boards is of course quite great. The curriculum in High Classes contains many more topics than the curriculum for the Middle Schools viz., H.C.F., L.C.M., Fractions, Quadratic Equations and Ratio and Proportion, Surds and Indices etc.

(c) The same is the case in the Geometry curricula. The curriculum for High Schools contains Propositions on Loci, Circle and Ratio and Proportion which the middle school curriculum does not contain. The Proportion on the angles at a point, Triangles and rectilinear figures and Area are nearly same.

Now let us examine the second part of the argument, put forth by advocates of this group that a little more of Algebra and Geometry taught in the High Classes are not at all useful in every day life. It is meant for those who are to study higher Mathematics and hence keeping the golden saying "all not cast into the same mould" in view, we should not harrass all students with these unnecessary and cumbersome topics. Let us now turn to the curricula of Algebra and Geometry and analyse whether the topics which are taught only in the High Classes are actually unnecessary for every day life. In Algebra these additional topics are H. C. F., and L. C. M., Ratio and Proportion, Quadratic Equations, Indices, and Surds.

I think every body would admit that Indices, Surds, Fractions and H. C. F., and L. C. M., are of little avail in every day life problems. Ratio and Proportion as taught in Arithmetic is quite enough. Here I may add my own experience. I was teaching the rules of Proportion viz., Alternando, Invertendo, and Componendo and Dividendo and Componendo et Dividendo to the boys of class X. I taught these rules to the boys very very carefully because I knew that nobody would like to listen to these 'Un-sounding words'. I gave illustrations from Arithmetic, then its application to general quantities A, B, C, D, the Algebraic proofs of these rules and finally their application in Geometry. I spent clear 6 days over the lesson. The boys followed it perfectly well. To my astonishment one of the boys stood up on the last day and said "Sir, we have never heard the use of these typical words in every day life, will you give some of the uses." The question perplexed me. It was apparent that I myself never knew any use. My only answer was that Componendo is often used in Geometry and combined with Dividendo it helps us to solve algebraic equations etc., which are otherwise solved with greater difficulty. "Damned are these dandos" said the boy and he sat down disappointed. In fact I was really ashamed to

Labour Training Camps in England

By Principal K. S. VAKIL

It is interesting to note that exigencies of the present war is leading to the establishment of labour training camps in England. With the approval of the Minister of Agriculture, an experiment in this direction has been initiated in Oxfordshire with the following objects:—

1. To train young men for national service by life under discipline, and work on the land developing qualities of initiative, resource and responsibility. The experiment will aim at producing physical fitness and accustoming young men to heavy labour by reasonable stages prior to their being called up for military service. It will provide employment for; (a) Young men below military age not engaged in essential wage-earning work. (b) Holiday employment for men in reserved occupations. (c) Men of low medical categories who for this reason will not be called up for military service, and who may otherwise find difficulty in getting useful employment.

2. To assist with the shortage of labour, particularly in agriculture, by providing a permanent pool of physically fit and at least partially trained labour in each district. These men will be available for any work in the district and will be mobile within a radius to be determined by the transport available.

3. To undertake work of a productive and useful nature which would not otherwise be undertaken; e.g., the clearing of land for cultivation, and the reclamation of derelict land by drainage or otherwise.

Continued from preceding page
have wasted six days over nothing. Now the only useful thing left is "Quadratic Equations" which are useful in the solution of certain problems. As quadratic Equations are easily solved by factorization, easy factors must also be added in the curriculum, and easy portion of these two topics can be safely taught in the middle section.

(To be continued)

Permanent camps will be established in unused farm buildings and empty cottages which can be reconditioned and made habitable by the men themselves. The camps will aim at being self supporting financially, after some initial outlay, on the basis of wages earned, paying for all running expenses. Wages will all be pooled with a weekly allowance of 7 s. per man for pocket money. As it may be expected that in busy times a surplus will be earned it is proposed that this should be devoted in part to forming a reserve fund, the balance to be available for a bonus to the members of the camp.

Instruction will be given in agricultural matters, and it is hoped to arrange courses of lectures. The camps will be in charge of two men who have considerable experience both of agriculture and educational work. Each camp will grow as much of its own food as possible and garden ground will be worked for this purpose. Chickens, pigs, and bees will also be kept. It is the immediate aim of the organisation to train leaders for the further expansion of the scheme, and at least in the beginning recruiting will be selective and the members starting in any one centre small, to be increased as training proceeds. One camp will be started at a time, and only when this is running well will a second be started.

Young men will undertake a minimum of six months' service, but it is hoped that many will stay for a year or more.

It being one of the objects to train the young men to be able to look after themselves and others, members will be required to learn all camp jobs and especial emphasis is laid on first aid, cooking, camp hygiene, and other essentials. It is proposed that the camp should run a section of the Home Guard and while this service will not be obligatory it is hoped that all the long term volunteers will be prepared to serve.

REMEMBERING

By Mr L. M. NADGIR

TEACHING has always put great stress on memory work; yet there is probably no mind function which has been so abused by methods of dealing with it. We are still emerging from the age of 'Mnemonic Helps' and 'Memory Devices'. It must be frankly admitted that on the whole these so called aids were bad doses for the already overburdened and dyspeptic memory; we must also be quite thankful that their lays are almost over.

Memory according to popular language, may mean 'impression' or 'retention' or 'recall'; separately or collectively. But technically memory is limited by the psychologist to recall or recollection.

There are two distinct kinds of memory:— first, that which consists of habit; and second, that which consists of independent recollection.

Example 1:— In learning a lesson by heart we are said to know it when we can remember it. This is an example of the 1st kind of memory, and simply means that we have acquired certain language habits.

Example 2:— The second kind of memory is illustrated by recalling what we had for the tea party at the Gathering yesterday. This is the recollection of a unique event and cannot be explained by habit.

According to the conventional psychology, the psychology of memory has nothing to do with the 1st kind of memory at all, because it is nothing more or less than habit; any discussion of memory must confine its attention to the second kind, namely, recollection of unique events.

The problem of memory is to discover the way we recall these unique events. The psychology of memory is neither intricate nor heavy; and teacher may discover the psychological bases of recall — (Primacy,

Recency, Frequency, Interest) by experiments which I shall deal with immediately during the course of my discussion.

FACTORS OF EFFICIENT RECALL

The fact that memory is technically limited to recall lands us into an enquiry of the factors of efficient recall. In this connection, I would like to refer to one of the experiments in memory. To a small group of persons, the experimenter reads out a list of 13 unrelated words, 12 of which are almost equally interesting, and 1 very interesting; and repeats one of the middle words; and asks each of the group to recall. The purpose is to see how many of them can each remember. The report reveals the fact that the 1st word, the last word, the repeated word and the very interesting word are the most remembered ones.

This experiment reveals the factors of recall to be 'Primacy', 'Recency', 'Frequency', and 'Interest'.

The result thus obtained by the laboratory method is corroborated by our common experience.

Ex.—We all have some experience with the memory of aged minds. We know that when the gray-haired man forgets everything else in his experiences, those of his early days still cling. These are his primary impressions. Thus we all continually return to our primary impressions.

And it is on account of this principle that we, (teachers), are not to write mistakes committed by pupils, either in spelling or in grammar, on the board, and then correct them; we must write the corrected words or sentences only on the board.

2. Now I shall give one instance to illustrate the value of recency as an efficient factor of recall. All students are most benefited by the work they put in during the

REMEMBERING

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few days immediately preceding the ordeal of examinations.

We, teachers, respect this factor of recall when we review our lessons, just before and after the lessons.

3. About repetition, as the third basis of recall no one will question its agreement with experience. But we must not forget that repetitive memory works to its own death. So many facts are ground in by repetition that they choke one another in the race for possession, and we all know from experience that amazing majorities of facts, thus memorised, actually die out of mind.

4. Finally, we come to the basis, interest, the most potent factor of recall and hence the most reliable for the teacher. Interest is equivalent to the other three bases combined. And we all do know that attention is interest in action. Through the many-fold experiences of life the interesting experience is the one that sticks with us. When we attend a lecture we carry with us the interesting facts and they remain longest. When we travel, the interesting memories linger for ever. Hence the importance of interest in the art of teaching cannot be overstressed.

ASSOCIATION OR THINKING

5. The basis of interest is use; and only through thinking can one discern the use of a thing; when a mind thinks out the use of a fact, it connects the idea of the fact with a multitude of facts or ideas. If such relationships are established, the fact becomes a real mental possession. Hence the key to memory is association or thinking.

If the child makes his own rule in grammar, if, in other words, his school work is not a grind of repetitive memory, but an intelligent understanding brought about by thinking things into relations, we, teachers, may rest assured that we are getting the highest value of our educative process, and that we are a master mechanic of the memory art.

INCUBATION PERIOD IN LEARNING

Educationists believe in the necessity of incubation periods in learning, ever since Dr. James familiarised the German proverb: 'We learn to skate in summer and swim in winter.'

DISAPPEARANCE OF INTERESTING HABITS AND TENDENCIES

"The increase in score by our memory is due rather to the disappearance with the lapse of time, of numerous psycho-physical difficulties, interfering associations, bad habits of attention, incidentally acquired in the course of learning which, as they fade, leave more firmly established associations free to act."

Now let us examine paradoxical proverb. It is contrary to common sense as well as to the law of exercise to say that lack of practice strengthens associative bonds.

Here it is beneficial and, hence, desirable to consult the great authority on psychology, Prof. Thorndike, who maintains, "The doctrine is misleading." Though paradoxical at the first look, there is a great element of truth veiled behind this misleading proverb; and the truth is it recognises the value of negative improvement in learning. But it would be a great mistake to overstress this negative improvement due to fatigue at the cost of the positive improvement due to practice.

The cessation of practice in itself does not strengthen the associative bonds, in other words, the mental incubation is not directly responsible for the improvement in learning. The real explanation is the interval of no practice has its value in so far as it provides for:— 1. Interest, 2. Rest, 3. and Removal or Weakening of the mal-influences of unwise exercises. But rest removes fatigue and improves learning; but there is no consolidation of practice effects during this interval of no practice.

FORGETTING

In this connection I cannot but make reference to 'forgetting,' which is as im-

portant as 'memory'. But I would like to content myself with making only a reference to it, and dare not, and need not, enter into a detailed discussion of the various theories that are associated with it; for the minimum treatment devoted to it would make an essay by itself.

We always wonder, why is it that dancing, swimming, skating, bicycle-riding once learned, are so permanent, while languages, history, and knowledge in general are fugitive? The explanation is, (A) in the former activities certain native connections are largely drawn upon. They are all nearer to the movements that are perfectly natural to all of us. (B) Each movement is over-learned to an enormous extent. On the contrary language, and all knowledge which has language as its basis, has to be 'acquired,' to a much greater extent than the former activities; there is less of a native basis for it. Secondly, the multiplicity of bonds in the language activities precludes the overlearning of any of them.

But at any rate, it must be remembered that we cannot completely forget anything, when once we have learned it. Nothing disappears altogether, but it leaves some traces behind, which would be shown by the greater ease of relearning it in comparison with the first learning.

Here we should also note that forgetting is extremely rapid in the earlier phases, after which the loss, though steady is comparatively light. What is of importance to us teachers is we should review the material which has been memorised very soon after the learning, preferably at the end of the same day and certainly not later than the next day.

The psycho-analysts have taught us that forgetting is no mere passive act. According to them forgetting is a defence mechanism guarding the mind against the intrusion of experiences which would cause it pain or discomfort. "We remember to cash our cheques but forget to pay our bills". 'The dead are soon forgotten' seems to be a calous statement, but the fact that we can forget

them prevents the living from becoming insane. Pleasant experiences are remembered longer than unpleasant ones. We, therefore, need to cultivate the art of forgetting nonessentials, so that consciousness need not be burdened with the insignificant. As the child grows it must repress some of the unessential experiences. As Dr. Adams puts it, "True learning is really judicious forgetting".

METHODS OF MEMORISING

Now let us turn our attention to the question of learning by heart. The old education laid undue stress on learning by heart, the new has unduely despised it, saying that to know a thing by heart is not to know. The truth, as usual lies between the two extremes. Learning by heart has its own place; the only corrective to it is, it should not be done blindly and unmethodically; and we must know when and where to use it.

This brings us to the consideration of the best methods of memorising. There are three ways of learning by heart:—1. by repetition, 2. by concentration, and 3. by recall. The last is the best, because it combines the first two, and establishes good habits and works by association and organisation. There are two ways of using the material in learning by heart:— the part or 'piece-meal' method, and the whole method. So if one has to memorise a long poem, would it better to learn it one stanza at a time, or to read the whole poem again and again until it is mastered in its entirety? Experimentally it has been proved that the whole method is more economical than the part method although learning by parts is commonly employed in schools.

Now let us ask ourselves, why should learning poetry, for example, by wholes be more economical than learning by parts? (here I have used 'wholes' in plural purposely, because, if the unit to be memorised is too long, it may subdivided into subunits, and then the 'whole method' may be applied to each unit.)

The main reasons are:—

1. No wasteful associations are formed by the 'whole-method'; the bounds are learned in the order in which they will be needed; whereas, in the 'part-method' the end word of a stanza is connected with the first word of the next. This often leads to the need for prompting at the beginning of each stanza, a weakness which is non-existent in the whole method.

2. Learning by wholes enables the pupil to gather the broad outline of meaning, to see the relationships between part and part in their proper sequence. This firmer grasp of meaning undoubtedly helps memorisation.

3. In learning by wholes the attention must be concentrated more. This facilitates learning with adults, although it may discourage the young who find it hard to concentrate on any thing longer than a few lines.

4. Whatever things are learnt by wholes, (provided the wholes are not unreasonably great), are remembered for a longer time, than if they had been learnt by parts.

All this is true when the habits are verbal ones. But when the learning is concerned with motor acts, learning by parts has been experimentally proved, by Pechstein, to be more economical. So in "Maze" learning, in golf, cricket, baseball, and other motor acts the part method must be necessarily followed although the grasp of a meaningful whole may help the learning of each part.

N. B.— In writing this article, I have made free use of the following books:

1. *Educational Psychology*—by Sandiford.
2. *Principles of Education*—By James.
3. *Ground of Psychology*—by Ross.

Hence I thank the above authors for the help.

U. P. Universities Reorganisation Special Committee Recommendations

TECHNOLOGICAL EDUCATION

THE Universities Reorganisation Committee appointed by the U. P. Government on May 6, 1938, have, it is understood, submitted their report to the Government making certain recommendations. The Chairman of the Committee was Mr. Sampurnanand, the then Education Minister.

By the terms of reference the Committee was required to examine the constitution and inquire into the working of the Universities of Agra, Lucknow and Allahabad and to make recommendations for improvement in all matters.

Though no official version of the report is now available, it is understood that the Committee have recommended that efforts should be made to establish within a reasonable period of time a system of higher education capable of supplying the needs of the Province in all departments of life and enabling its people to develop its natural resources, industry, education and culture and to shoulder the responsibility for its administration and defence.

Government, the Committee recommend should undertake a systematic survey of the natural resources and economic potentialities of the Province and determine in what directions further development is possible and desirable and then take steps to train the specialists and technicians necessary to take charge of them. Where the number of such specialists is small, arrangements for their training may be made in co operation with other provinces or in other countries. The Committee have also recommended that the range of studies at present prescribed at the Universities should be extended and the standard of the work done should be raised and for this purpose a staff of teachers of the highest qualification should be recruited. It also suggests that the preference at present shown in recruitment for the public services to persons possessing foreign degrees should be restricted and should cease as soon as suitably

qualified persons are trained in the Universities within the country.

"The committee look forward to a much higher degree of specialisation at the post-graduate stage in most subjects so that it may be assumed that the post-graduate work in a subject will consist of a number of courses in specialised branches of it. The number of students offering each course will, as a rule, be small. Duplication should in such cases be avoided and no branch should be permitted to be offered at more than one centre in the province. To ensure this the higher posts in the departments dealing with it should be earmarked for the speciality and should be filled by persons specialising in it. The assignment of special branches to particular centres should be determined initially by agreement among the units concerned, at a conference which Government may convene. Cases of unreconciled disagreement may be decided by Government on the advice of a competent committee."

NEW FACULTIES SUGGESTED

The Committee then recommend the institution of new faculties and expansion of existing faculties as follows:

A Faculty of Fine Arts at Lucknow which has a nucleus for such a faculty in the Marris College of Hindustani Music and the Government School of Arts. Under-graduate work in music and painting may be done at any place, but post-graduate work should be confined to Lucknow.

Faculties of Education in both Lucknow and Allahabad Universities for the training of teachers for the secondary schools. These faculties should provide a two-years course open only to graduates.

Faculties of Engineering and Technology in both Lucknow and Allahabad Universities. Branches of engineering such as electrical, mechanical, military, naval and mine engineering should be developed. The Civil Engineering College, Roorkee, should be affiliated to Lucknow University and should develop the study of architecture and the technological institute, Cawnpore, should be affiliated to Allahabad University.

A University should, in due course, be developed at Cawnpore to take over the Commercial and Technical Institutions.

The Committee is understood to have also recommended that the length of the course for the first University degree both in the teaching and affiliating Universities should be three years and that for the Master's degree should be one year but the Universities may make it two years if they consider it desirable. The Universities should consider the feasibility of a scheme under which post-graduate and research students of one University may attend lectures and carry on work at another University and be entitled to count such attendance and work as qualifications for admission to examinations and degrees.

MEDIUM OF INSTRUCTION

Regarding the medium of instruction, the Committee recommend the immediate adoption of Hindustani as the medium of instruction in certain subjects such as Oriental Classics and modern Indian languages. It also suggests that students not already well-versed in Hindustani should be required to acquire a competent knowledge of it; a paper in Hindustani during their degree course should be compulsory for students who have not taken the secondary college course or passed a satisfactory examination in Hindustani. Teachers not versed in Hindustani should be required to acquire a working knowledge of it. Hindustani should be made a compulsory subject at the Public Service Commission.

Regarding finance, the Committee recommend that each University and college should have a block-grant for its maintenance and additional grants should be doled by Government on the recommendation of the University Grants Committee constituted for the purpose. Government should take necessary measures by legislation or otherwise to secure financial assistance for scientific and industrial research from industries and trades likely to benefit by such research.

WOMEN'S EDUCATION

About women's education the Committee hold that though the number of women attending the Universities has increased it is still very far from satisfactory for supplying the needs of the country. The Committee, therefore, are unwilling to suggest any steps which would make it more difficult for women to attend University classes. They consider that every facility should be given to women to attend Universities.

Hyderabad Reorganisation Scheme

His Exalted Highness the Nizam has sanctioned the following scheme of reorganisation of education from the primary to the Collegiate stage:

The total period of education from Class I to the end of the B. A. Degree stage should be 14 years.

The period of instruction in the primary stage should extend over 4 years, but at least one extra class to be called 'primary 5th class' should be provided for pupils who either drop off at this stage or are not likely to proceed to a secondary school, with a view to equipping them for village life or enabling them to join industrial schools.

The Lower Secondary Course should extend over a period of 4 years, that is from Class V to Class VIII. At the end of this stage there should be no public examination but a class-promotion examination.

The High School Course should cover a period of two years, that is, Classes IX and X. At the end of Class X the Board of Secondary Education should conduct a public examination to be called the Higher Secondary Examination.

Students who, after passing the Higher Secondary Examination, desire to prosecute higher literary or scientific studies, will join either the Nizam College affiliated to Madras University where the medium of instruction is English, or the Colleges belonging to the Osmania University where Class XI, or the Previous Class, will be opened with Urdu as the medium of instruction.

The Degree course in the Nizam College will, at present extend over 4 years, comprising a two-year Intermediate course and a two-year B. A. course.

For students seeking admission to the Osmania University, an extra class called 'Class XI' or 'the Previous Class', will be opened in selected High Schools to be called Colleges. This class will follow the courses of study prescribed by the University, and at the end of this class, an examination to be called the Previous Examination, will be held which will not be a public but a promotion examination to be conducted by the University.

The object of the present organisation of Secondary Education is to do away with the dual system of courses—H. S. L. C. and Matriculation and to bring all the schools in the State under one common system.

MEDIUM OF INSTRUCTION

In view of the fact that the ultimate aim is to have Urdu—the official language—as the medium of instruction in the State, and with a view to facilitating transition, the period of transition from the English to the Urdu medium should be spread over five years, so that at the end of this period a unitary system of education under which all schools will follow one and the same medium of instruction may become operative.

The B. A. Degree course of the Osmania University should extend over a period of three years. At the end of the first year course, that is Class XII, an examination to be called Part I of the B. A. Examination, will be conducted by the Osmania University and at the end of the third year the B. A. Degree Final Examination will be held.

TECHNICAL EDUCATION

At the same time, in order to check the growth of unemployment in the State, resulting from a purely literary type of education, it is proposed that Technical, Industrial and Agricultural schools and other types of vocational institutions should be opened in the City of Hyderabad and the districts in as large a number as possible in accordance with the programme prepared by the Department of Technical and Vocational Education. The aim should be to provide educational facilities for diverting students to such institutions at the end of the Primary, the Lower Secondary and the High School stages, respectively. Students who pass the Previous Examination or Part I of the B. A. Examination will be able to join Technical Colleges.

Students who are desirous of prosecuting their studies in Universities outside the State may do so after passing the Higher Secondary Examination and those desirous of joining the Medical, the Engineering and other professional or Technical Colleges in the State may do so after completing Class XII or Part I of the B. A. Examination.

NOTICE

Articles for publication, and books for Review should be sent to the Editor; remittances and business communications should be addressed to the Manager, Educational India, Masulipatam.



EDUCATIONAL INDIA

Masulipatam, August, 1941

Reform of University Education

IT is extremely gratifying to find that special committees appointed by leading Universities are busy examining the ideals of Universities, the aspirations of its alumni and the requirements of the age and formulating new schemes for their reorganisation. The report of the Orissa University Committee does not make any new contribution to intellectual and cultural progress in the province. It adopts the same old plan of action such as the establishment of a teaching, examining and affiliating body and does not recommend any distinct specialisation of technical and industrial courses of study, which may set a brilliant example for other universities to follow. A mere multiplication of universities with a reduplication of courses of study—criticised in some quarters by responsible citizens as out of tune with the spirit of the times—does not serve any useful purpose. Most of our Universities are only modelled after

the pattern of the British Universities of the nineteenth century and do not take cognisance of the fact that much water has flown underneath the cultural bridge ever since then.

* * *

THE recommendations of the special committee appointed for the reorganisation of the Universities of United Provinces on the other hand deserve a word of commendation. The committee recommended that special efforts should be made to establish within a reasonable period of time a system of higher education capable of supplying the needs of the province in all departments of life and spheres of human activity, and enabling the people to develop its natural resources, industry, education and culture and to shoulder the responsibility for its administration and defence. It suggested that a survey of the natural economic resources be undertaken, a band of specialists and technicians be trained and the creation of faculties of electrical, mechanical, military, naval, and mine engineering, education and fine arts, —which will be of utilitarian value to the students and artistic value to the country—be attempted. The adoption of Hindustani as the medium of instruction and the sanction of block grants for every university and college and the insistence on the principle that every municipal council and local board should earmark a portion of its revenues for the encouragement of collegiate education are some of its noteworthy features, which other universities would do well to emulate with minor alterations to suit local circumstances.

A UNIVERSITY should provide a meeting ground for teachers, industrial magnates and pioneers of banking, insurance and commerce and cater to the needs of the votaries of learning and the requirements of the country, which may ere long become a complete self-governing unit even in regard to control over currency, finance, defence and industrial development. As was rightly hinted by the talented Maharaja of Mysore in his recent Convocation Address, without a vocational bias in the High School and a technical bent in the College, no system of education could be made efficient, remunerative and attractive. The Maharaja hopes to rid the State of the evil of unemployment among the educated few, within a short time by training up the youth in scientific agriculture and industrial pursuits needed for the progress and prosperity of the State. The veteran educationist, Malavyaji, is of opinion that university education should aim at inculcating right ideas of conduct and citizenship by making university students truthful, upright and righteous in conduct, even by making moral instruction based on a higher code of Hindu ethics, compulsory.

* * *

IN several university areas, we find students congregating in such large numbers as to create congestion in the existing colleges, solely with the desire of receiving instruction in some scientific subjects of study at the expense of humanities, irrespective of their individual capacities and leanings. Every student who is prepared to risk his all in life hopes to become an Engineer or a Doctor. It involves much undue strain to his intellect and to the slender resources

of the parent. But, openings and opportunities for employment with guaranteed incomes are few and far between even in the case of qualified Engineers and Doctors and in most cases they find that after all they have not been able to earn even a major portion of the initial outlay on their professional courses. Much worse is the plight of the lawyers, who are not able to make both ends meet and earn a decent living with all their cultural equipment. In spite of the fact that there is only one graduate in India out of even six thousand, at a time when there are four times the number in other civilised and progressive countries, we regret to observe that the incentive for university education is slowly losing ground and has lost its charm. It is high time that the Inter-University Board, in consultation with Indian and provincial heads of administration, should take the problems of University education in the future into serious consideration and evolve a comprehensive formulae, making all desirable changes in the courses of study which should be moralistic, realistic, literary and technical in character and contents.

Inter-University Board, India

THE Inter-University Board has on its rolls eminent educationists who have rendered meritorious services to the cause of progress of collegiate education, and have won name and fame as stars of the first magnitude in the intellectual horizon. The Annual Report of the Board for the year 1940-41, presents a report of recommendations made and action taken on its resolutions. Many of

the constructive suggestions made by them for bringing about a close co-ordination of courses of study and collaboration between teachers of various universities have received careful consideration at the hands of some university bodies, while others have been so prosaic and indifferent as to send vague and indefinite replies embodied in such words as noted, recorded, agreed and approved. We only wish that suitable action should be taken in the way of implementing their decisions as they are the outcome of the considered opinion and collective wisdom of men of light and leading.

SOME of its recommendations deserve special notice as they provide ample facilities for the accumulation of theoretical knowledge and practical experience, such as the practice of migration of medical students from one university to another after passing the examination in Anatomy and Physiology. It tends to widen the outlook of medical students and enhance their professional skill and daring. The resolution relating to the undesirability of admission of students who have passed only the Intermediate examination to LL.B. courses is a very healthy and desirable one, in as much as students of law require a good grounding in mental equipment for understanding problems of complicated law. We hope that even the Bombay University would come round, remodel its courses and change the existing practice of opening the portals of the Law College to under-graduates.

THE Board has rightly laid much stress on the introduction of special subjects of study suitable for women

such as Domestic Science, Music and fine arts as optional subjects for the Intermediate, Degree and Diploma courses. The recommendation that Universities should institute extension courses and give diplomas in subjects like Economics, Political Theory, Public Administration, Art Criticism, History, Civics and Psychology is not so welcome as it would adversely affect the strength of students receiving instruction in those subjects in the Degree Courses, as ordinary and research students. The proposal that Universities should extend their activities in the field of popular education deserves immediate adoption in the best interests of promotion of adult education and mass literacy. It is highly essential that every adult should receive the benefit of instruction in Three R's and simple problems of Civics for the successful working of democratic institutions in this great land and every student after the completion of his course should be called upon to devote a period of three months to imparting education to adults in a chosen centre before he is entitled to take the degree. The exchange of professors and teachers between different Indian Universities, if put into force by common agreement will not only widen the intellectual outlook of teachers but also give students very many opportunities for receiving the best possible instruction from a variety of experts. Resolutions relating to educational tours with railway concession to places of historic and industrial importance, and the conduct of debates, and tournaments will necessarily enlist the sympathy and support of all university bodies.

WE wish that the Board should also seriously consider the adoption of liberalised uniform scales of pay for members of staff in all affiliated colleges of the various university bodies, the formation of Staff Councils in the interests of successful internal management of colleges, the representation of the staff on the governing bodies of affiliated colleges and the rotation of headship by turns among the senior and competent members of the staff, and make their recommendations, so that they may be adopted as a matter of course instead of being disregarded as advisory in character. The Government of India should recognise the statutory authority of such an august body to enhance its status and usefulness.

Reorganisation in Hyderabad

THE scheme of reorganisation from the primary to the collegiate stage recently sanctioned by H.E.H. the Nizam of Hyderabad is of more than academic interest to every lover of educational reform in India. The hand of a veteran administrator and educationist, Sir Akbar Hydari, who is to take charge of Information Portfolio in the Viceroy's Expanded Council, is to be seen in the remodelling of stages in a manner best suited to the needs of the locality and the requirements of the time. The total period of education from Class I to the end of the B.A. Degree stage was fixed at 14 years. Provision was made for four years of primary, four years of lower secondary, two years for High School, and four years for Intermediate and B. A. stages. Though the distribution effected thereby does not make any material alteration, it adds

on one more year to the Lower Secondary at the expense of the High School stage with the object of making Lower Secondary education efficient and self-contained. A Public examination at the end of the Lower Secondary stage has been advisedly given up in favour of a class promotion examination, which we hope will be followed by the Madras and other provinces as well, as it would scare away many from the benefits of a High School course. A Board of Secondary Education is to conduct a public examination to be called the Higher Secondary examination, as is now being done in many provinces. The Degree Course in the Nizam's College will extend over four years without effecting any modification in the existing practice for the convenience of the students, who may like to migrate from university to university. For the residents of the State the Degree Course of the Osmania University will be made to extend over three years.

WHILE recognising the much-needed principle of the vernacularisation of courses of study in non-language subjects, the period of transition from the English to Urdu medium is to be spread over five years, so that pupils may adjust themselves by slow degrees to the change thus effected without any cause for complaint. It has also done well in making a proposal that Technical, Agricultural and Industrial schools and other types of vocational institutions should be opened in different parts of the State with its patronage and support. We only wish that adequate recognition of moral instruction, physical training and

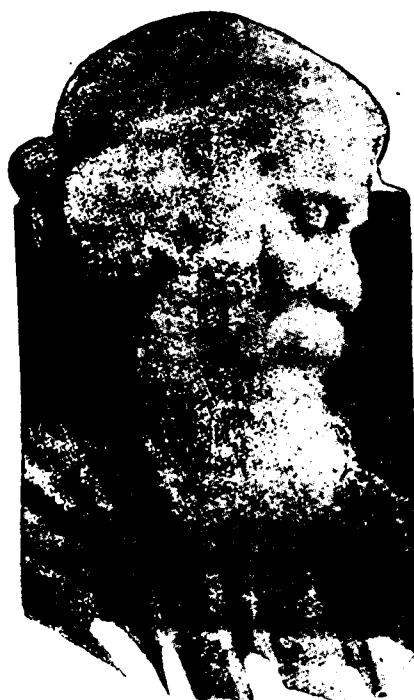
vocational bias for all pupils even in High Schools—essential factors in any reorganised scheme of education—should have been accorded by the framers of the Scheme.

Education Policy in Madras

AT a recent conference of Teacher-Managers and Managers of Aided Ele. Schools, held at Guntur, the Director of Public Instruction, Madras has been kind enough to explain the policy of the Government of Madras regarding Elementary Education. At a time when there is an emphatic assertion all round that elementary education at least should be taken over by the Government, as was done in Mysore a few days ago, and that it should be made free and compulsory, the Director pleaded that until schools were made complete, teachers more efficient, no useful purpose could be served by compulsion. If at this rate, educationists feel satisfied that an increasingly larger number of boys and girls are coming to school as a result of the new scheme, it may take many long years for the province to become literate in full, as there is no planned economy in matters of the spread of literacy. He has done well to hold out a bait for boys' schools in villages that full grants could not be given unless there was a corresponding number of girls undergoing instruction therein. We hope that it would be carried out in spirit and not in letter. Madras may rank high when compared with other provinces in regard to literacy, but that is no reason why Madras should not be made to compare itself favourably with advanced countries of the East and West. We trust that more

attention and financial help should be given by the Government to adult education which is more essential than elementary education, to make the nation as a whole literate.

TAGORE PASSES AWAY



We are deeply pained to record the sad demise of Dr. Rabindranath Tagore on the afternoon of the 7th instant. In his death the world has indeed lost one of her best souls. He devoted his life time to the bridging of the intellectual chasm between the East and the West. The great University at Santiniketan, the meeting place of savants of different cultures, bears the impress of his powerful personality.

The high-souled patriot and poet of world-renown is now no more. The whole nation mourns his loss.

May the Noble Soul rest in peace!

THROUGH different PROVINCES

DELHI

TECHNICAL LABOUR SCHEME

The Government of India have arranged with His Majesty's Government for the services of 100 technical training instructors from the United Kingdom to be placed at the disposal of the Department of Labour for work in connection with the Technical Training Scheme. While a programme has been drawn up for them, nearly six thousand men are already under training at 87 centres at present.

The instructors will come in batches, the first of which is due to arrive shortly. They will be posted to a clearing centre in Delhi for two or three weeks.

During this period, they will have lectures on food and health, lessons in Hindustani and talks from a variety of authorities on industrial and technical training conditions in India. The cost of these arrangements and the salaries of the instructors will be borne by the Central Government.

...
Trainees will receive stipends from the Central Government at the rate of Rs. 25 per month if they are matriculates, or Rs. 20 per month if they are not, and are expected to pay for their board and lodging out of these amounts. The maximum duration of the courses is one year but a large number of semi-skilled men will, it is expected, be turned out in a considerably shorter period. Owing to the urgent need for trained men, it may be necessary to reduce the maximum duration of the courses to nine months. Trainees are passed out as soon as they have passed the standard trade tests.

FACILITIES FOR STUDENTS FROM MALAYA

A request to the universities in this country to grant free scholarships, free education, and free board and lodging annually to deserving Indian students from Malaya, is made by the President of the Central Indian Association of Malaya, a central body of Indians drawing its membership from representatives of the various

Indian organisations there, in a communication to the Vice-Chancellor of the Punjab University.

The request has been forwarded to the Inter-University Board, which has circulated the letter to all universities for their consideration.

REVISION OF TEXT BOOKS

The question of the eradication of "obscene and erotic passages" from text-books prescribed for courses of study in schools and colleges, is engaging the attention of educational authorities in the country.

The Inter-University Board of India have recommended that all such passages should be omitted from text-books prescribed for courses of study in Arabic, Persian, Sanskrit and Hindi.

MADRAS

TRAVELLING ALLOWANCE AND LOCAL BODIES

The Government have directed that if a transfer of a teacher employed in an elementary school under a District Board becomes necessary, travelling allowance admissible under the rules should be granted to him, except where the transfer is made at the request of the teacher. Travelling allowance should in no case be withheld for slackness of work or misconduct on the part of the teacher. If a teacher's work was not satisfactory, the proper course for the District Board President, the Government state, will be to impose a penalty after due enquiry.

MIDDAY MEAL FOR CHILDREN

The Government have sanctioned the continuance during the school year 1941-42 of the scheme for the provision of free midday meals for the Hindu and Christian convert pupils of the eligible communities in the eight labour schools in the Province where the scheme is at present in operation.

MONTESSORI COURSE

It is understood that Madame Montessori is proposing to hold the Third Elementary

Training Course in the Montessori System of Education, from September 15 to December 15 at Adyar, Madras.

BENGAL

AGRICULTURAL RESEARCH

In order to make a survey of the existing facilities for agricultural education and research in the province and to examine the scope and adequacy of agricultural education imparted in high and middle English schools an *ad hoc* committee has been appointed by the Government of Bengal, with Mr. Fazlur Rahman, M. L. A., as Chairman and the Principal of the Agricultural Institute, Dacca, as Secretary.

SECONDARY EDUCATION BILL

It is understood that the Bengal Government will appoint an expert committee consisting, among others, of Sir Jadumath Sircar and the Vice Chancellors of the Calcutta and Dacca Universities to scrutinise the recommendations of the Select Committee on the Secondary Education Bill and invite public opinion on the same.

The latest development in the situation relating to the Bengal Secondary Education Bill was discussed at an informal conference convened by Sir P. C. Ray, President of the Bengal Education Council, at the Indian Association Hall on July 5.

The conference is reported to have expressed its strong disapproval of the personnel of the new Committee, and suggested that unless the period was extended, the Committee could not receive useful help from public bodies to come to a fair appraisal of the opposition to the Bill. The conference also is reported to have decided on a tentative programme of action in the Legislature by the opposition groups.

TECHNICAL EDUCATION FOR HARIJANS

The decision to introduce spinning in all the schools conducted by the Bengal Harijan Sevak Sangh and to organise a residential industrial home in the suburbs of the city of Calcutta to impart technical education, such as manufacture of leather goods, book binding, carpentry to Harijan boys, was taken at a recent meeting

of the Bengal Board of the Harijan Sevak Sangh held recently at Calcutta.

The teachers, who will be entrusted with the task of carrying out the scheme of introduction of spinning in mofussil schools of the sangh, will be trained in all the processes of carding and spinning in the two training centres at Kali Mandir in Diamond Harbour (24 Parganas) and at the A. I. S. A. Centre in Barkamta (Comilla). So far as the schools conducted in Calcutta by the Harijan Uthan Samity are concerned, the task of giving effect to the scheme will be entrusted to two teachers who have already been trained in the Udyogshala of the Sangh at Delhi.

BOMBAY

AYURVEDIC COLLEGE FOR BOMBAY

Bombay's first recognised institution for the study of the indigenous system of medicine, the Rambilas Anandilal Podar Ayurvedic College, was declared open on the 17th of July by Mr. H. F. Knight, Adviser to the Governor of Bombay.

The first institution of the kind to be started by the Government of Bombay for the promotion of the study of the Ayurvedic system of medicine and literature and for carrying on research in that line, the College has provision in the first year for the admission of 24 students. A hospital provided with 75 beds is attached to the College.

RATNAGIRI INDUSTRIAL SCHOOL

In October, 1938, it came to the knowledge of the Government of Bombay that the Ratnagiri District Local Board had decided to close the School of Industry at Ratnagiri, as a measure of retrenchment.

As the school was serving a very useful purpose, the Government, in order to clarify the position and to put the school on a stable basis, appointed a committee to consider and report on the question of the reorganisation and future management of the school.

After considering the report submitted by this committee and with a view to reorganising the school as an industrial institution, the Government has now directed that the industrial section of the school should be transferred to the control of the Department of Industries; that the English classes attached to the school should be reconstituted with effect from August 1 and should continue to function under the general

control of the Department of Industries. The primary classes attached to the school having been transferred to the District Local Board from March 1 last, the school now functions purely as a technical institution.

The courses now taught at the school are (1) The Senior Carpentry Course, (2) Mechanical Apprentice Course, and (3) Trained Maistry Course.

FINANCES IN LOCAL BODIES

The absence of general improvement in the finance and administration of local bodies has been noted with concern by the Bombay Government in passing orders on the annual report of the Local Audit Department for the year 1939-40.

The Commissioners of Divisions have been asked to draw the attention of the District Officers to impress upon all local bodies that the Government will give sympathetic consideration to their difficulties in the way of prompt rectification of these defects and that if any local body is apathetic or shows wilful disregard of the intentions of the Government and fails to show any improvement in spite of warnings, rigorous and prompt action will be taken to check further deterioration.

CENTRAL PROVINCES

MUSLIM EDUCATION

In response to the insistent demand of the Muslim community of this province for the appointment of a separate Muslim inspectorate, such as in Bombay, Madras, U. P., and Bihar, the Government of C. P. and Berar has created the post of Officer-in-Charge of Muslim Education with headquarters at Nagpur. The creation of this post, which was not possible earlier due to the prevailing financial conditions, has become possible by the amalgamation of four posts of district inspectors of schools into two posts. The Officer-in-Charge of Muslim Education "will act as an expert adviser to the Director of Public Instruction in all matters relating to Muslim education." The posts will be filled by the Public Services Commission.

PUNJAB

MEDICAL AID TO PUPILS

A scheme to provide free medical aid to children in the municipal primary schools in Lahore has been chalked out by the Municipal Health Officer.

According to the scheme, every municipal school will have one teacher trained in first aid who will be provided with a first aid box. Simple ailments like cuts and scratches and swollen tonsils will be treated under the supervision of a qualified dispenser in the school premises, while children found suffering from major defects requiring special treatment will be treated in clinics. Spectacles will also be supplied free of charge to children having weak eye-sight. The scheme involves a non-recurring expenditure of Rs. 7,400 and an annual recurring expenditure of Rs. 4,000 to Rs. 4,500 apart from the expenses already being incurred. The Municipality proposes to meet the recurring expenditure by levying a fee of annas four per annum from each of the students numbering about 25,000.

CO-EDUCATION IN THE PROVINCE

The success of Co-education in the Punjab is evidenced by the increasing popularity of schools based on this principle. The number of girls reading in recognised institutions for boys has gone up during the year 1939-40 by 1,804 to 22,811 while the number of boys in girls institutions has increased by 332 to 3,113.

SIND

LAND FOR EDUCATED UNEMPLOYED

The Sind Government have reserved a plot of land measuring about five thousand acres at a nominal price to educated unemployed youths in order to relieve unemployment in the province.

The condition governing the grant is that the recipients should undergo one year's training at a Government Agricultural Farm.

LITERACY CAMPAIGN

A literacy campaign in Sind is proposed to be launched on October 1 by the Education Minister, Pir Illahi Buksh.

A conference of administrative officers in the province and other prominent educationists will shortly be convened to draft the programme.

It is suggested to set up Advisory Committees in each district under the chairmanship of Collectors.

"DRASTIC STEPS" ON STUDENTS STRIKES

"Drastic" measures are proposed to be taken by the Sind Government to deal with strikes by

students for ventilating their grievances. Following a sit-down strike by the students of the Sind Madressah on July 23, the Government directed the Principal of the institution to expel the strikers who persist in this method of coercion and ordered the D.P.I. to circulate all Government and aided schools to refuse admission to the expelled students.

It may be mentioned that the strike was a sequel to an alleged grievance against a teacher who, it is reported, slapped a student.

ASSAM

LITERACY CAMPAIGN

Post-literacy work is being done, says a Press Note issued by the Government Publicity Department, to get sustained results out of the mass literacy campaign in Assam.

In order that people who have passed the literacy test may remain literate and be keen to educate themselves, a study circle in each of the literacy centres in the sub-division, will be started immediately after the completion of pre-literacy course and these study circles will each start a village library.

There will be 1,200 study circles in the Assam Valley and 700 in the Surma Valley. A set of post-literacy readers and fortnightly news-sheets will be supplied to each. Readers, books and periodicals will be issued to the people who have just become literate and to other people. New sets of readers will be supplied to each study circle annually.

HYDERABAD

ENGINEERING COURSE IN OSMANIA UNIVERSITY

The Special Sub-Committee appointed by the Institute of Engineers (India) to examine the course of study obtaining in the Osmania University for the Bachelor of Engineers degree with the purpose of making their recommendation on the standard prevailing in the Osmania University to the Institute of Engineers, visited Hyderabad last month. After satisfying themselves that the required standard of engineering education is imparted at the University, the Committee will suggest to the other Universities in India to grant recognition to the Osmania B. E. Degree.

MYSORE

LITERACY CAMPAIGN

The report on the work done by the Literacy Campaign Committee, organised under the auspices of the Mysore University Union, shows that considerable progress has been achieved within the short period of twelve months, of which nearly a month was devoted to spade work.

The programme of work drawn up by the Committee, was to conduct a hundred literacy classes in different mohallas of the city to make a thousand adults literate. Within a week, 165 Kannada and 42 Urdu-knowing volunteers were enrolled and they were given a short course of training in the method of teaching and class work by the respective committees.

COCHIN

TEXT BOOKS IN SCHOOLS

The Cochin Government have passed orders to the effect that a set of books once prescribed should remain in force for a period of six years and should not be changed unless very valid and specific grounds for the change are made out. The Government have directed that "proper care and caution ought to be bestowed at the time of prescription since carelessness or indifference in an important matter like this is sure to have ruinous and far reaching consequences."

AJMER-MERWARA

EDUCATIONAL EXPANSION

Despite the war, a three-year programme of educational expansion in Ajmer-Merwara involving non-recurring expenditure of Rs. 3,00,000 and an increase of Rs. 75,000 in the recurring expenditure, was sanctioned by the Government of India in 1940.

A feature of the first year's programme which has just been completed, is the conversion of all single teacher primary schools in the province to two-teacher schools and the provision of enlarged buildings for such schools. It is a common experience in India that when a single teacher in a primary school has to be entrusted with the management of four to five classes the wastage becomes appalling.



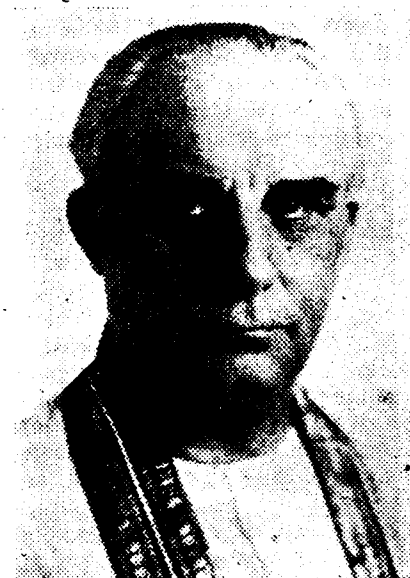
PUBLIC OPINION



Dr. G. S. ARUNDALE ON INDIAN EDUCATION FOR INDIA

Thus writes Dr. G. S. Arundale in the *New India Survey* 24th July, 1941:

"The special purpose of education so far as regards India is two-fold: (1) To enable the young Indian citizen—girl or boy—to live in self-contained simplicity: a cultured and fearless life full of the spirit of *Ahimsa* or harmlessness is



of India, and of most other countries for the matter of that, are discharged bankrupt into the world with no power either to earn their living through some profession or to lead simple and useful lives with the maximum of simplicity either on the land itself—Motherland as it is—or in such other ways as may be most expedient, at last until an opportunity presents itself for a wider field of activity.

"This first consideration is the fact that the Home is the unit, the setting, of the life of every one. Education to be true must first of all take into consideration the Home whence the student comes, for an essential ingredient of all life in school and in college is to make the Home a happier, a more peaceful and a more prosperous dwelling-place. Where the Homes are happy, there the nation is contented.

"The Indian school and college must become a real home to its teachers and to its pupils, an extension of the family and of the consciousness of the individual pupil."

MYSORE VICE-CHANCELLOR ON TRAINING FOR SERVICE OCCUPATIONS

Broadcasting on the occasion of the Silver Jubilee Celebrations of the Mysore University, Rajakaryapravina Mr. N. S. Subba Rao, Vice-Chancellor, the University of Mysore, said:

"The University would certainly be called upon to help the country to become richer and more prosperous by making its primary and secondary occupations like agriculture and manufacture more efficient. At the same time it must be remembered that a prosperous community did not consist in the main, of farmers and artisans, but there was an increase in transfer in all such communities from the primary and secondary occupations to 'service' occupations. Therefore it was to the interest of the Universities, on the one side, to train people for service occupations, and on the other, to help to make agriculture and manufactures more efficient.

the immemorial tradition, and at the least humane where harmlessness is not enjoined; (2) To enable the young Indian citizen to live in a spirit of respect and appreciation as regards the habits, customs and faiths of his fellow citizens where these differ from his own.

"I hold that education has fulfilled its purpose save as it educates its pupils to live a self-contained and happy life as much from the very moment their educational period of life is over as in the home and at school and college. One of the disasters of modern education lies in the fact that at their finest period, or at least at one of their finest periods, the young citizens

Education and the Present Crisis*

By NORMAN ANGELL

WHAT are the facts of the present situation which should most concern educationalists?

Among such facts, I suggest, are these:

The most learned generation the world has ever known seems to be in a fair way proving itself the most foolish and cruel, the most destructive of its own happiness. Never before in history have men had at their disposal so much accumulated knowledge, so many records, libraries, books, encyclopaedias, card indices, news-papers, schools, colleges, universities, lectures, lecturers, teachers, professors; never before in history have men possessed such amazing instruments (e. g. the radio) for the exchange of information and ideas. Never before has nation been able to speak to nation, instantaneously across the width of the earth, as nations can speak today.

Yet as the result of it all men seem less capable of managing their society than they were twenty-five hundred years ago in, say, Athens, which had very few books indeed and no news-papers, no radios, no printing, and twenty-five hundred years' less of accumulated knowledge than we have. Today the most learned nation of the world, the most scholastically drilled, is precisely the nation which assuredly has shown itself politically the least wise, which has delivered itself over to the guidance of dangerous fanatics; and has turned its whole educational apparatus into an instrument for promulgating doctrines, many of which educated men including those who teach them—know to be wicked nonsense.

The governments which drifted to war in 1914 were for the most part made up from the most highly educated classes. The diplomacy which led to that war had been in the hands of highly educated men; the policies which led to the almost complete destruction of the capitalist system were policies imposed by educated capitalists themselves.

Nor is that all. If one examines certain of the major errors committed by governments and

peoples these last twenty years, one is obliged to confess that a very modest degree of wisdom, demanding no special knowledge, would have sufficed to prevent the commission of those errors. The policy adopted by the Allied governments in the matter of reparations is illustrative: the sums claimed could only have been paid by a very great expansion of German exports which the governments making the demands announced they would not permit. The fact that the two demands—payment of large reparations and great restriction of German export trade—were contradictory, was explained by every economist who dealt with the matter. It was a contradiction which could have been made clear to any intelligent adolescent in an hour. During years it proved impossible to bring it home to the Allied peoples and governments.

One can indeed venture this proposition:

If the world has nearly destroyed itself, it is not from lack of knowledge in the sense that we lack the knowledge to cure cancer or release atomic energy but is due to the fact that the mass of men have not applied to public policy knowledge which they already possess which is indeed of almost universal possession, deducible from the facts of everyday life.

If this is true—and it seems inescapable—then no education which consists mainly in the dissemination of "knowledge" can save us. If men can disregard in their policies the facts they already know, they can just as easily disregard new facts which they do not at present know. What is needed is the development in men of that particular type of skill which will enable them to make social use of knowledge already in their possession; enable them to apply simple, sometimes self-evident, truths, to the guidance of their common life.

One failure, particularly, to apply such a truth stands out.

If today certain ancient democracies, which in some cases go back a thousand years, have lost in a few months rights and freedom for which they must have bled and suffered during unnumbered generations, it is because they failed

* Condensed from "News Bulletin", Institute of International Education, Feb. '41.

"A University has been described as a power-house of civilization, and this aspect of its obligation to the social order must be forgotten by Universities. Its young men and young women should certainly be helped to fit themselves to appropriate niches in the economic frame-work of society. The expansion of the frontiers of knowledge and the preservation and co-ordination of knowledge thus acquired were also an important function of the Universities. But it was above all their duty to hold a golden lamp to illumine the path of mankind. Mankind was just now in a very sad condition. While all factors pointed to greater unity of mankind, man's mental adjustment to the new environment was not complete, and instead of proceeding along the path of international co-operation, humanity was just now divided against itself. It was a duty placed upon universities to recall mankind to sanity from its present orgy of hatred and conflict."

DR. S. P. MOOKHERJEE ON THE PROGRESS OF SCIENCE AND INDUSTRY

In the course of his Convocation Address to the Benares Hindu University, Dr. Shyam Prasad Mookherjee apprehends that the industrialisation of India may still be prevented by vested interests. He said:

"Faced we are with internal conflicts of gigantic proportions, it does not require much imagination to see that the scientific and industrial development of a country is essential not only for its prosperity but also for its very existence. In this sphere the Universities in advanced countries, backed by liberal and active support from their Governments, have played a vital part. The industrial development of a country is, however, conditioned not only by research but also by the all-important questions of finance and national policy. In Germany, as is well-known, the intimate co-operation between Government, the Universities and the industrial organisations resulted in a very rapid development, although the industrial revolution came to that country considerably later than in Great Britain. Both in Japan and in Soviet Russia, it is the driving force of Government, mobilising and co-ordinating all the resources of the countries, that has led to their phenomenal industrial progress in recent years.

"In this country, by contrast, we have a tragic story to tell. The Universities and the

Personal Notes

SIR C. V. RAMAN has accepted the invitation of the Chancellor of the Patna University to deliver the Convocation Address of the University on November 28.

MISS KAPILA T. KHANDWALA has been appointed as Secretary of the Schools Committee of the Bombay Municipal Corporation. She will be in charge of the administration of all the municipal schools in the city. It is the first time in the history of the Corporation for a lady to occupy this post.

KUNWAR SIR MAHRAJ SINGH, the new Vice-Chancellor of the Lucknow University, will take only Rs. 800 out of the sanctioned monthly salary of Rs. 2,000. The monthly balance of Rs. 1,200 will be converted into a fund to be devoted for the betterment of the existing facilities of the University students, such as more freeships to deserving poor students.

industrialists with their limited means have been ploughing practically lonely furrows. The University laboratories, particularly, have worked under great handicaps, which have been only partially lightened by the generous donations of a few benefactors. It is absolutely clear that unless the Government of the country pursues a settled and irrevocable policy of industrialisation and adopts co-ordinated measures for the furtherance of this object, industrial progress in this country can at best be only fitful. The danger of this industrial backwardness does not require any emphasis today.

"Great things can yet be achieved if only the Government of India would realise the danger of adhering to the policy of retaining India as only a market for manufactured goods, of exploiting her raw materials for the benefit of foreign capital, and of regarding Indians as only hewers of wood and drawers of water. If Government, the Universities and the industrial organisations are made to participate in a national policy of intensive industrialisation, none can resist the early attainment of India's economic freedom. Deputation of a few hundred Indians for training in British factories can hardly meet our needs and aspirations."

to apply to their political conduct the obvious fact that if they were to defend themselves against an enemy many times stronger than any one of them taken singly, they would have to combine—make their defense collective. The choice before them was to hang together or be hanged separately. If a great majority will not unite to defend itself from the violence of a possibly malevolent minority which does know how to stand together, then that evil but united minority obviously will rule. Non-German Europe had immensely greater potential strength than German Europe. German Europe was a minority in the body of civilization as a whole. But non-German Europe refused to hang together in mutual defense against evil violence. It resolutely refused to apply, in time, truths which it tried to apply when too late to be effective. The democracies have suffered not because they were pacifist or corrupt (neither Finland nor Norway were that) but because they would only fight for themselves. Since they would only fight for themselves, they were all at Germany's mercy.

In other words, the democracies of Continental Europe have for the time being perished because they rejected the truth which we proclaim in our churches every Sunday, the truth that we are members one of another, that the corporate body of civilization, if it is to defend itself, must assume the obligation to defend any one of its members that is the victim of evil violence.

A large part of Western Europe has repudiated that truth, repudiated it, perhaps, because our very elaborate education does not manage somehow to make certain elementary truisms clear to the multitude; does not give the millions that pass through its mills an understanding of the society of which they are a part and which, as citizens and voters, they are called upon to manage.

—World Education.

The 'Hot Reviver'

CAPTAIN PAT EAVES made news by piloting an American bomber across the Atlantic in record time. He had breakfast in Canada and was able to walk into a cafe "somewhere in Britain" the same afternoon and demand a pot of steaming hot tea. Evidently he has in need of this 'hot reviver', for his only comment when asked what the trip was like was "Very cold." —From *Tea News and Views*, No. 24

Announcements

INDIAN STATISTICAL CONFERENCE

The fifth session of the Indian Statistical Conference will be held in Baroda in January 1942, along with the Indian Science Congress. Sir Akbar Hydari, ex-President of H. E. H. the Nizam's Executive Council, has agreed to be the General President of the Conference.

Besides discussions on scientific and technical papers, arrangements are being made as usual for joint discussions with the Indian Science Congress on subjects of statistical interest.

Papers and communications for the conference are desired to be sent to the Honorary Secretary of the Indian Statistical Institute, Presidency College, Calcutta, from whom further information may also be obtained regarding arrangements for the Conference.

INDIAN SCIENCE CONGRESS

The General Secretaries of the Indian Science Congress Association, Professor S. K. Mitra and Principal P. Paria, have released the following information in connection with the twentieth session of the Indian Science Congress to be held from January 2 to 8, 1942:

The session was originally proposed to be held at Dacca, but the University of Dacca, under whose auspices the session was to have been held, having recently decided otherwise, the Congress session will be held at Baroda in response to the kind invitation of His Highness the Maharaja Sahib. Principal K. G. Naik of Baroda College has been requested by the Baroda Government to start the necessary arrangements. Mr. D. N. Wadia, M. A., B. Sc., Mineralogist, Ceylon Government, Colombo, will be the President.

Application forms for Ordinary and Sessional Membership for the Congress may be obtained from the office of the Association, 92, Upper Circular Road, Calcutta. Papers proposed to be read should be forwarded to the General Secretary together with three copies of abstracts so as to reach him not later than September 15, 1941. The enrolment of Ordinary Members will be closed after the 15th of July, 1941. Only Sessional Members will be enrolled after that date. Intending members are requested to send their subscriptions to the Treasurer, Indian Science Congress Association, 29, Upper Circular Road, Calcutta.

BOOK REVIEWS

INDIA SHALL BE LITERATE—By Frank C. Laubach. Published by the Mission Press, Jubbulpore, C. P., 270 pages including 60 pages of appendices and index. 1940 edition. Price Re. 1-12.

This is a hand book for the use of all those who are engaged in combating or studying 'Illiteracy'. It embodies the important experiments and findings of many organisations throughout India down to the date of publication. This study was conducted for the National Christian Council of India under the direction of the World Literacy Committee of New York City. The book is thus sponsored by the National Christian Council, Nagpur, whose Secretary, Dr. R. B. Manickam, writes, *India shall be literate* is not just a book that tells us of methods of teaching adults to read; it brings with it inspiration and stimulus to all to help in making India literate."

The book is packed with information on the subject of adult literacy—information which is the result of the author's three tours of research and conference in India. Beginning with the literacy problem and the history of adult literacy in India, the book discusses the different teaching methods tried so far and the best ways of securing teachers. Detailed instruction is given on 'How to begin a campaign in a village'. Guidance is offered at every step of the work and through all the stages. There is a symposium of adult literacy efforts and experiences in the various provinces. Valuable suggestions are made to various organisations, public and private, religious and secular. There is an informing chapter on women's part in this great work. Lists of charts, readers, story-books and help books are added at the end. The book is a full guide to beginners and a great help to advanced workers. The practical methods laid down, when followed, will certainly help in making India literate.

The figures for illiteracy in India are still appallingly low on account of the rapidly increasing population. Energetic and enthusiastic work by individuals and groups should be urgently organised if the figures are to be made more respectable and nation's honour saved. The book with its arresting title is a challenge to every Indian. Where there is the will, the book shows the way and supplies the inspiration.

A FIRST BOOK OF ENGLISH GRAMMAR AND COMPOSITION—FOR FORM I by K. Srinivas Kini, B. A., L. T. The School Book Co., Car Street, Mangalore. Paper cover. 114 Pages. Price As. 7.

The syllabus in English for the Middle School Forms has lately been revised by the Government. This book is an attempt to cover the first year's work in grammar and composition for Form I. The chief feature of the book is the simplicity of the language—a feature which can be secured only by an understanding and experienced teacher. Part I is on grammar. The pupil is led through an examination of a number of models to gain knowledge and deal with the practical exercises. Under each topic of the syllabus there is a good number of practical exercises, all in easy English and with ideas within the knowledge of the school boy. Part II is devoted to exercises in connected composition, such as Story Composition and Imaginary conversations. The chapter on Picture Composition has a few attractive picture aids. It would be better to show the scheme of the work with all its divisions at the beginning of the book than in the body of the book. A uniform type may be used to indicate sub-divisions of a similar nature. The exercises may be marked off from the rest of the matter by some easy device to enable the young pupil to pick out the practical work easily. For instance, the word 'Exercise' may be in thick, bold type. The directions 'Read' and 'Examine' may be similarly dealt with and shifted towards the left margin. Under the teacher's guidance the pupil would grasp the procedure of work and go through the course easily.

—D. I. A.

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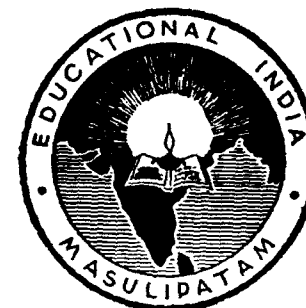
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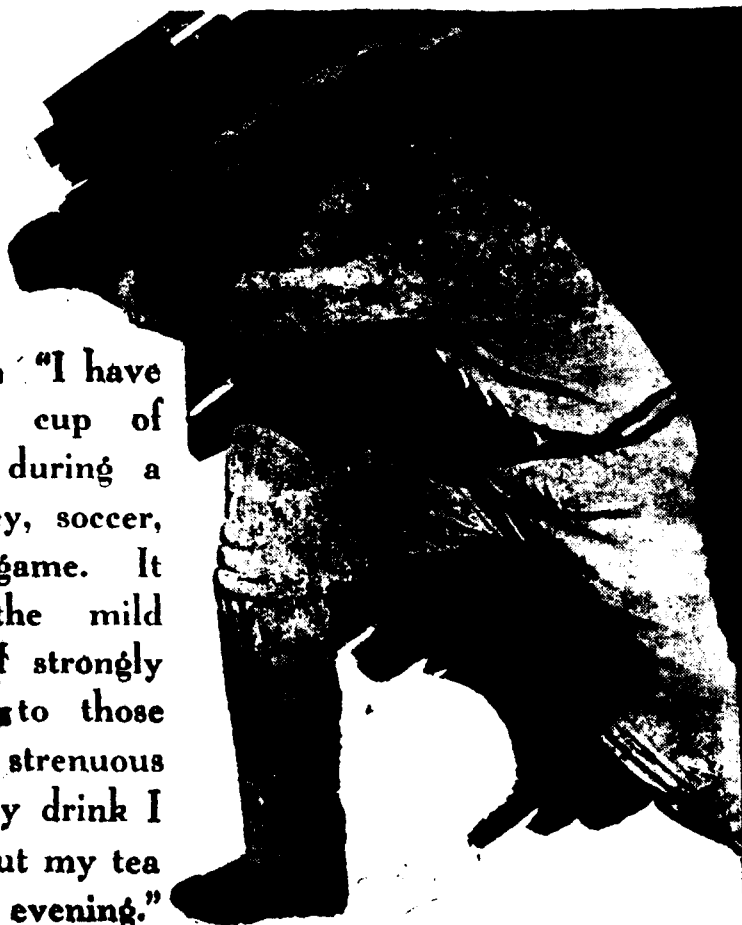
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THE POET IN EDUCATION

A Note on Rabindranath's Educational Ideal

By Dr. JAMES H. COUSINS

[Dr. J. H. Cousins was for some years Principal of the Theosophical College, Madanapalle, but since 1934 has been Art Adviser to the Government of Travancore, and has been Head of the Department of Fine Arts of the University of Travancore since its foundation. His "Collected Poems," recently published, has received warm praise in India and abroad. —Ed, E. I.]

THE death of Rabindranath has, after some years of pre-occupation with other matters than the details of college administration in which I was long immersed, brought me back to a rediscovery of the ways in which the principles of ideal education secrete themselves in poetry; or, to put it otherwise but not less truly, how the imagination of the Poet reached the fundamentals of true education which the educator that shared the same body and brain as the poet sought to put into practice.

From 1919, when Rabindranath visited Madanapalle College (I was then its Principal) and taught us how to sing "Janagana mana," of which he then made the English translation known as the "Morning Song of India," the song became, and still is, a constant item, in rotation with Dr. Annie Besant's "God Save our Ind," in the



"daily dedication" that opened each day's work of the combined College and High School students and staffs, over six hundred in number. But, as the daily dedication consisted of prayer as well as praise, the song extolling the "Ruler of the minds of all nations" who was also "the Dispenser of India's destiny" (an idea that broadened out patriotism from its desirable love of one land to the equally desirable love of all lands), was supplemented by a number of prayers of the Poet, used on special occasions, but with one of them as the "constant" of daily dedication because of its intimate and complete expression not only of high aspiration that might easily be handed over to a vague conception of a Higher Power for its fulfilment, but of individual determination to strive towards an ideal life — a determination that carried with its expression a sense of indivi-

dual responsibility to strive for its fulfilment.

It was my happy duty at the beginning of each educational year to explain to new students the implications of the "prayer" in a series of short morning talks on each of its phases. In doing so I became myself more and more aware of the fact that the aspiration, which began in the Poet's own heart and was echoed in the hearts of an ever-growing number of students, boys and girls, was a complete statement of the ideal education, from a point of view and with an authority that made all other systems of alleged education, especially the system prevailing in India, appear as tragic travesties of what education ought to be.

Reviving this particular poem in my memory and thinking it over the other day as a contribution to a public meeting 6,500 feet up the Nilgiris to "celebrate the life of Gurudev," I found it as complete as ever and as clear in its delineation of the perfect square of education, and as rich in its suggestion of the true foundation on which such education should rest. And I take the opportunity of the invitation of the Editor of *Educational India* to write an article on Rabindranath, to lay out once again the educational significance of the poem as a tribute to his memory. The poem is:

Life of my life, I shall ever try to keep
my body pure; knowing it is thy living
touch that is upon all my limbs.

I shall ever try to keep all untruths out of
my thoughts; knowing that thou art
that truth which has kindled the light
of reason in my mind.

I shall ever try to drive all evil away
from my heart, and keep my love in
flower; knowing that thou hast thy
seat in the inmost shrine of my heart.

And it shall be my endeavour to reveal
thee in my actions; knowing it is thy
power gives me strength to act.

Faced with hundreds of young students at varying degrees of mental development, one is justified in making exposition of each section of the poem from all points of view. But to the alert and informed readers of this magazine it is only necessary to give a succinct indication, and leave them to pursue the elaboration of its implications in their own way.

Briefly then, the poem covers the education of the three main capacities of the human being, the physical, the mental, and the emotional; and the outlet of these in action as the expression of thought, feeling and physical capacity. These are the essential constituents of education. But the Poet adds to them certain qualifications that make all the difference between a merely external education and an education that concerns itself with the real inner being of the student—not merely with physical fitness, but with physical purity out of which real fitness will naturally arise; not merely with the exclusion of untruth from one's words and acts, while the intention may be untrue though veiled, but with mental truthfulness out of which expressed truthfulness will spontaneously come; not only with the driving away of external evil that threatens one's comfort, but of evil desires in one's self, and the keeping fresh like a flower one's affection not only for one's intimates but for all

creatures human and sub-human; and the performance of all action "as ever in the great Task-master's eye" as Milton as a boy put it. Action takes education from the individual to the group.

The qualifications that Rabindranath has added to the obvious departments of individual education are not fantastic or only empirical: they are based in the second part of each stanza on the recognition that the Spirit which is behind all its external manifestations has a special affinity with the human individual, imparting life, kindling reason, animating feeling, strengthen-

ing action. This recognition takes away from education all ulterior motives, and consecrates it to the service of the highest ideal. Without it education will remain inadequate and distorted, and in India untrue to the nature and needs of the people. With it, education can become a simple universal meeting of the divine necessity in humanity, with such modifications as, *mutatis mutandis*, location and tradition need. The Poet sees education in its reality: education will become real when it turns to poetry for guidance. Poets are, according to Shelley, the "unacknowledged legislators" of humanity: they are also its true educators.

THE TEACHER'S COMPLEX (The Teacher's Projection)

By A TEACHER



INTRODUCTION:

THE problem of the teacher's complex is complex is peculiarly complicated that some introspection can, only with difficulty, attempt an approach. All the while the contributor very well realises that it's an ill bird that fouls its own nest but that cannot in any way deter the point of view of a fair-minded constructive critic interested in the welfare of school children, in the teaching profession, in schools and their future.

DIFFERENT ASPECTS OF THE PROBLEM

The problem can be analysed into several parts, according as the teacher's position or attitude is considered in its relation to the pupils, the colleagues, the superior, here the headmaster, and the society or the public at large. It also varies in different schools.

THE TEACHER AND HIS PUPILS

Moving in the company of children or pupils for that matter for a good part of the day, the teacher grows sensitive to errors, though sometimes, he himself falls an unconscious victim. He is nothing if he is not a detector and a corrector of faults. He corrects them—the more diligently and conscientiously he corrects them, the more successful is he regarded as a teacher by inspecting officers—so watchfully and so zealously that his thoroughness is often mistaken for a lack of sympathy and goodwill towards the pupils. One wonders whether this tendency has not been so thoroughly practised that one wishes it were curbed in the interests of both the master and the pupil and probably for the better cordiality of their mutual relations. There is the temptation, which very few earnest teachers can successfully resist, of acquiring

a spirit of self-complacency, probably gaining in strength with the increasing opportunities for its exercise in detecting and correcting errors. It is said of a goldsmith that even if it were his wife's jewel, he would not hesitate, in fact cannot suppress his impulse, to pilfer something of it. Even so it may be said of a teacher—this has been actually noted and commented upon by critics of examinations—that he cannot quell his urge to correct his mistakes in his own productions, only he should not be told they are his own.

Besides the inclination to correct the pupils' faults, there is a kindly feeling towards pupils which every teacher cultivates. He tries to enter into their thoughts and feelings. His success in doing so is often considered to be a determining factor in the success of his work. Here again, there is scope for over-doing it. In his eagerness to be regarded child-like in his ways, manners and virtues, he may often skid into childishness and acquire a bias in favour of quarrelsomeness and pettifoggery. In fact in the balance he can hold between childish dispositions and child-like virtues, between *childishness* and *childlikeness* he can be said to have developed his true self, and formed a correct attitude towards the problem of the relations between the teacher and the taught and between teacher and teacher.

RELATIONS TOWARDS COLLEAGUES

In his relations towards his colleagues also, he is unable to inhibit these tendencies, however desirable it may be at least on considerations of policy. Only this critical vein often suppresses the chord of sympathy. Very often it leads to a detached outlook or an attitude of aloofness. More often it creates a split, and if it is reinforced by communal or linguistic differences, two parties are formed. There is the temptation for others to join, they cannot sit on two stools for long. Thus the soil is ripe for friction and civil strife. The 'what does he know' mentality is often the signal

for many a misunderstanding between teacher and teacher, and what is more, pupils too are encouraged to enlist themselves under one banner or other. Unfortunately all this is due, not to any wicked designs, but to laudable motives. Not that the teacher loves his colleagues less but he loves his learning more; the love he bears to learning is at fault!

Towards the headmaster, his immediate superior, the inhibition of this tendencies is not thought of, much less practised by him. A circular, a note of the headmaster, becomes the target of criticism. Being written in English, it is foreign to both of them. Yet the fault of one, sometimes unconscious, sometimes something else, is magnified beyond proportion and commented upon. Much powder and shot is wasted on this. The 'I know everything', the 'what he says is faulty', spirit is gaining ground. After all, it is just possible that both may be right and both in the wrong, just because of the fact that English is a growing language and that great writers themselves are not agreed. Practice varies, usage varies, and English is so elastic that even seeming inaccuracies are not without support and sanction. If no person's English is perfect—much less, no Indian's English is perfect—not all faults are real faults, more so, when there is a conflict between grammar and idiom. To quote Shakespeare—

But no perfection is so absolute

That some impurity doth not pollute.

RELATIONS TOWARDS THE HEADMASTER

This ever critical Assistant, it is curious to note, wishing to become a headmaster is ready to practise many things which he would willingly avoid under other circumstances. When there is a chance, he is very quick to resort to the very expedients as headmaster, which he as assistant unhesitatingly criticised and condemned in headmasters. This attitude is mysterious, and is, certainly, not advisable.

THE TEACHER, A WAGE-EARNER (?)

One cannot fail to observe in many a teacher a bias to think of his day in terms of five hours and his week in terms of five days. This mentality may be described as belonging to a wage-earner of a five-hour day in a five-day week. One wonders whether this attitude is not miserable. Not that there is no work after the class hours, but there is little inclination to do any extra work after the regular school hours. A spirit of self-centredness, an apathy towards any work not pertaining to the class-room or the time-table, and the desire to return home precisely with the ringing of the bell, all these cannot be said to distinguish a responsible and conscientious teacher. One sequel that is lost sight of, is that these acts are easily imitable and are imitated by pupils. If a teacher's acts and tendencies justify the conclusion that he reduces himself to the rank of a wage-earner except that he does not strike, the pupils also come into and complete the picture. Without being wage-earners, they copy the methods of labourers in *downing* tools. Prof. Graham Wallas in his *Human Nature in Politics* says, 'half-conscious... ..imitation makes the greater part of class-room discipline.' I suppose the same holds good of discipline and indiscipline as well.

CLASS-ROOM MENTALITY — SEQUEL

The same class-room mentality governs the teacher's conception of discipline. In the class-room he administers sharp rebukes, short commands. Sometimes he grows so unsympathetic as to be perilously near giving the impression of a hostile critic working against the interests of the pupils. There is also the notion that the discipline outside his class-room is not his concern; but sometimes there is an unfortunate sequel. The indiscipline outside the class-room invades the class-room also. Then the master is confronted with a grave situation. He throws up the sponge. It would seem as though nemesis has over-

taken his ideas of things and his values of life. He either complains to his headmaster or does not. If he complains, what about his prestige? Is there any use? If he does not complain, he should pine in secret.

THE PROPER OUTLOOK OF A TEACHER

In the easily excitable teacher—as several teachers are—there seems to be a constitutional incapacity to develop a healthy sane, sober, steady outlook on life by cultivating a sense of proportion and a sense of humour, so very essential to an efficient and successful teacher. An impolite word on the part of the pupil throws the teacher off the rails. He feels unnerved or unbalanced, where a smile, silence or a single witty word might easily disarm suspicion and opposition, and might leave him in possession of the field without loss of prestige. There is a fatal ease with which the teacher rubs the sore, while he ought to heal the wound. It is good for him to realise that *leading* is of greater value than *driving*.

HIS ATTITUDE — WHAT IT OUGHT TO BE AT PRESENT

When all is said and done, one cannot fail to read the signs of the times. There are certain disruptive forces in the relations between master and pupil. Some deep thinking compels the inference that this new feature is due, among other things, not to a small extent, to a lack of identification of the master's interests with the interests of the school. The teacher should consider that he is a schoolmaster first, then a class-teacher or instructor. He should realize that it is his duty not only to teach in the class-room but also to preach every now and then high maxims, lofty ideals, and practise as far as possible, in his very life, some of those things that he preaches. Let him not take shelter under the plea that character cannot be taught. What is more essential is that character can be trained and should be trained. Many a teacher should recognize that he is more able to help students in his personal and informal

contacts with them outside of the class-room than he has in the formal and limited contacts with them inside it. Here extra-curricular activities are of great value. They should not be treated as an intrusion on school work and a waste of time.

HIS POSITION IN SOCIETY

With regard to his position in society, the teacher's complex is rather peculiar. Suppose it is a social party to which the teacher is invited. He seeks a secluded corner and feels self-contained, something like a snail retreating into its shell, when attacked by an adversary. One misses the masterful personality that he is among his pupils, the paragon of his admiring colleagues or the gratuitous critic of his immediate superior. Here in society he beats a hasty retreat.

INFLUENCES IN DIFFERENT SCHOOLS

Apart from the different aspects of the problem examined so far, one should not lose sight of the fact that the teacher's complex is subject to influences different in different schools. If it be a private school where the headmaster has the ruling voice, because of the influence of his power or the power of his influence, the position of the teacher is one of entire subordination. Where the headmaster's voice does not prevail, there is every chance of a friction. In the Board and Municipal schools, the position is un-

favourable to the teacher, if the headmaster and management join hands; but if it is otherwise for the time being, the teacher may hold up his hand. In these schools, there are forces at work calculated to produce unhealthy reactions. In Municipal schools, the teachers are often under the heel of the Municipal Council. In Board Schools they are under the thumb of the President or the Secretary. It may be observed that the interference of the Chairman or the President varies inversely with his sense of responsibility. Sometimes the position of the headmaster is unhappy. Between the educational rules by which he has to be guided and the Chairman or President whose word he cannot thwart, he is placed, as it were, in a vice. To add to these, the introduction of communal ratio in services, in Municipal and Board Schools, is calculated to import communal considerations into young minds, the evils of which can better be imagined than described. It is commonly accepted that the Reform Act of 1920 has compelled people to think in terms of Muhammadans and Hindus and has widened the gulf between them. Similarly the communal ratio in services in schools is apt to react unhealthily in pupils' minds. It must be obvious to the simplest understanding that teachers should be appointed free from the trammals of caste and prejudices of caste.

A NATIONAL SYSTEM OF EDUCATION

We have a World War, and one of the objects of that World War is to get rid of the foreign system of education which we have in India. Definitely I regard that as one of our war aims, and I hope that when peace comes and when the war is over, something will be done to substitute a National System of Education for a foreign system. This work ought to begin right now. We ought not to wait until the war is over and then to start to think as to what kind of a national education we should have. I should like to see all teachers and students in their spare time—I suppose they have not very much spare time with this foreign system of education round about them—I should like to see them planning a national system of education.

— DR. G. S. ARUNDALE, Extract from "New India Survey".

ENGLISH IN HIGH SCHOOL CLASSES LOW STANDARD: CAUSES

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

THE LOW STANDARD—A SYMPTOM OF DEEP-SEATED DISEASE

ENGLISH in the high school classes has come in for a deal of hostile criticism during recent years. The Madras Public Service Commissioners had hard things to say about it; the S. S. L. C. examiners' reports during successive



years had adversely commented on the subject. The deplorable deterioration of the standards of attainment of pupils both in the high school and college classes, has opened the eyes of English teachers everywhere to the serious and

pressing problem of checking the growing evil. And the responsibility of these teachers has increased vastly what with the increasing number of pupils in every class, pupils drawn from all communities, some of whom so backward that they have hardly known what it was to write or read for generations untold. Thanks to the mother-tongue medium of instruction, pupils' acquaintance with English has shrunk considerably: for, whereas they read, wrote or heard English during 25 out of 35 periods in the week formerly, the number is now reduced to 9 or 10 in the week. The eccentricities of English spelling and idiom baffle the average pupil's powers of comprehension and assimilation. His capacity to use English with accuracy for oral or written expression is very limited and poor. The obvious deterioration in his English is certainly the symptom of a deep-rooted disease. It is time that teachers gave their immediate and best attention to the problem and set to work to diagnose the causes and create the neces-

sary conditions or atmosphere in schools to raise the standard of English.

THE REACTION OF THE MOTHER-TONGUE MEDIUM

A controversy has sprung up in school circles whether or not the deterioration is due to the adoption of the mother-tongue as the medium of instruction. 'Certain theorists contend—and they have no actual touch with the problem—that English in high schools need not only not deteriorate under the altered conditions, but is bound to rise in quality. And expert teachers of English such as Prof. A. Rama Iyer of the National College, Trichinopoly, ask whether the standard has not deteriorated in the schools in which English continues to be the medium of instruction, and assert that "it is an undeniable fact that the rot set in long before the mother-tongue medium was thought of". Perhaps he is right. But it is even so undeniable that the rot, during the last three years, has permeated the school world to an alarming degree, and wrought grievous havoc with the average pupil's attainment in English. Among other causes, there is no doubt that the removal of the foreign medium of instruction—a reform admittedly beneficial in itself—has raised in its wake the difficult problem of the deteriorating standard of high school English.

THE EXALTATION OF FORMAL GRAMMAR: ITS RESULT

Says Prof. Rama Iyer, in his brief reference to the problem in the Presidential Address he delivered at the Rishi Valley Educational Conference: "If the standard at present has become terribly low in English, it is due to the failure to use the best available text-books, outworn methods of

teaching, tolerance of slipshodness from the earliest stages and lack of wide reading". I believe that every English teacher must accept these causes and devise remedies. Mr. Rama Iyer also suggests another cause which every thoughtful teacher of experience in English teaching cannot but admit to be a forceful one: the disproportionately large amount of time spent on English grammar in the higher forms.

Says he: "While I should be the last to deny the legitimate value of grammar in the higher stages of language study, I refuse to admit that the best way to improve the standard of English is to teach more of English grammar. The time given to the formal study of grammar is so much time taken away from the study of the language itself; to teach the grammar before the elements of the language have been mastered is to put the cart before the horse. Even in the high school classes, I would teach grammar only indirectly by means of judiciously-devised exercises in composition. Dr. Ballard has drawn pointed attention to the much higher standard of attainment of the pupils taught under the 'composition method' than of those taught under the 'grammar method.'"

THE ABOLITION OF NON-DETAILED STUDY, AN UNWISE STEP

Besides the undue importance given to grammar, another cause has contributed to the low standard. Thinking English teachers in the presidency with an intimate contact with fifth and sixth form classes have repeatedly urged that the abolition of the study of Non-detailed English with effect from the S. S. L. C. Examination of 1936 and the substitution in its place of grammar, was a highly retrograde step, a step leading to the present poor standard of expression on the part of pupils. They have at various District Educational Conferences asked in vain for the reintroduction of non-detailed study. What a pity the S. S. L. C. Board is apparently not convinced of the place and value of the study

of non-detailed texts in the scheme of high school English! During the last six years, at the S. S. L. C. examination in English, grammar questions have occupied a prominent position. And what has been the experience? Pupils have scored in the second paper in English an average mark of 25 out of 40 in the grammatical portion, while they hardly secured 10 to 15 marks out of 50 in the strictly composition part of the paper. And why? Pupils' expression has little received the exercise and training necessary for development under the present arrangement of over-done grammar lessons. It will undoubtedly be a wise reform to go back to the old scheme and prescribe for study in the fifth and sixth forms four standard English works, abridged and adopted for school use, every year. These text books should not be taught by the teacher but must be studied by *pupils themselves*. The teacher's work is to give the pupils merely indirect guidance to enable them to understand and appreciate the prescribed books and write short essays based on them. The over-dose of English grammar, which usurped the place of non-detailed study has simply impaired the pupils' system and clogged their powers of free expression.

LITERARY WORK—A FAILURE

Also the introduction of "Library periods" which, it was imagined, would be a suitable substitute for non-detailed study, has scarcely justified the high hopes originally entertained. While in a very small number of schools in the presidency—most of them single-section, small institutions—the organisation of library work in the higher forms may be deemed successful and may have borne fruit, in the vast bulk of high schools with invariably over-crowded classes, inadequate equipment and indifferent teachers with little faith in the role of books as real educators, "library hours" has been a thorough failure. Heads of institutions and inspecting officers have merely contented themselves with insisting on pupils' written record of library work, an unnecessary home-

Mathematics as a Compulsory Subject

By Mr. F. M. KHAN

(Concluded from the last number)

[In the last number the writer has given us some categorical opinions invited by him on the retention of Mathematics as a compulsory subject. He pleaded against the argument put forth, that a little more Algebra and Geometry taught in the High classes are not at all useful in every day life. Having dealt with Algebra then, he now takes up the case for Geometry. — Ed., E. I.]

In Geometry the only useful topic in the additional syllabus is Mensuration. India is an agricultural country and is full of farmers possessing lands of different shapes and sizes. Lands are redistributed when they pass from father to son; consolidation takes place occasionally. Hence to know the exact area of certain places of land, we require Mensuration.

A period of 8 years in a school is quite enough to cover the important parts of the curriculum in Mathematics. We find these topics in the Middle School Examination of so many places. The Wardha Scheme Committee emphatically desires their inclusion for boys upto the age of 14. The curriculum of Kashmir and Jammu States desires their inclusion in the Middle Section. These topics are prescribed for V Form Examination of the Punjab. Hence these few additional important topics can safely be added in the curriculum of the Middle Section.

The argument put forth by these advocates seems fairly correct and sound, because the amount of Mathematics which an average man needs in life, a boy learns in the Middle Section of the schools.

Continued from preceding page.

task thrust on pupils and encroaching upon their hours of recreation. Library periods have not been properly organised, the reason being the lack of knowledge and the faltering faith, on the part of responsible people, in the great truth that books are the key to knowledge and that the reading habit in school children has to be sedulously fostered.

The second argument is based on some psychological grounds. The supporters assert that it has been recognised that there are differences in the abilities of children, some are mathematically minded and others are not. It is unfair therefore to those, that are less mathematically minded to be subjected to the same test in mathematics at a Public School Examination, as those who are more mathematically minded. Reference has been made to Spearman who admits that besides a general factor (g) present in every person there are some special abilities which are present in some and not present in others.

He says, "Among the exceptional cases where, on the contrary, specific correlations and group factors do become of appreciable magnitude, the four most important have been in respect of what may be called the logical, the mechanical, the psychological and Arithmetical abilities. In each of these a group factor has been discovered of sufficient breadth and degree to possess serious practical consequences, educational, industrial and vocational.

The same might be said of yet another important special ability which was reluctantly emitted from our preceding account for want of space; this is "the ability to appreciate music". The existence of Geometrical aptitude has also been proved. (The Abilities of Man by Spearman p. 242)

Dr. Wheeler however admits only three chief special abilities when he says, "There are certain special abilities which do not appear to correlate closely with general intelligence. They may be found in high

degree with almost any level of general intelligence. The chief of these are musical ability, representative drawing and mechanical ability."

(p. 190. Creative Education and the Future)

However one of his two new educational commandments is "Respect each individual" who is to be educated. Do no violence to his nature. Study his stage of development, his abilities and attainments.

"The many-sidedness and continuity of the growth of individual, their native abilities and their present interests and attainments need also to be considered in deciding what is appropriate curriculum."

(p. 296. Creative Education.)

Hence pupils who have no aptitude for Mathematics, and their number may easily be legion, find it a stumbling block in the way of their success in the High School Examination. And if they succeed as a result of mere cramming they lose a class which may effect their future educational career.

Below are some of the remarks which the members of their group have put down in their replies and which reveal the painful consequences that have accrued from the present prescription of mathematics in High Schools.

1. "I have seen the boys wasting too much of their valuable time in pouring over Mathematical problems which are of no good to them in their lives."

2. Many promising young lives have come to a life long grief because of Mathematics. It has caused more worries, more tears, more heart-aches and more sleepless nights than any other subject."

3. "It (Mathematics) has ruined the career of many young men who have no mathematical minds, but would otherwise have attained to those literary heights had not the wretched Mathematics stood in their way."

4. "Mathematics unnecessarily hampers the progress of boys who have little taste

for the subject, but are otherwise quite promising even brilliant in other directions."

5. "The fact that most of the students give up Mathematics in college means a waste of time and money on the part of Matric students failing only in Mathematics for more than once."

6. "If the subject is to continue beyond this (Middle School) stage, it means an unnecessary strain on the students and an interference with their individual interests and special aptitudes. A subject forced upon the students in this manner is likely to contribute nothing towards their mental development. Is it not a tragedy therefore with those brilliant boys who are debarred from passing the High School Examination, so necessary for us for service or for higher studies for the sake of one subject? Is it not a tyranny to compel the boys to study a subject for which they have no living interest? Is it not a sheer waste of time and energy to drill an unwilling student in Mathematics when he has no inclination for it?"

The next argument in favour of the exclusion of Mathematics from the list of compulsory subjects pertains to the age of High School students. The advocates of this group are of opinion that the generalization of the school curriculum should be only up to the age of 15 and after that the boys should be given a wide choice in the selection of the subjects. As a matter of fact the average age of a boy appearing for the High School Examination is something like 17. Hence the curriculum should be of a generalised nature only up to the middle classes where the average age of the boys would be nearly 15.

Having an experience of teaching the High Classes for long, I was astonished at first to know this argument as I had the experience of seeing very young boys in the High Classes. I calculated the average age of boys appearing at the High School Examination from the City School, Aligarh for the last 10 years. To my perplexion it was never less than 17. The solution did not satisfy me and I was forced

to find the average age of the boys appearing from schools affiliated to the U. P. Board. The schools were divided into zones A. B. C.

Zone A consisted of 18 schools--6 Government and 12 aided—from the towns of Allahabad, Lucknow, Meerut, Agra, Fyzabad and Gorakhpur.

Zone B consisted of 17 schools—6 Government and 11 aided—from the towns of Cawnpore, Aligarh, Moradabad, Etawah, Bahraish and Hamirpur.

Zone C consisted of 15 schools—5 Government and 10 aided—from small towns.

The average age of boys of the 3 zones have been given in the following table:—

Zones.	1937	A Age	1938	A Age	1939	A Age.
A. 18 Insti- tutions.	No. of boys	17 ys. 5 m.	No. of boys	17 ys. 5 m.	No. of boys	17 ys.
	814		272		776	
B. 17 Insti- tutions.	675	17 yrs.	702	17 ys. 5 m.	737	17 ys. 2 m.
C. 15 Insti- tutions.	348	18 ys. 1 m.	363	18 ys. 3 m.	355	18 ys. 6 m.

From the above table it is clear that the average age is in no case less than 17 and it exceeds 18 in the case of schools from small towns—Zone C.

If the curriculum for a High School becomes of a specialized nature there is no reason why Mathematics should be given preferential position over other subjects. There must be a wider choice and hence Mathematics should be included in the list of elective subjects. This argument is supported by Dr. Paul Monroe. He says, "From the standpoint of the majority, each Secondary School subject is assumed to have equal value with any other if properly taught. It is, therefore, natural to assume, if a pupil manifested a strong aversion to Latin, or Mathematics that some other equally well taught subjects could be substituted. There is a series of critical articles as well as certain investigations in Psychological Laboratories tending to unsettle existing pre-conceptions regarding mental discipline; in fact mental training should be secondary consideration in the teaching of

any subject, and the subject itself should involve a content of knowledge or other power-producing material which should justify it, and that in course of its presentations, mental training would follow as an accompaniment.

Education should be adapted to the individual; it is found that not only the interests but the needs and capacities of High School pupils vary greatly. It is also assumed that the important end of education is to prepare individuals for some field of activity wherein that which is learnt in the high school would find application, either as culture or in vocational power.

Admitting that there is no satisfactory theory regarding educational values of subjects and that the educational value of certain subjects including Mathematics have been greatly exaggerated, and that what the pupil shall study is of less importance than his interest in the subject and the method employed in teaching it, it is clear that satisfactory argument can be made for allowing a selection of the subject by the pupil himself and the assertion that from the standpoint of the best development of the individual, it was highly important to force him to read a subject by even compulsory methods is quite baseless.

Hence when neither experience nor tests of educational laboratories demonstrate the superior value of Mathematics there is no reason to include it in the list of compulsory subjects.

The view is strongly supported by the committee who analysed the education system of Philippine Islands some 15 years back. The committee is of the opinion "That Algebra and Geometry, occupying their present position because of historical accident and the strength of tradition, should be required of all pupils is without justification. In the life of the ordinary individual there is practically no need of these subjects. A few scientists and engineers find them useful and a small number of other folk think them interesting, but the great masses of educated persons can make no use of them.

Most of these have pursued these subjects in schools, unless they seek refuge in vague and unsupported generalizations about the development of mental faculties which no psychologist can discover, must admit that their chief value is to serve as a form of intellectual impediment which marks them off from other persons.

This argument has been further supported by the U.P. Primary and Secondary Education Reorganisation Committee appointed by the Government of United Provinces who suggest that Mathematics should be taught compulsorily upto the highest class i.e. VII Class of the Basic Schools or the II year class of the colleges under the new system. This compulsory course would consist of Arithmetic, Elements of Algebra, Geometry and Mensuration and Elements of Book-Keeping. The average age of the boys who pass the highest class of the Basic Schools is approximately fourteen years and the average age of the boys who pass the II year class of the colleges is also nearly the same in as much as the I and II year classes of the college correspond to the VI and VII classes of the Basic Schools. It practically means that the committee is of opinion that Mathematics should remain a compulsory subject upto the age of 14 only.

For classes I and II of the colleges Mathematics including Arithmetic, Elements of Algebra, Geometry and Book-Keeping is compulsory while Commercial Arithmetic and Advanced Algebra and Geometry are in the list of Optional Subjects and out of these ten optional subjects a boy is to select only one.

For the III, IV, V, VI year classes would be divided into six distinct groups which will impart education of the secondary grade predominantly with

- (a) Language, Literature and Social Studies,
- (b) Natural Sciences and Mathematics,
- (c) Art,
- (d) Commerce,

- (e) Technical or Professional Subjects,
- (f) Domestic Sciences.

English, Hindi or Urdu, Physical Culture and General Knowledge would be compulsory in all the colleges. In colleges of type (a) Mathematics is one of the fourteen optional subjects out of which, three are to be taken; in colleges of type (b) it is one of the six optional subjects out of which 3 are to be taken; in colleges of type (c) 2 optional subjects can be taken from Drawing, Painting, Music, Dancing, and Dramatic Art; the optional subjects and their details for colleges of group (d), (e), and (f) are not given in the report.

(Vide Chapter V, pp. 53-64 of the Report published by the U. P. Primary and Secondary Education Reorganisation Committee, 1939).

I have given you the views of two groups. Both the groups have gone to extreme. Now let me give you the ideas of the third group who love the "Golden Mean". They are of opinion that Mathematics should be divided into two parts at the High School stage. Part I should be compulsory for all students and Part II optional and meant for those only who have special interest in it. The compulsory course should be simplified and Higher Mathematics should be included in the optional courses. The compulsory course should include the topics which are useful in daily life and the optional course may include topics which may help the students in the study of the subject at a University or the application thereof in studying a profession requiring knowledge of Higher Mathematics.

I may add that the convener of the Mathematics Committee of the Teachers Association, Meerut, strongly supports this view.

On the occasion of its annual session held at Benares in 1936, the U.P. Secondary Mathematics Teachers Association recommended the division of Mathematics. The exact resolution runs as follows.

"The Mathematics should be divided into minimum compulsory pass course and optional mathematics."

Such plans have been adopted in Calcutta, Patna, Hyderabad and Decca Universities. In the Punjab the syllabus for the S. S. L. C. class contains neither Algebra nor Geometry but consists of Arithmetic alone. In Madras too, the syllabus in Mathematics for the S. S. L. C. class is different from the syllabus for the Matriculation class. Not only in some parts of India but in foreign countries too the plan is in practice. For example Mathematics is a compulsory subject in all the Secondary Schools of Italy and Germany but the syllabus for the different groups of schools differ from each other. In Italy the syllabi for students of the classical and scientific lyciums are different. Similarly the different groups of German schools have different syllabi. Mathematics is a compulsory subject in all the three sections viz., Classical, Latin Mathematics and Modern—of the athenees of Belgium; in the classical—modern language—and Mathematics science course of the Gymnasium of Denmark; in the Scientific and Literary courses of the Secondary Schools of Iraq, but the syllabi for the different sections in all these countries is different.

Here also the Philippine Island Education Committee strongly supports the views. They recommend that Algebra and Geometry should be made elective; and only individuals who are planning to enter the college of Engineering or who possess a special talent for Mathematics should be encouraged to take them. Even for the former, perhaps,

if the Engineering courses were differently organized, some other forms of Mathematics would be preferable. For the great majority of pupils in the High Schools, there should be offered a course in General Mathematics. This course would include practical phases of Arithmetic, Algebra and Geometry which are of some use to ordinary men.

The plan is more sound. Arithmetic, literal arithmetic and certain concepts of Geometry viz., Angles, lines, perpendiculars, experimental Geometry enter copiously into our lives. They should form a part of the curriculum for the first public examination i. e. High School Examination. Other parts such as Higher Algebra, many theorems of Geometry which are only applicable to the study of other sciences are simply ornamental appendages to our curriculum and serve no useful purpose. This is the case with the curriculum of all the English Universities as London, Cambridge, etc. There Arithmetic forms a compulsory subject but a student may take up Algebra, Geometry and Advanced Mathematics.

Doing so would serve two useful purposes. First an unnecessary burden of useless topics would be taken away from the shoulders of the much harrassed and less inclined students. Secondly our school graduate who takes up optional Mathematics would fairly complete in standard with a school graduate of other countries.

Why should our brilliant boys be grinding the same ordinary topics in Mathematics at the age of 17 when an Italian boy or a German boy should have the knowledge of Mathematics of a higher nature at about the same age?

"It is because of the scientific method and what it has done already that scientists dare to hope that the law of the jungle can be replaced by the law of reason, not only in our domestic affairs but in our international affairs as well. It is because of it that scientists in general believe that human life can be indefinitely enriched and human happiness enormously multiplied."

—Prof. R. A. Millikan.

LITERATURE AND LIFE

By Mr. KAPILESWAR DAS, M.A., B.Ed.

LIFE instinctively craves for happiness; life-current ceaselessly seeks to flow into the sea of bliss. In its different kingdoms of the mineral, vegetable, animal, human and even super-human is evident, conscious or unconscious, a natural aversion towards misery and pain and an earnest longing for joyful experience. The infant, captivated by the tints of the toy, tries to seize it; but falters, falls and sends its cry. In the face of the infinite Mother-Power, the wisest seer, the highest aspirant, the deepest philosopher is infant-like. The apparently beautiful charms every living being and catches it in its snare; it is almost impossible to escape from its seductive clutch. But it is apparent indeed: no reality redeems it. The charmed being experiences it and realises its nothingness. Reaction sets in and it is filled with despair. Then is all this quest, enquiry, hope and anxiety meaningless, shorn of all values? From its falterings and falls, the infant learns to stand, run, strengthen its limbs and prepares itself to weather the coming storm; so does the living being, specially man, gifted as he is with life divine, grows wiser in his failures, sufferings and defeats; truly makes them the stepping-stones to his success; ascertains the value, significance, utility and limitations of life's materials in the context of the broader universe beyond. The apparently beautiful then no longer chains him. He seeks to realise the Real, the Beautiful, the Supreme Joy and prepares for it in thought, word and deed.

One and indivisible is the ultimate principle of life evolving itself in and through innumerable stresses and strains. It is the full consciousness appearing unconscious by means of the inscrutable play of *Maya* and seeking to regain its pristine nature and form. And this seeking comprises in its illimitable scope the whole of

life with its dualities, conflicts and contradictions. It is as if an infinitesimal bubble tries to stand apart from its source—the vast wavy surface of the sea, feels then its mortifying smallness and again attempts to merge itself in its bed-rock of existence. It is said in the *Upanishads* from bliss has life come, in bliss is it sustained, to bliss does it return. It is then in the nature of things that till this bliss is attained, till the sheaths of the physical, vital, mental, intellectual and æsthetic encrust them, life cannot but be a playground of afflictions, discontent and unfulfilment. Vanity of power does not show philosophic insight. Physical beauty, martial valour, newer inventions and discoveries broadening the bounds of knowledge are valuable and desirable so far as they go. But they are fractional in the light of the Perfect. Man's life is not a complete fulfilment unless it is That. How many world's apart are that seamless boundless immensity and the finite mentation of the particular! This is life's mystery. A seeking for its solution and the consequent experience of life's blissful sustenance is verily the objective and inspiration of literature.

But philosophy also aims at the same. Where then does the distinction between the two lie? It lies in a distribution of emphasis on the subjective in philosophic pursuit and the domain of objectivity in literary appreciation. In fact from the view of the ultimate all distinctions between the subjective and the objective are more or less artificial. The content of man's experience forms a totality without rupture. Lines of distinction can be traced along its contours according to the play of relative phenomena; nevertheless they are shadowy and obliterated on the background of the whole. Both form two phases or conditions of one identical growth as the sprouting of the tiny seed into

the blossoming and fruitfulness of the tree. In the interchange and interspersion of both is human thought and action possible. From the consideration of the all, means and end are the same. Still pragmatic life draws the distinction. The seer is bliss itself: it manifests as charm in the creation around. If philosophy seeks to soar above the infinite variety and endless expanse of manifestation and to construct a synthetic systematic inter-dependent coherent whole of the contents of experience through the exercise of the discriminative faculties and thus obtain an all-seeing vision of reality on the one hand, on the other literature immerses itself in the ever-flowing surging waters of the stream of life, tastes it to the full in its sensuous detail, grasps its multifarious diversity by means of the golden link of beauty that runs through the entire cosmos. In the *Upanishads* it is said every created entity is a five-fold amalgam of existence, consciousness, bliss, name and form. Name and form, by themselves transient, are yet the expressive medium of the everlasting. Refracted in the light of individual consciousness they shine in a thousand rays like a diamond with many facets. True literature amply reflects this light in all its variegated lines and brilliance and beauty and makes itself wholesome, charming and rich.

In the same way a further distinction between literature and the various positive sciences—physical, moral, mental—which are in a rapid progress in these days, may be tentatively kept in mind. The approach of science is realistic and phenomenal: it analyses things and events in their multiple change, growth and condition hinged on the frame-work of time, space and causation. Literature also takes them into account but coloured and mellowed as they are in the glow of fadeless beauty and undivided from the centre from which they radiate in infinite radii towards an ever-receding circumference.

Two marked divisions are generally accepted in literary form, those of prose and poetry. This is a mere conventional way of

demarcation. Deep feeling, melody, the language of imagination, a mysterious enchantment which are said to characterise poetry and scientific precision, argumentative dissertation, control of feeling and expression that are considered to mark the development of prose are often found in life's acid test to overlap and imperceptibly shade into one another. The fundamental motive of literature being the suffusion of life in the sweet nectar of an abiding joy, all its true forms may be broadly classified as poetical. There should be beauty of undimmed lusture, spontaneous satisfaction, imaginative insight in all literary pursuit and poetry nobly fulfils these conditions. Of course, various are its forms in view of variations in composition. The drama with its character-study and analysis of human course of events; the historical romance with its scenic back-ground, picturesque pageantry, free flow of imagination and dreaming of impossibilities, the epic with its earnest idealism, moral fervour, wide range and enchantment; the elegy with its brooding chastening pathos; the lyric with its tempestuous sway of personal hopes and fears, loves and laments—all these are but different structures of poetics. Poetry is embodied bliss. Man's mental and intellectual range is limited. Bliss in itself transcends it. The knower is not known, the seer not seen. Knower-known-knowledge, seer-seen-sight are identical in the state of transcendence beyond the states of waking, dreaming and deep sleep. There is no trace of dualism there. But it is a profound rarity in common life. From the cradle to the grave, man treads on the thorny path of life seeking the ideal. The finite clings to him: nevertheless he rises higher and higher in truth. The heritage of ages relentlessly pursues him in the form of the endless cycle of *Karma*, inexhaustive and inexhaustible; it obstructs him, yet makes the way open to freedom! Life is so enigmatic. The secret lies in the way in which the whole experience is used for the sake of mental purity. Poetry is very valuable in this regard. It fulfils the inherent tendency in man to drink beauty.

In this process it sifts the true, the effulgent, the immortal from the dark, the unreal and the dissolving. It elevates us to higher regions. It partakes of the nature of pure delight; lives, moves and has its being in it more in its finite embodiment than its infinity. And this embodiment is made possible through its vesture of language.

Language is made up of words, the vocal equivalents of objects of the visible as well as the conceptual universe, scientifically organised. In common parlance, it is the expression of ideas. As such it is a necessity of life in all times and spheres, for life is a fulfilment of ideas. But it is only in literary vehicle that a word gives its meaning in all its connotations and denotations. The Indian school of *Paniniya* thought has raised language even to the position of the Absolute. Hence the importance laid on proper accentuation, pronunciation, cadence, context, interpretation of meanings of words in Sanskrit and for the matter of that any standard literature. Language associated with art forms the vesture of literature as it has been said.

It is the prerogative of art to gather the multiple expressions of life in the context of human desires and disappointments into chiselled graceful wholes. As such its field is so vast. Really, how incomparable is the infinite manifold of the universe! Nature, science, historic evolution, the humanities, each in its own way, tries to fit it within its scheme; but its indeterminate complexity so eludes all Procrustean frame-work. Analysing it modern science has reached in the electron; grasping it in another way literature ever deals with its eternal forms of beauty so vividly brought out in the world around us with its enchanting sea-scape, cloud-scape, land-scape, the blue azure, the starry heavens, the distant mountain, the delicious flower, the murmuring rivulet, the smiling fields of golden corn, the storm-tossed waves of the heaving sea covered with thick palls of darkness, the flashes of lightning and the peals of thunder. What a vista opens again before

the historic eye of the human course from the hoary past losing itself in pre-historic dimness up-to-date pulsating with the life of numberless races, nations and groups of different abilities and aptitudes incited by different thoughts and actions! And yet modern physics tell us that this world is a very minute fragment of the universe; innumerable worlds far bigger than it are pended from it in so many hanging clusters. Man is simply dazed at this vast comprehension. How significant is art then that dives into its unfathomable depths and brings out precious gems of rare beauty, elegance and shining. Indeed the play of art is intuitional: it does not await discursive analysis. The latter, of course, cannot be dispensed with from its make-up. But artistic consciousness and inspiration so fuse it that its angularities are lost. A production of art is a thing of joy forever. In gathering materials and assorting them in the fusion of light and shade colour and decoration, taste and proportion, art as a matter of course looks to a thousand directions, sifts and examines. But its ultimate vibration and influence is clear gladdening and peaceful like the soft subdued autumn twilight or fresh and flowing waters. The magic touch of art produces out of many a discordant note the most exquisite music of the sweetest resonance. And in this symphonic touch its creation of *Rasa* is unfailing.

Rasa is the vital essence of life. That which appears as charm in the external world lies in the internal latent till the deft touch of literature breathes life into it. It has been aptly said that *Rasa* is the soul of literature, language its body and figures of speech its adornment.

In short, literature thus depicts the underlying beauty, extensive splendour and infinite variety of creation, inner and outer, playing in harmony with the *elan* of life. It consoles the bruised soul, comforts the afflicted heart. It points the heaven of rest to the wearied wayfarer of life and the world. To us nothing perhaps holds the mirror to life so faithfully as it does.

UNIVERSITY IDEALS

Madras University Convocation Address

By Rev. L. D. MURPHY

THE University has to day conferred on you coveted and merited honour for which you have worked so diligently. For the occasion I am the mouthpiece of the University to congratulate you on your well-earned reward, and to wish you all joy and honour in the use to which you put your newly won distinctions. At the same time I wonder if part of your joy is not a wave of satisfaction that a period of thralldom has come to an end. The lecture room has been slavery and the degree brings emancipation. You have submitted to the slavery willingly, but your submission is only a trifling mitigation and not a denial of the bondage. Pestalozzi, Pompey prunes, prisms and all the farrago of spurious wisdom on which you have wasted so much time may now be safely jettisoned—at least so you feel. Emerging now from the dark prison of the chrysalis chamber into the clear open prospect of life you may be tempted to ask: "To what purpose all this waste?" Encyclopaedic though your information may be, you cannot market it; and the everlasting question returns: "What is the use of this University Education?"

To this question it would be right to answer, "University Education is of no use but of much good"—much as Socrates was of no use except in a limited way to Xanthippe, but of great imperishable good to humanity. People who question the 'use' of University Education have in view an immediate and severely practical utility. To them it is axiomatic, it is almost as incontestable as a dogma of religion, that what cannot be immediately traded in as negotiable merchandise at the ports of life is of no use. In the business of lease and lend what use—they ask—can you make of Literature or Philosophy except as a pitiable windbag to cool your porridge? In the fever-fret of human, active, pulsating life, what commerce can there be with death? Sanskrit is dead, and so is Ashoka, so is Mohenjo Daro and Troy. University Education is thus discredited as something ineffectual, trifling, other-worldly, and as far divorced from living reality as a disembowelled mummy.

To this charge it is no sufficient answer to point to the research departments of our Univer-

sities. Research admittedly widens and extends the field of knowledge. That is immensely desirable: it is even a need; but the connection of research with Universities is recent and in a way fortuitous and largely the outcome of public bequests which have made it possible to associate specialised laboratories with University bodies. After all the research student is one in a thousand, and most of the graduates whom I have the honour of addressing have never even dreamed of knocking at its gates. The primary business of a University is the communication, the wide dissemination rather than the discovery, of knowledge.

UNIVERSITY EDUCATION—OF WHAT USE?

Of what use is then the knowledge thus communicated? If you are going to take the strictly severely bread-and-butter utilitarian outlook, one might reply without much exaggeration that University Education in this sense is well nigh useless. In this restricted sense your Ancient History and Logic are useless; your profound Mathematics superfluous, provided you know how to add up and balance a small domestic budget; your dead languages and dead poets fit only for dreams, and as out of place as ghosts in the market place. Nevertheless, at all times and in all countries, from ancient Greece to modern India, University Education has kept company with these speculative futilities, and age seems to have guaranteed its wisdom. It is worthwhile underlining this fact to-day, because the clamour is increasingly loud that University Education does not give what it has never promised to give, but what unwise people think it should give, viz.: a trade and a job. A University is not a technical school any more than a museum is a factory. Praise of the one involves no disparagement of the other. Each is good and necessary; but they differ in outlook. The University aims at culture—a very real, thoroughly worthy, though a much misunderstood and much maligned Goddess. The technical school aims at progress and success. The University course provides an all round fitness, and therefore demands leisure. The technical school provides a specialised fitness and requires con-

centrated busy-ness. The University looks to the horizon: the technical school surveys the shore. They have a common denominator in Art, where University Education supplies the idea or inspiration and the technical school the palette. They are both Art's ancillaries: but one wears wings and the other a rainbow. Most significant perhaps of all differences is this: the University is to day reciting its lessons in philosophy, in poetry, in art, in literature with as little change from our grand-father's days as Big Ben ringing the hours. The technical school changes from progress to progress, and in a generation brings you from the penny farthing bicycle to the flight of a Hawk or a Hurricane.

It would be an egregious mistake to damn University Education for this reason as a thing of stagnation. The unruffled waters of a great lake appear to be static, whereas in fact they nurse a dynamism that will launch ships, light towns, deal death or mend life. University Education is eminently dynamic, but I have time now only to hint, and that sketchily, at one of its many dynamics—learning: learning both as an energising act of high frequency, and learning as a reservoir of high potential.

DISCIPLINE OF THE MIND

This learning which you have been at such patient pains to acquire, derives its value not so much from the information which you pick up—vastly important though that information be, even though you will soon forget it and even though in the meantime you make no 'use' of it—as from the frequent and energising discipline of the mind and the intellectual habits resulting therefrom. One is not going to hop, or skip or jump one's way through life: nevertheless, these are the ways by which we achieve a suppleness of body, a staying power and general soundness of wind and muscle. The far more vitally and fundamentally important fitness of the mind is attained by corresponding and proportionate exercising of the thinking faculty. Quickness of thought, the power of concentration, readiness of understanding, do not come overnight. From thought to judgment or from reason to conclusion and to its adequate expression is a labyrinthine path for novices. The novice must be trained to form opinions not at random, but on evidence; involves the marshalling and appreciation of the sifting of evidence from the idle and the

pitately under the bias of wishful thinking or the superstitions of the clan, but guardedly with an eye on the prejudices of custom, sentiment or temperament, which may warp our judgment. It is of secondary importance, so far as this training is concerned, whether it is exercised in the field of imaginative literature or in matter-of-fact science or in the rarer air of pure Mathematics. The fact is that it can be exercised in the study of a dead hero of antiquity, or in the assessment of a modern poem, or—though to a less extent—in the chemical analysis, of a mixture. What is needed, and what University Education provides, is a field where judgments are fixed, conclusions confirmed, and the mental yardstick can be used. It is like having at hand a book of problems with the answers given at the back to check our accuracy.

Having trained you so laboriously the university does itself and you less than justice in the examination by which it tests your merit. I am not the first to cast a stone at our system of examination: undoubtedly its advantages considerably outweigh its defects, else it would long ago have been buried under a cairn of such missiles. Still it is worth realising that in many cases examinations put a premium on information, and this is to admit into the sanctuary that most hypocritical of all devils: cram. Cram masquerades as learning, when in fact it is but a feat of memory. Cram dispenses with understanding; it develops no thought, it adds neither depth nor breadth to intelligence; it cultivates no sympathies; it is deception and a pretence. The mind instead of being stimulated, lies dormant, while its strength is wasted by this parasite of true learning. Information is indispensable and the more of it the better, but as a discipline it marches a long way behind these energising acts of intelligence, of reasoning, valuing, comparing, judging and deciding, to which I have referred.

TECHNICAL SCHOOLS NEEDED

To-day for you the curtain closes on these operations. They have been egocentric, pedagogic, and formative. And now that the course is complete you are at liberty to take what pleasure you may in damning the whole thing. Assuredly there is much to be condemned, but there is no reason for making the University a scapegoat. The University does deliver the goods. The fault lies with those who go to a precision instrument-maker when what they require is a tool from the bazaar. University Educa-

tion is an instrument suitable for the shaping of administrators—understanding the word in its least ambitious sense—of officials, of those who in some way or another have to direct affairs with responsibility. It is an extravagance for those whose ambition or circumstances limit them to a clerkship. The clerk is dominated by routine; he has no scope for independent thinking. Why then do parents so generously sacrifice their substance to give their children, this extravagance? For two reasons, I think. One is the gambler's hope that makes him back an outsider. The chances of the boy getting anything better than a clerkship are slight, but should he be lucky the tote will pay heavy. The other is the absence of any alternative. And here our educational system is at fault. The high school ends too early, and the system makes no provision for those who wish to continue their studies without entering a University. We need a great number of technical schools under Government management to round off the school course, so that when matriculates go to the University the others may go to a specialised course in book-keeping, type-writing and shorthand, or a specialised course in draughtmanship or in electricity or automobile engineering. This kind of vocational training would go a long way to meet the case of those 20,000 students who annually pass the S. S. L. C. and do not enter the University. Above all we need more agricultural and veterinary colleges. Tremendous strides have been made within the last few decades in the improvement of all manner of seeds, in the improvement of all manner of cattle stock, in the diagnosing and curing of plant and cattle diseases; but as yet it is on all too small a scale. The riches of India lie here and over 100 millions of its people are engaged in agriculture, but things are only being slowly worked up because the people will give themselves up to a cultural literary education instead of an agricultural and veterinary one.

SOCIAL SERVICE

For you graduates, the hour of academic emancipation has come and with it a new horizon opens out. It is not quite so golden bright as was anticipated. The realities of life have a grimness little suspected in the care-free atmosphere of the University. Whilst you are debating with yourself and the world the best use of this reservoir of learning, it is good to keep in mind that opportunity lies to hand. The University has in explicit terms asked of you a promise "to

uphold and advance social order and the well-being of your fellow men". You have given your word; probably without much reflection and with no intention of being taken literally. Nevertheless independently of any promise *noblesse oblige*. It is not the well-being of your own comfortable social class that is recommended to your care. It is the ubiquitous poor who need your help. In their ignorance they are blind to dirt and the fearful menace of disease. They are the victims of every kind of explanation. In our superior way we philosophise about them and their rights, and with great condescension acknowledge them to be like ourselves creatures of God. But we philosophise away their human individuality, and they become less than the shadow of a name, a proletariat. If you have the will to help you need not step outside of your own village or city. But have you the will? In your student days you had it. This is clear from the various college reports collected by the University on Social Service. It would be tragic if graduating means a descent from the high altitudes of idealism to the low-lying plains of cynical and blasé indifference. That will not remove the sore nor prevent it from festering. If graduates will continue the good work of their undergraduate days, the combination of their authority with their zeal will enhance the very real good they do. It will not be spectacular. The seed that germinates makes no noise and it is not seen. But it will do good and the multiplication of such disinterested efforts—efforts for which your learning specially fits you—can banish illiteracy, can teach the rudimentary notions of hygiene, can strip poverty of the loathsome rags that make it such a formidable danger. But you must go to it with a will and with enthusiasm, intent to be not armchair critics or hearers but doers of the word.

DISCIPLINING OF THE WILL

It is just here that the University can be of little service to you because its training is one-sided. It trains the intellect but neglects the will. An ancient Greek speaks truly of the chariot of life being drawn by two horses—intellect and will. The one is sober, reliable and steady, whilst the other unless disciplined can be stubborn and mulish or frisky and kicking over the traces. Unless both intellect and will strain in harness together the chariot is likely to be upset. The arch swindler has eminence perverted; and while he may owe his intellectual

eminence to his University, the perversion is attributable to something else. It is a warping of the will; and as things are, this is something which the University does not concern itself with except quite indirectly. And yet it is the will which is the more important of the two. Devil and angel may be alike in intelligence, but the will of the one is for evil and the other for good. The character of a man is strong or weak, deceitful or honest, vindictive or forgiving, according to the disposition of his will, and not according to the depth of his learning. The disciplining of the will is exercised chiefly through religion, home influence, public opinion and literature. University life introduces the student to an under-graduate public where

opinions are expressed with a wholesome inconsiderate candour, and simultaneously it throws open the treasures of its libraries. In this way it exercises an influence on your will, but it is indirect and uncontrolled. Hence when I urge you to undertake some form of altruistic endeavour with a will, I realise that I have felt the platform for the pulpit.

One can foresee in a dim sort of haze how your learning will contract like a tangent varied circles of life, civic and national. May your contracts be always for good, for great and widespread good, and may God give you the strength to carry out unfalteringly your noble ideals.

WOOD - SCENTS

[Copyright]

I bring you fragrance from the woods,
For summer flowers have had their day,
And their warm scents have passed away;
See! mosses, with their cool moist earthy smells,
That greened old rocks where silence broods
And coolness dwells.

And here are ferns with faint sweet scent,
That drooped from dripping stones and dipped
Their frond-tips in a stream that slipped
Gurgling beneath the rocks o'erhanging eaves—
Their roots of leaf-mould redolent,
And autumn leaves.

I bring these to your close sick-room;
Hold them to your hot fevered face,
And shut your eyes; and lo! in place
Of these bare walls, gnarled trunks of lichen'd trees
Rise silent in the cool green gloom
To reach the breeze;

And underneath their cooling shade,
With soft green moss beneath your feet,
You listen to the whispering sweet
Of stirring leaves. The dream a moment's ease
May bring you on your sick-bed laid,
A breath of peace.

— Henry Martin.

NOTICE

Articles for publication, and books for Review should be sent to the Editor, P. O. Maharanipet, Vizagapatam.

Business communications should be addressed to the Manager, Masulipatam.



EDUCATIONAL INDIA

Masulipatam, Sept., 1941

The late Dr. Tagore

IN the death of Dr. Tagore we have lost a great poet, a profound philosopher, an artist of unequalled merit, a high-souled patriot and an educationist with a message to mankind. By the work which he did in founding the Santiniketan, the Viswabharati and the Sriniketan, he opened to his countrymen a new educational path, a path which will lead them to that life of peace, harmony and fullness which, after all, is the true goal of education. For forty years he laboured hard in outlining and shaping this path; and it is but appropriate that efforts should be made—as is contemplated by the leaders of Bengal—to perpetuate his memory by strengthening the Viswabharati and making it a real and active centre of international culture.

It is not necessary that we should deal at length with the educational work of Dr. Tagore. Every one who knows anything about progressive

educational movements in our country is bound to be familiar with it. The motive which led Dr. Tagore to found Santiniketan in 1901 was to make life in school a really interesting and attractive one. From his own experience as a boy and from his observation of schools in general, he came to the conclusion that children do not find life there pleasant or happy. The rod of the master, the routine nature of the work, the absence of all opportunity for activity of any kind, the dullness of the general atmosphere—all these make our children hate schools and schoolmasters. Children are not treated as children. They are made to lead an unnatural life. It is to bring about a change in all these respects and to prove to the sceptical world that schooling could be made pleasant and interesting and that it will serve its educational purpose only when it is so made that he started the Santiniketan. The holding of classes in the open air under the shade of trees, the small size of the classes facilitating individual attention, the intimacy between the teacher and his pupils, the activities in which the pupils are encouraged to take part, and the interest they evince in art, music and dancing—all these features associated with school work in Santiniketan have been introduced for this purpose. And if to-day the leading educationists of the world speak in such praiseworthy terms of Dr. Tagore, it is because of their conviction that he was able to discover a new method and a new objective of education.

THE Viswabharati has as much significance as the Santiniketan—

perhaps more significance from certain standpoints of view. This World-University was founded by Dr. Tagore in 1916 after his return from a visit to Japan and America where he delivered his lectures on "Nationalism". That was the period when the first World-War was going on with all its terror and gruesome cruelty. Dr. Tagore realised that the attempt to carry nationalism to excesses was the cause of all international rivalry and bitterness. And this in its turn was due to the failure of one nation to understand and appreciate the culture and the greatness of another nation. If civilisation and culture are to survive and if humanity is to reach the destiny which it is its true and ultimate destiny, there must be international peace and such a peace should be founded on mutual understanding of their cultures by different nations. To him the Viswabharati was a centre for such understanding, a place where the *Savants* of the different countries of the world would meet, exchange ideas and raise the foundations for a true world culture. He believed that such a centre could be established more fittingly in India than in any other country. For, India has always welcomed pilgrims in search of truth and knowledge and believed in freedom of thought and complete toleration. It was with these high ideals that he founded his University and during the quarter of a century of its existence, he succeeded in attracting to it scholars with world reputation from many countries in the West as well as in the East, scholars who have been trying hard to create a cultural basis for world unity.

IN the view of Dr. Tagore the uplift of the ordinary masses of people through education was of as much importance as providing opportunities for the study and development of the higher forms of art, philosophy, history and literature. He was struck with the poverty, the suffering and the ignorance of the villagers in Bengal and elsewhere in India and it was to improve their lot that he started the Sriniketan or the School of rural reconstruction. This was also a new venture, an experiment in a new sphere and an experiment which has borne substantial fruit. It was through this school that his fellow workers did much to teach agriculture, several rural crafts and industries and the principles of health and sanitation to the inhabitants of rural areas. In eradicating caste-feeling, in organizing the Scout Movement and in teaching the youth the need for social service and co-operation, the part played by Sriniketan has been an important one. It is a remarkable feature of Dr. Tagore's educational work that it was always intimately associated with the realities of Indian life. There was nothing artificial about it. And more than anything else it is this that has contributed to the success of his experiments. Though the ideal of education like Truth is one and universal, the forms in which it is realised varies from country to country. And when people speak of national education they are really referring to the importance of these forms or channels. Dr. Tagore was aware of the significance of these diverse forms and it is this aspect in him that makes him a pioneer in the history of progressive education in our country.

To What Purpose?

IN addressing the new graduates of the University of Madras, assembled at the Annual Convocation a few days ago, Father Murphy, the Principal of one of the leading Colleges in the city, referred to the old question about University education and gave the old answer. Critics have always been asking, "To what purpose is all this education?" and the defenders have always been saying that it is for the advancement of knowledge, the discipline of the mind and the will of man and the cultivation of the higher values of life. But the pity of it is that the answer has not satisfied the critics and we do not think that Father Murphy's version of the answer will be found more convincing.

WHAT does the answer come to after all? We should not judge the work of Universities by purely utilitarian standards, by the help which they render to their *Alumni* to earn a decent livelihood. This is not the purpose of the Universities. It is the work more of technical and vocational schools. Those who are primarily in search of jobs should not enter the portals of Universities. If they persist in doing so they must be prepared for disappointment. The fault does not lie with the Universities at all but only with those who knock at their doors and seek admission into them.

IS THIS line of argument really convincing? What is the duty that the Universities have by those that knock at their doors? Should they not have the courage to refuse admission to those who are not animated

by the ideals of university life? Do they not have a responsibility if they fail to discriminate between those that are likely to benefit by university education and those that only care for utilitarian values? It is because such a discrimination is not being exercised today and because the universities welcome with open arms all sorts of men and women into their precincts that their critics continue to put the old question. Until the day comes when the authorities guiding the Universities in our country acquire the boldness to refuse admission to those who are not fit for higher education, they cannot be absolved from their share of responsibility for the maladjustment in educational sphere which we find to-day. It is then only that there will be enough pressure brought to bear on government and the public to organise the vocational schools which Father Murphy has so ably advocated in the address.

THE answer given by him is unsatisfactory for another reason also. Like all defenders of existing institutions he asks the critics to look at the universities from the point of view of not what they actually are and have been in our country for the last seventy or eighty years but from that of the ideal purposes for which they stand. Is it not necessary that the country should possess men and women with culture and with vision, if it is to have the best administrators and the best leaders? and if the universities are engaged in producing such men and women—however imperfectly they might be carrying on work—is there any point in criticising them? This is the question he asks

and he thinks that there is only one possible answer for it, the answer which he himself has given.

BUT there is another side to the whole issue. Whatever one may say on ceremonial occasions like the Convocation or the College Day, and whatever might be found in the preambles to the various statutes on which the universities are based in law, very few of those that are in charge of university education in our country are really conscious of these ideals; and very little is being done to shape the course of education in conformity with those ideals. This is as much true of the older universities as of the younger ones. Father Murphy says, "Cram. Cram masquerades as learning." This has been repeatedly said by all observers of University education in our country. It was the case fifty years ago; it was the case twenty years ago; and it is the case to-day. A similar observation has been made on the disastrous effects produced by the system of examinations—effects referred to by Father Murphy also. But has anything been done to put an end to cram and to rationalise examinations all these years? Of what value are ideals if no effort whatever is made to realise them or if the means adopted to realise them always take us more and more away from them? What the critics have in mind is not the ideal of university life but the impenetrable barrier between the actual and the ideal.

IS there any possibility of this barrier being removed or even narrowed? Those that have first-hand acquaintance with the work of universities to-day have to confess that

there is very little of it. For very few recognise the significance of tradition and national culture in the shaping of ideals and in our attempts to realise them. So long as universities aim at placing before the youth of the country the literature of England, the philosophy and history of the West as the intellectual food which has to be assimilated, it is hopeless to expect much good. Our education is divorced entirely from the realities of our life; and it has not the capacity to influence us for the better. It is all mechanical. And until our universities give to our young men the best that our culture can give, there will be little to say in their defence.

Schools and Physical Fitness

THE WORLD war that is now going on is putting many searching questions to school authorities and educationists everywhere. One such question is whether they have been paying adequate attention to so training their pupils as to become efficient defenders of the cause for which they are called on to fight. Success in war depends to a very great extent on the health, strength and physical efficiency of those that enlist themselves in the military services, whether it be for fighting in the actual battlefield or for preserving peace and order at home as against internal disturbances and rioting. To all those that believe in the capacity as well as the duty of schools in this matter, it is most gratifying to find that in the United States there is now a wide consensus of opinion that the physical education movement, started at the beginning of the present century, has achieved many remarkable

results in this direction and done a good deal to improve the conditions of physical fitness. Expression was given to this view by Dr. Charles C. Wilson, the Director of Physical Education in Connecticut, in a paper which he read some months ago to the American Association of School Administrators and published in the latest issue of the "Journal of Health and Physical Education". A systematic programme of health education consisting of items like Health protection, Health guidance and Health instruction, Physical education and recreation has been taken up by almost all schools in that country and the opinion is now held that America's youth to-day is more fit to serve the youth of the world than any previous generation, including the youth of the world war. A professor in the Harvard Graduate School of Education has also declared:

"The Secondary schools can claim credit for the wholesome physical habits of most American boys and girls. American boys and girls leave school with firmly fixed habits of bathing, washing their teeth, brushing their hair, keeping their clothes clean. They have learned to demand clean water, clean food in restaurants, clean stores, clean rail road cars and buses. They support laws which are gradually bringing great cleanliness to streets and public buildings and which have already made most American communities notably healthful places."

Dr. Wilson himself has said that progress made in health education is evidenced by the increased stature of college students, by declining death rates from certain causes and by the prevention of nutritional diseases, etc. What the United States and other advanced Western countries have achieved should inspire the Govern-

ment and other educational authorities in our country to greater efforts in improving the health and physical fitness of the boys and girls in schools. It is to-day that we are made to feel the disastrous consequences of our neglect of this aspect of education; and the sooner we adopt remedial measures the better it will be.

Adult Education

SOME of the recent utterances of men in authority in South India lead us to the conclusion that Government is losing faith in Adult Education and regards all expenditure on it as a mere waste. We hope, however, that this will be only a temporary feature and that renewed efforts will soon be made to spread real education among the adults. In one of his thought-provoking books Dr. Livingstone demonstrated a short while ago that it is only adults who have some practical experience of life and of society that can grasp the fundamentals of the various social sciences which today form part of the school and college curricula and he has advocated for England the establishment of schools similar to the Danish Folk Schools which, for more than a century, have spread useful and cultural education among the grown up Danes. To those who are sceptical about the need and the benefits of adult education, we wish to commend the address delivered by Dr. B. V. Narayanaswamy Naidu, as the President of the Third South Indian Adult Education Conference. It is an able exposition of the philosophy of adult education and of the agencies and methods suitable for the purpose.

In his opinion most of the ills that we find in our society today—selfishness, communalism, sectionalism, etc.—can be mitigated by a sound system of adult education. Moreover this is not something new to our country. In the past this work was carried on by the Bards and Minstrels, the storytellers and the readers of *Puranas*. We have only to revive the spirit that underlay their work and adopt ourselves to modern needs and requirements. In the preparation of a country for a democratic type of civilisation nothing is so valuable according to him as adult education. It has been found an effective instrument in all western countries for enabling the people to raise the standard of their cultural life. Dr. Naidu has examined the role of schools, colleges and Universities, of employers, social service organisations and of Local Boards in the spread of adult education. He has also evaluated some of the media that may be used for the purpose—media like Libraries, Museums, Cinemas, Displays and Exhibitions, the Radio and Recreation. So great is the significance that he attaches to this line of national progress that he advocates even the levy of special tax for placing the movement on a stable and sound basis. The address is a real contribution to the subject of adult education and repays careful study.

Personal Notes

DR. URENDRANATH DAS GUPTA has been appointed as the George V Professor of Mental and Moral Science of the University of Calcutta for a period of three years on a salary of Rs. 1,000. The post fell vacant when Sir S. Radhakrishnan, the permanent incumbent, resigned.

Miss KAPILA T. KHANDWALA has been chosen as the Secretary of the Schools Committee of the Bombay Municipal Corporation. It is the first time in the history of the Corporation for a lady to be chosen for the post. She will be in charge of the administration of all the municipal schools in the city.

MR. A. KRISHNASWAMY, son of Sir A. Ramaswami Mudaliar, has been awarded the Ph. D. degree in Economics by the University of London.

SIR C. V. RAMAN has, it is understood, accepted the invitation of the Chancellor of the Patna University to deliver the Convocation Address of the University on November 28.

MR. L. NARAYANA RAO, Assistant Professor of Botany, University of Mysore, has been awarded the Ph. D. degree of the London University. Mr. Rao left Bangalore in 1939 on two years' study leave.

DR. MINOCHER KAIKOSHURU SANJANA of Belgaum is the first Indian to obtain the B. D. S. (Bachelor of Dental Surgery) degree of London University. It is claimed that there is no one else, European or Indian, in India at present who has this degree.

KHAN BAHADUR SIR MAHOMED USMAN, K. C. I. E., Vice-Chancellor of the Madras University, has accepted the invitation to deliver the address at the Convocation of the Annamalai University to be held on the 1st of December next.

IN EVERY HOME

That Indian educationists now recognise the benefits of tea, particularly to the student community, is shown by a recent report from Hyderabad State. Referring to the enthusiasm with which 40 boys and girls of the Gosha Mahal School in Hyderabad look forward every day to their tea which is now regularly served to them in the school premises, the report adds that the children also enjoy reading at home their booklets on tea which have been provided by the Indian Tea Market Expansion Board.

T. N. & V. No. 10.

THROUGH different PROVINCES

DELHI

ALL-INDIA EDUCATIONAL CONFERENCE

The Seventeenth Session of the All-India Educational Conference will be held at Srinagar from the 25th to 29th of this month under the presidency of Prof. Amaranath Jha, Vice-Chancellor of the University of Allahabad. Dr. Zakir Husain, Principal, Jamia Millia Islamia, Delhi, will declare open the All-India Educational Exhibition.

As usual, there will be several Sectional Conferences commencing from the 26th which will discuss all the important problems pertaining to the field of education.

Delegates-attending and persons desirous of knowing further particulars of the Conference, can address the General Secretary, Reception Committee, All-India Educational Conference, Srinagar.

The Health and Physical Education Sectional Conference of the All-India Federation of Education Associations will be held at Srinagar, on the 27th inst. The subjects of discussion will be (i) a definite programme of physical education for the youth of the nation and (ii) a definite programme of physical education for post-war educational reconstruction. Those who wish to send papers may send them to Mr. N. N. Fotadar, Headmaster, C. M. S. School, Srinagar.

MADRAS

CRAFT EDUCATION IN SCHOOLS

Orders have been received from the Madras Government approving of the proposals of the President of the West Godavari District Board for introducing a part of Wardha Scheme, i. e., carding, spinning and weaving, in about 36 Higher Elementary schools under the Board.

The Board has appointed 36 vocational instructors including eight women, for full-time work in these schools. About 400 charkas,

besides the other necessary materials and instruments, are being supplied to the schools.

The Government in their order state that they would meet half the initial cost and half the salary of the instructors.

LOCATION OF RURAL RADIO SETS

With a view to giving to school children in Panchayat Board areas the benefit of the half-hour educational broadcasts given by All-India Radio in the afternoons, the Government have directed that the radio sets purchased under the scheme approved by the Government in March last might, wherever possible, be located in the premises of schools, subject to certain conditions. One of the conditions is that the members of the general public shall, along with the school children, be allowed to listen into the broadcasts in the evenings.

B. Sc. DEGREE IN AGRICULTURE

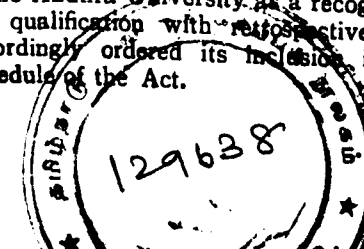
The Government of Madras have passed orders that B. Sc. Degree in Agriculture be recognised as an alternative qualification to B. A. or B. Sc. Degree, so far as appointment as school assistants and in the Revenue and Co-operative Departments are concerned.

It will be recalled that last year the Government issued instructions that the qualification of B. Sc. Degree, required in the Rules relating to recruitment to Special Services, did not include B. Sc. Degree in a professional subject like Agriculture. The new order restores the position to what it was before 1940.

ANDHRA MEDICAL DEGREES RECOGNISED

It is gratifying to learn that in exercise of the powers conferred by the Indian Medical Council Act of 1933, the Central Government was pleased, after consulting the Medical Council of India, to recognise the M. B. B. S. Degree of the Andhra University as a recognised Medical qualification with retrospective effect and accordingly ordered its inclusion in the First Schedule of the Act.

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It may be recalled that the question of the recognition of the Andhra Medical Degrees is pending since 1937. The chief reasons put forth for the non-recognition of the degrees were in regard to the staff of the Medical College and improvements of the Hospital attached to it. Now the University was able to satisfy the Medical Council in every respect.

BENGAL

INSTRUCTIONS ON POPULAR SUBJECTS

In order to provide instructions on certain popular subjects of the different all-India competitive examinations, special tutorial classes have been organised by the Appointments Board of the Calcutta University. The University had admitted 25 students. Arrangements have been made for helping students in their *viva voce* tests for which the services of a European professor have been engaged. A special committee with the hon. Mr. Justice Biswas has been formed to supervise the work of the course, which will be completed in a year.

BOARD OF EDUCATION

The Board of Intermediate and Secondary Education for the Dacca University, which was appointed in 1921 on a temporary basis pending the establishment of a statutory provincial board has been reconstituted by the Government of Bengal for a further term of one year from August 1, 1941, with Dr. R. C. Majumdar, Vice-Chancellor of the Decca University, as Chairman.

The Board consists of 37 members who include representatives of the Dacca University and of its various constituents, as also of the University of Calcutta.

BLIND STUDENT IN B. T. CLASS!

For the first time in the history of education in Bengal, a blind student has been admitted in the B. T. Department of the Calcutta University and has taken up the course "Education of the visually handicapped" as one of his subjects. The course of training in the education of the visually handicapped was inaugurated at the teachers' training department of the University last year. Forty-nine students—36 men and 5 women—took up the course.

DIPLOMA COURSE FOR THE STUDY OF T. B.

It is understood that the Public Health

Department of the Bengal Government has made a suggestion to the Calcutta University for the institution of a diploma course for the study and treatment of tuberculosis and allied diseases. The Government have requested the University to appoint a Committee to prescribe a syllabus in this connection. The suggestion has been referred to the Medical Faculty by the University authorities.

BEQUEST TO CALCUTTA UNIVERSITY

The feelings of love and regard which the Bengalees have always cherished for the Calcutta University since its very foundation have found expression in a bequest made by a well-known Bengalee under a will executed 75 years ago.

In a letter to the Syndicate of the University, Dr. Shyamaprasad Mookherji has intimated that under a will by Mr. Ramgopal Ghosh, who died nearly 75 years ago, the University was entitled to a sum of Rs. 1,50,000 deposited with the Imperial Bank, which became due after the death of Mrs. Gopalmani Ghosh, widow of Mr. Ramgopal Ghosh, about a month ago. The donation is for educational purposes and the University is to decide how it should be spent.

It may be recalled that the donation was made by Mr. Ghosh when the University, founded in 1857, was nine years old. Mr. Ghosh was a front-rank social reformer, being a contemporary of Rajnarain Bose (maternal grandfather of Aurobindo Ghosh), Michael Madhusudan Dutt and Bhudeb Mukherji.

BOMBAY

MAHARASHTRA UNIVERSITY

On behalf of the Maharashtra University Committee, the Maharashtra University Association and the Maharashtra Sahitya Parishad, Dr. R. P. Paranjpye led a deputation to Mr. J. A. Madan, Adviser in charge of Education, recently. The deputationists wanted the Government of Bombay to reconsider the revised constitution of the Daccan College Research Institute, which has recently been notified by the Government. The Adviser assured the deputationists that the omission of the Vice-Chancellor of the Maharashtra University as a member of the Council of the Institute did not imply any change of decision in this respect. The Vice-Chancellor of the Maharashtra University will be nominated on the Council when the Maharashtra University will come into existence.

The Adviser also explained that the statement in the preamble of the Government Resolution, to the effect that the establishment of a University for Maharashtra is remote, referred merely to the situation arising out of an anticipated donation having failed to materialise. The attitude of the Government towards the proposal of a Maharashtra University remained unchanged and the Government will sympathetically consider any concrete proposals for such a project. The deputationists urged the Government to take a lead in the establishment of a University for Maharashtra by the appointment of a small committee to investigate the whole project in detail. The Adviser promised to consider the suggestion.

MANSUKHLAL AGRICULTURAL SCHOOL

What may be, when fully established, one of the largest institutions of its kind in India, the Sheth Mansukhlal Agricultural School, was declared open on the 3rd of last month by Mr. K. M. Munshi, at the Institute of Agriculture, Anand.

The Institute itself came into existence in 1939 and was established out of a donation of Rs. 15 lakhs from the Trusts of Sheth Mansukhlal Chhaganlal and Sheth Munglal Goenka. The donation was made for the purpose of starting an Animal Research Institute for doing research work on animal genetics and nutrition, and for an agricultural school to teach sons of the cultivators improved methods of agriculture. The Government of Bombay accepted the donation and the Institute of Agriculture, Anand, came into existence towards the end of 1939. The Government have acquired nearly 635 acres of land and handed it over to the Institute.

The Mansukhlal School of Agriculture will give a two years' course in agriculture horticulture and animal husbandry. Thirty-two students have been selected for the initial course. They will receive a stipend of Rs. 10 each per month and tuition will be free. Hostel accommodation has also been provided.

Sardar Vallabhbhai Patel is the Chairman of the Governing Body of the Institute and Mr. K. M. Munshi, Vice-Chairman.

SIND

UNIVERSITY FOR SIND

The establishment of a full-fledged University for Sind has been recommended by the Sind

University Committee appointed by the Government of Sind, under the chairmanship of the Speaker, Mr. Miran Mohd. Shah, to investigate into the possibilities of establishing a separate University for Sind.

A WARNING TO TEACHERS

A stern warning that the Government will take a serious view of school teachers displaying communal tendency in their work has been given by the Government of Sind in a circular issued by the Education Department.

The circular admits that a considerable number of teachers and other employees of the Department have been showing communal tendency and observes that it is all the more reprehensible when it is displayed by teachers whose task is to train young minds on healthy lines and work for Hindu-Muslim unity.

ASSAM

PROTEST AGAINST SEPARATE UNIVERSITY

A memorial signed by about a thousand graduates of the Surma Valley, both Hindus and Muslims, has been submitted to the Governor of Assam protesting against the scheme for a separate university for Assam and expressing resentment at the severance of their connection with the Calcutta University. It also demands at least complete exclusion of the Surma Valley from the jurisdiction of the proposed University.

HYDERABAD

INDIAN HISTORY CONGRESS

The fifth session of the Indian History Congress and the Numismatic Society of India will be held at Hyderabad (Dn.) from December 21 to 23 next.

The Rt. Hon. Sir Akbar Hydari, who was to have opened the session of the Congress, has expressed his inability to do so, as he was proceeding to the Government of India to take up his new duties.

The eleventh session of the All-India Oriental Conference will also be held at Hyderabad from December 20 to 22.

MYSORE

RURAL INDUSTRIES

At a meeting of the Cottage Industries Committee which met at Bangalore on the 13th of August, the members of the committee unanimously approved the proposal to establish a bangle-making industry on cottage lines, the starting of District Musnems at District Headquarters and the starting of a Central Cottage Industries Institute for Women at Bangalore. These will be in addition to the existing 12 cottage industries encouraged by the Department.

The desirability of giving village artisans training in industrial schools for a short period was also emphasised by the members.

From the address of the Minister for Law and Industries to the members of the Committee, it is understood that the Government is very keen on the development of cottage and rural industries and that they were only too willing to give all possible encouragement to rural industries.

UNIVERSITY CONVOCATION

The next Convocation of the University of Mysore will come off on October 4, next. It is understood that Sir Bertram Stevens, Australian Representative on the Eastern Group Council, will deliver the Convocation Address.

TRAVANCORE

SCIENTIFIC TERMS IN MALAYALAM

From the Report of the Department of Education it is learnt that the work of preparing Malayalam equivalents for terms in Sociology, Physics and Chemistry has been in progress in the Travancore University Department of Publications. One thousand English terms in Sociology, 1,800 in Physics and 1,500 in Chemistry were collected last year from several text-books in these subjects intended for the High School and Intermediate classes, and Malayalam or Sanskrit equivalents were prepared for such terms as could be rendered.

The Report also reveals that a scheme for standardisation of the English spelling of Malayalam proper names and words used in correspondence has been under examination. Such a scheme, formulated at the instance of the Government of Travancore, was sent to the Department for consideration during the year,

and the Superintendent's suggestions and observations were sent to Government.

TRAINING IN 'YOGASANAS'

The Travancore University's experiment in the provision of training in *yogasanas* and breathing exercises for its students as a means of building a healthier manhood was bound to be successful, said the specialist in *Yogasanas* whose services have been secured by the University.

Except in Bombay in recent years, it is said little organised work had been done to popularise the system which, however, was as old as India.

INDORE

EDUCATION LOAN FUND

An education loan fund has been created in the Holkar State in order to enable talented young men of the State to qualify themselves for higher posts under the Government. Rules regulating the grant of loans from this fund and the studies for which the loans are intended have been published.

It is stated that a candidate, after successfully completing the course, should serve the Government if called upon to do so. If, however, the Government are unable to offer him employment within six months after the completion of his study, he will be free to seek employment elsewhere.

BARODA

THE ORIENTAL INSTITUTE

It is interesting to learn from the Report of the Baroda Oriental Institute for 1940 that the Institute has done much useful work. During last year 89 books have been published in the Gaekwar Oriental Series. And 23 were in the press and 21 were under preparation.

The Translation Bureau prepares and publishes volumes in the two series—Shri Sayaji Sahitya Mala and the Balanmal for which purpose Rs. 2 lakhs have been endowed by His Highness the late Maharaja Sayajirao III Gaekwar.

It has now been decided to give a more distinct rural emphasis in the work to be undertaken, the idea being to encourage oriental works with a bias for rural reconstruction in preference to translations so that the series in future may become more serviceable to the countryside.



PUBLIC OPINION



SIR RADHAKRISHNAN ON THE PURPOSE OF EDUCATION

"Education should awaken an individual's soul and enable him to perceive truth in freedom. That is the great ideal of education which has come down to us," observed Sir S. Radhakrishnan addressing the South India Club at Calcutta on August 10.

Continuing he said: "There are many who tell us that India should have a particular economic system and that we should fit ourselves to our social environment. Well, important as these purposes are, we must also possess the power to criticise our environment, to find out what is wrong with it and to build new forms to replace the old if need be. If man is to regard himself merely as a political or economic being, he will go mad. There are certain values which are important, but which are non-existing in our political and economic activities. Each individual must have the power to see visions, to dream dreams, to suffer the anguish of his own failure and to enjoy truth."

Proceeding he said: "The purpose of education will be to help us to recognize the reality of those invisible and intangible values which are outside and altogether apart from man's political and economic needs. Man's nature here below is rooted in another and a higher reality, and the meaning of *Upanayana* is to awaken man to the fact that this higher reality exists, and that this has an intimate connection with man's life in the world of space and time. The true purpose of education is to teach that all of us in common have our roots in this higher reality, and so are one. The aim of education is not merely to teach citizenship, not to train people to obey the mandates of the State, not to enable men and women to earn their livelihood. Indispensable as all these things are, it is to make us realize that we have certain values which ought to be cherished and nourished, and whatever might happen to civilisation or nations, these values which are neither national nor international, but truly universal, will last; and to embody these values in our lives is the true work of education."

SIR MOHD. YAKUB ON THE DEFECTS OF WESTERN EDUCATION

"The chief defect and most glaring fault of Western education and civilisation is that it is based altogether on the foundations of materialism and the spiritual side of humanity is totally ignored and forgotten," observed Sir Mahomed Yakub, Member, Council of State and Reforms Adviser to H. E. H. the Nizam's Government, in the course of his inaugural address, to the Nizam's College Union on the 16th of last month.

Continuing Sir Mahomed said that he did not want to deprecate or ignore the benefits of modern education and the advantages which the world had received from the development of science and arts in Europe, but what he meant to say was that the dark side of the picture was as dark as its bright side was brilliant and it was their duty to use their sense of discrimination and apply the principle of pick and choose.

Concluding the speaker added that he did not want the world to go back to the primitive age, but they should put old wine in new bottles. The wine should be theirs and only the bottles should be of Western make. He also appealed to students not to enter into politics and allow themselves to be exploited by self-designated political leaders. The student's duty was to drink deep of the spring of knowledge and reserve his judgment on politics till he had completed his studies.

SIR S. VARADACHARI ON THE AIMS OF PRESENT DAY EDUCATION

Addressing the students of the Kellett High School, Madras, on the 13th of August, Sir S. Varadachari, Judge of the Federal Court said that there were various theories as to the object of education. One was that education was intended to enable us to earn an honest living; another to make us good citizens and a third to lead a "full life." It was not as if every one could lead either an ideal intellectual life, free from material cares of the world, or

purely spiritual life without the worries of everyday existence. Therefore, a wide view which would comprehend the several objects would probably take them nearer a true definition of education. If that was taken to be the purpose of education, they could easily realise that it was impossible to do more than merely lay the foundation for such an education in the course of their student life.

Referring to educational methods in Germany and Russia, where the course of education was directed with a particular aim, almost from the beginning of one's education, he said that the results of such methods adopted showed that external interference, with the best of reasons, and intentions, might unduly emphasise a particular course of intellectual development to social or moral outlook in the younger generation, which, in later years, might make it difficult for them to cultivate the broader outlook which alone could make possible the fuller life which true education could be expected to lead to. Putting aside difficulties which might thus arise from external interference, there was also the undoubted fact that no scheme of public education, however carefully conceived, could manage to cover all the ground which true education of a full scope must cover.

There were those who said, Sir Varadachariar pointed out, that the object of education was not for the teacher, to put information into the student's brain but to enable him to think for himself, to read for himself and to know for himself. This again was only partially true. No student could learn things for himself without starting with certain amount of information. What was obviously intended by remarks of that kind was that education ought not to stop short with merely storing the mind with an amount of information but the curiosity to know and the capacity to acquire and absorb knowledge should also be created. But unfortunately, at the present day in this country this aspect of education was sacrificed. It might be that their economic conditions were partly responsible for it. It might be that most of their young men took to schools and colleges only with a view to seeking appointments or making a living. There was nothing ignoble or demeaning in so doing, but the point of criticism was when they limited education to that purpose of seeking employment and went no further.

PANDIT MALAVIYA ON THE IDEALS OF UNIVERSITY EDUCATION

Pandit Malaviya, addressing the students of the Benares Hindu University recently, explained the objects of the University in promoting the building up of character in youth by making religion and ethics an integral part of education.

It was the duty of every one, said Pt. Malaviya, to do his best to preserve and maintain these two characteristic features of the University. Unless the University carried out its high ideals in turning out not merely men as engineers, scientists, doctors and theologians but also as men of high character, probity and honour, whose conduct through life would show that they bore the hall mark of a great University, it would have failed in its duty. No educational scheme could be complete without religious and ethical education.

DR. G. F. ANDREWS ON PHYSICAL EDUCATION IN SCHOOLS

At the closing session of the refresher course for Physical Education Teachers of secondary schools of North Arcot and Chingleput Districts on the 4th of last month, DR. G. F. Andrews, Senior Physical Director with the Government of Madras, said that the heavy S. S. L. C. curriculum made it impossible for a conservative Headmaster, believing in success in public examination as the criterion of the worth of education, to make adequate provision in the time table for any work other than intellectual. The absence of medial and physical examinations, lack of a programme of physical activities suited to the needs of the pupils, inadequate playground equipment, personnel and low salaries, and the indifference of pupils, parents and teachers to physical education had resulted in physical education being given an insignificant place in the scheme of education even now. He hoped that a new era in physical education was dawning.

EDUCATION IN CHINA

Progress During Years of War

THE following article on the difficult conditions under which China carries on her educational activities appeared in a recent issue of the weekly bulletin of the China Information Committee, Chungking:

Four years since the outbreak of war, Chinese educational institutions have grown in quantity and improved in quality. This has been brought about through redistribution of the schools of higher learning, standardization of the courses, readjustment of the curriculum, improvement of the teaching system, organisation of teachers' training and formation of educational districts. In making these changes, the Ministry of Education has in mind as underlying principle the co-ordination of education and national reconstruction, of cultural and technical instruction and the national defence programme of family and school life and, lastly, of theory and practice.

After the Japanese occupation of China's coastal regions and with the enemy occupied territory extending further inland, the Ministry of education has been able to carry out the long-needed readjustments. The institutions of higher learning have been redistributed by amalgamation, division or reorganisation. The National Tsinghua University, National University of Peking and private Nankai University were combined into the National South-west Associated University at Kunming. The present National North-western University at Hanchung, Shensi, is a combination of the former National Peiping University, National Normal University of Peiping and National Peiyang Engineering College. The National North-western Teachers' College, formerly the Teachers' School of the National North-western University, was separated from this institution.

PLANS FOR HIGHER EDUCATION

During the four years of war all plans for higher education have been formulated with a view to meeting the needs of national resistance and reconstruction. Required courses have been carefully worked out by experts of the Ministry of Education. Special emphasis is laid on courses with a direct bearing on present-day Chinese problems.

To bring about improvements in the subjects taught and other necessary reforms, the National Institute of Compilation and Translation was consolidated. The National Council of Higher Learning was inaugurated, and some hundred institutions of research were put directly or indirectly under the control of the Ministry for the sake of centralisation and systematisation.

But Chinese higher education has not only improved in quality but also expanded in quantity. After four years of rebuilding, the number of colleges, universities and technical institutes has now increased to 113. This growth was marked by a new system of normal colleges which differs from the old ones by the longer period required for graduation, better-chosen courses and free tuition. This last factor has enabled many promising but poor youths to enter the teaching profession. At present, there are seven national normal colleges; one at Nantien, Hunan; one at Chengku, Shensi; one for women, the National Women Teachers' College at Peisha, Szechwan; and four incorporated into the National Central, National Chungshan, National Chekiang and National South-western Associated Universities.

SECONDARY EDUCATION

The formation of educational districts has greatly facilitated the execution of the secondary education programme. Secondary education institutions include middle, normal and vocational schools. China's middle schools, like her colleges, universities and technical institutes, before the war clustered in cities near the coast. The Ministry of Education promulgated regulations dividing each province into middle school districts in accordance with population, financial conditions, cultural level and communication facilities. The regulations provided that the schools in each district should organize research committees to study the problems of educational development. Normal school districts were also marked out in the provinces, with one school each for men and women in every district.

There are altogether 1,973 secondary education institutions in Free China. Of these, middle schools number 1,202 and normal schools 500. All are distributed among the districts as

mapped out by the Ministry of Education. The remaining 271 are vocational schools.

Much attention has been paid to the promotion of vocational education. Training schools have been established and short-course classes conducted for mechanics, electricians, and other skilled workers. Special classes are available in more than ten colleges and universities for advanced studies in these fields.

LITERACY DRIVE

Illiteracy has been combated through compulsory primary education, people's and citizens' schools and social education. The enforcement of the compulsory education programme dates back to the summer of 1935 when the Government promulgated regulations aiming at completing the programme within five years ending in 1939. It was expected that during the period 40 per cent of all children would go to a school for one year. After the first five-year period, a four-year programme for 1940 to 1943 was to be enforced during which 80 per cent of the children of the country were to receive two years of compulsory education. By another four-year programme ending in 1949, all illiterate children in China were to be educated.

According to the people's education programme there should be during the first two years at least one people's school every three *pao* (each *pao* has 100 households). In this way, there should be more than 260,000 people's schools for the 800,000 *pao* of the entire nation. In the fifth and last year there should be at least 800,000 *pao* people's schools besides 80,000 or more *chen* (or *hsiang*) central schools. To complete this comprehensive schedule, it is estimated by the Ministry of Education that at least \$2,932,000,000 and 1,600,000 trained teachers will be needed.

SOCIAL EDUCATION

Social education aims not only at enabling the people to read and write but also at giving them a knowledge of rural and city life, of how to improve living conditions at home and of how to promote public life. Vehicles for the promotion of social education include adult schools, folk reading centres, public playgrounds and other physical culture facilities, phonetic classes, general commercial and industrial continuation schools, schools for the blind-mutes, reformatories, institutes for orphans and destitute children, museums, art exhibits, theatres, cinema

houses, music clubs, educational films, radio broadcasts, circuit corps, libraries and "people's readers."

For the maintenance of the nationwide network of social education institutions, the Government spent \$11,205,095 in 1939-40. By the end of 1940, China succeeded in wiping out illiteracy in 46,348,460 of her people; 140,000,000 illiterates remain to be educated.

Nazi Education in Former Poland

According to a report which reached the New York Times via London, Polish children whose fathers were carried off to enforced labor in Germany are entirely barred from the schools of the Province of Poznan (named by Nazis "Warthe Gau"). The same report quotes an address made to the teachers of the province by the head of the school board:

"Teachers must consciously adopt a stern attitude, inwardly and outwardly. The achievements of the German sword would be in vain if we were to remain the sentimental Germans of the Wilhelmine period and 1918.

"The triumph of the sword can only be consolidated by a people steeled ideologically and as a nation.

"This is a process which cannot be completed in one generation, but will only attain its historical significance over a period of hundreds and thousands of years if we succeed in passing this inflexible toughness on in the hearts of our youths."

LAUGH AWHILE!

TEACHER.—'What is the time, Mohan?'

MOHAN.—'Half past four, sir.'

TEACHER.—'Is your watch running?'

MOHAN.—'No, sir. It is fastened to my wrist.'

FATHER.—'Son, do you like to go to school?'

SON.—'Yes, father, I like to go very much. I also like to come back. It is the time in between that I don't like.'

TEACHER.—'Name an animal which gives you both food to eat and clothes to wear.'

BOY.—'My father, sir.'

(Treasure Chest)

Letters to the Editor

ECONOMY IN EDUCATION

SIR,

The notorious Inchcapeaxe is being applied with frequency and severity to education, which unfortunately is given a place of lowest importance in a politically dependent country. Every other blessed department is considered to be essential and money spent thereon wisely or unwisely is supposed to have been spent to the best advantage. But in spite of the meagre grants given to half-starved, ill-ventilated elementary and secondary schools, they attract the attention of the authorities whenever they think of effecting retrenchment. Instead of experimenting with a scheme of free and compulsory education on a planned system, the heads of Provincial Governments, taking advantage of the withdrawal of popular Ministries, have been cutting at the roots of educational progress, by closing down thousands of elementary schools as inefficient and uneconomic and tens of secondary schools as ill-equipped and wanting in founded capital.

The grant-in-aid system in force in provinces is anti-deluvian, unprogressive and reactionary in spirit. Every attempt should be made to liberalise it as far as possible, so that we may be able to do full justice to educational expenditure, as it alone is calculated to build up the nation on right lines for sharing the privileges and exercising the duties of democratic citizenship. But to effect heavy cuts in the salaries of ill-paid, over-worked teachers, in poor equipment and appliances and in ill-suited accommodation does not speak well of the good sense and foresight of the authorities in charge of provincial education, which is now unfortunately in the hands of non-Indians with an anglicised vision and strictly businesslike

methods of management. In most districts we find that many teachers have been thrown out of employment owing to the closure of schools for one reason or other. The Government should have adopted a magnanimous policy in allocating grants to local boards when they are entitled to receive them, and in authorising local boards to levy a moderate education cess wherever necessary or in enforcing a nominal cut on all high salaried employers without throwing overboard servants with a living wage in times of stress and storm or keeping the increments in abeyance till the dawn of better days for education. To close down schools because the proportion of strength between lower and higher classes or boys and girls is not encouraging, is not a desirable step, as the evils can best be obviated by employing better qualified teachers with increased salaries, introducing compulsion, increasing efficiency of instruction, simplifying courses of study, curtailing the period of stay at school everyday and holding out inducements by way of fee concessions and scholarships to all poor pupils, whose services may be withdrawn for the benefit of the family by parents.

Progress in education once discouraged will take many more years to be brought into a line with the advanced countries of the East and the West. As was rightly hinted by Sir Maurice Gwyer, the torch of learning must be kept continually illuminated and its light and lustre must be made to penetrate into the remotest corners of the country, so that posterity may feel assured of the heritage of a rich and glorious past with the consolidated wisdom and experience of their ancestors. To save money by closing down schools is the worst form of disservice we can do for a province and the country and any extra sum spent on education, even to the detriment of other nation-building departments, is the highest and the noblest form of rendering service to the progress of the country in this era of enlightenment and prosperity.

—C. B.

ARCHAEOLOGICAL NOTES

SPREAD OF BUDDHISM AND HELLENISTIC ART From India, across Pamirs to China

FINDS IN SWAT AND OXUS TERRITORIES

Prof. Evert Barger of Bristol University and Mr. Philip Wright, Assistant Keeper of the South Kensington Museum, who along with Mr. T. D. Weatherhead (who was the surveyor and photographer) explored the Swat Valley and the Oxus territories of Afghanistan in the summer of 1938. Professor Barger was the leader of the expedition. In a Monograph issued by the Archeological Survey of India, Prof. Barger writes:

"The archaeology of Central Asia makes an indistinct picture, rather like one of those Central Asian frescoes in which great patches of paint and plaster have peeled off the wall, leaving here the hand or the face of a Buddha, and there part of a garment or a corner of the background. It is by arranging these scraps of evidence into some sort of coherent pattern that it may be possible to write the history of Central Asia and to trace the spread of Buddhism and hellenistic art from India and Iran, across the Pamirs and the Tarim Basin, to China.

"Our object in organizing this expedition was a modest one. We wanted to call attention to these problems, and, by adding something to this scattered raw material, to revive the study of a subject to which British enterprise has not contributed much since the Great War outside the administered frontier of India."

MEETING GROUND OF THREE GREAT CIVILIZATIONS

"Though separated by several hundred miles of mountainous territory, both territories present historical remains of roughly the same period and different aspects of the same problems. Indeed, the lands between the Oxus and the Indus form one vast canvas which must be studied as a whole and which was the meeting ground of three great civilizations, viz., those of India, China and the Graeco-Roman civilization of Western Asia, during the centuries between Alexander's Eastern expedition and the Islamic invasion. The Barger expedition has broken new ground in exploring the country north of the Hindu-

Kush, where they have explored a large number of sites in Wakhan. The discovery of hellenistic stone columns of Corinthian style at Kunduz near the Oxus is of considerable interest, as such remains have never been found north of the Hindu-Kush.

"In the Swat region, the British expedition excavated several sites in the Barikot District, the more important being the stupa at Kanjar Kote and the Buddhist remains at Gumbat, Amluk and Abarchinar, all on the left bank of the Swat.

MYSTERY SHROUDED IN MISTS OF TIME

"Our second object was to excavate a number of sites, not so much with a view to collecting sculpture and museum pieces, as to estimate the relation of different pieces of sculpture to one another, to examine the archaeological context in which they are found, to establish the main types of sculpture in Swat and to determine, if possible, the relation between specific pieces of sculpture and domestic objects—coins, seals, ironwork or terracottas, which, because of their appearance elsewhere in a dateable context, might help to provide the beginnings of an archaeological chronology of Gandharan Art.

"Two or three more general problems must always be at the back of the mind of the archaeologist who turns to these frontier regions; why it was that such a virile, hybrid, local art sprang up in a comparatively small area in those rocky foothills, and spread, undergoing some modification on the way, to Afghanistan and Chinese Turkistan; how such a large population—Hiuen Tsiang speaks of 1,400 monasteries and 18,000 monks—was supported in these bare, now almost waterless valleys; how and when the monasteries came to be abandoned and destroyed."

All the finds exemplify the prevalence of the so-called Gandhara school of sculpture in the region of the Swat. The Memoir is illustrated by eleven plates and two maps.

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— The Hindu

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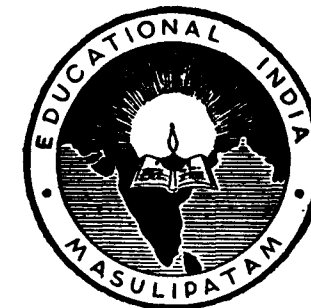
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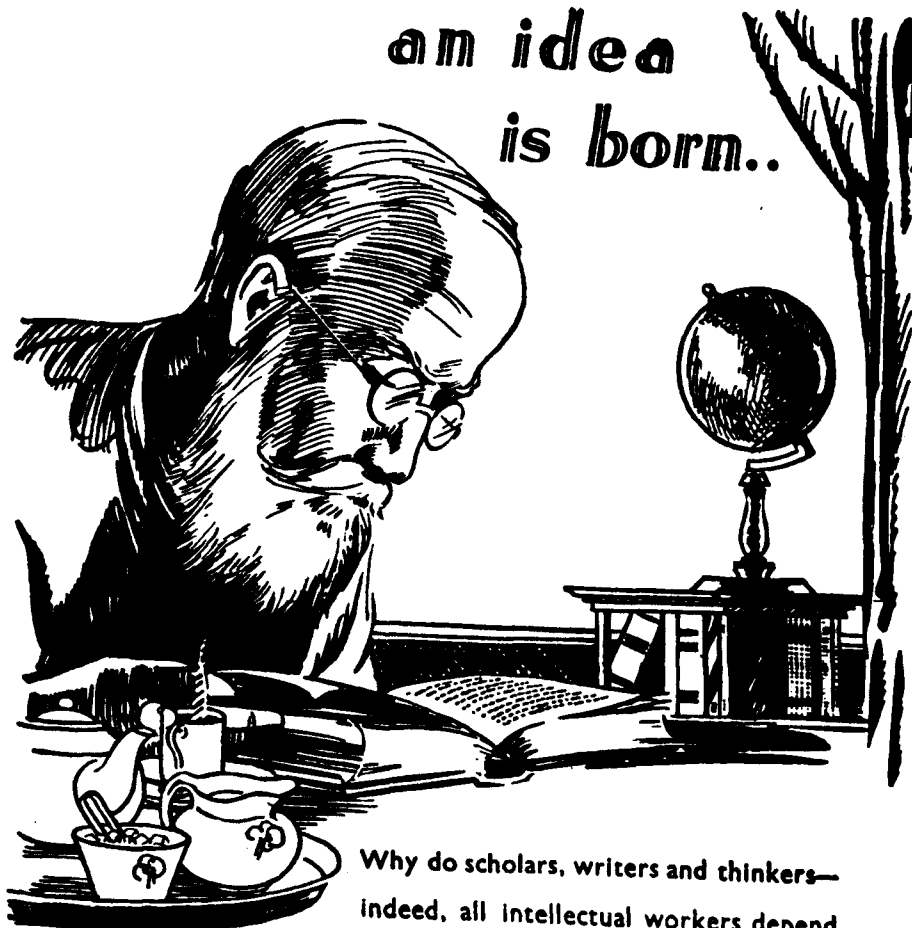
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Text-Books—How to Select Them

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

Bombay Educational Service.

MULTIPLICITY of text-books there certainly is. But why? Not only because in every subject knowledge is increasing; not only because big text-book companies and influential writers want to compete for the valuable school book market; but because quite often authors, professors and teachers have an individual point of view regarding the relative importance of the various topics and the best method of presenting each or because a new approach has been discovered and new principles of teaching a particular subject have been embodied. In this wide and democratic world there is evidently room for honest differences of opinion. If all the text-books professed the same aims and purposes, agreed as to the organisation of the material, placed the different items in the same order, employed vocabulary that was equivalent and allotted the same amount of space to similar topics, there would be no individuality, no improvement and no problem. One's choice would then be determined merely by such considerations as cost, binding and colour of cover. But in view of the presence of a perplexing variety of books each possessing distinctive qualifications, that is not now conceivable. A selection has got to be made, a selection from amongst books prepared to meet the requirements of the prescribed syllabus.

If the pernicious activity of some unscrupulous publishers is to come to an end, and if school men are not to be accused of

lacking irreproachable standards of selection, the evaluation of text-books must be placed on as scientific a basis as possible. The prestige of the author or of the publisher, the general appearance of the book or its already extensive use and other considerations not relevant to the intrinsic value of the contents, it must be admitted, have all too often influenced the action of the adopting body. The disease, however, is not beyond cure. The following criteria are suggested as some that might usefully be applied by the profession and therefore by the trade, for assessing the suitability of different text books.

FACTORS INVOLVED

Material: A text-book contains a condensed treatment of the fundamentals of a subject. In addition its data should be up-to-date. It should take into account recent changes and modern researches. The scholarly nature of the material should be both endorsed and apparent. A good book will give a graphic impression of the whole field, for the selection and treatment of its contents will be such as to make the essentials stand out.

Organization: The text-book being a compact arrangement of educational material, much of its value will depend on how the significant facts are put together. The different bits of information should be grouped as units and these units should be inter-related and have a definite relation to the whole. The titles and sub-titles indi-



cate these relations. It is this close relation which makes for natural progress from lesson to lesson. The impression of definiteness and business like approach also is essential. When the problem or the purpose is stated at the outset, when there is an emphasis on the 'mile stones' of the subject, and when there are periodical and concluding synopses, economical mastery of the main facts and process is made possible. Further, a well organized text-book will evidence a sense of proportion. This is important for otherwise the relevant pages of matter will be too many to be done in the time prescribed for the unit. There must be a proper division and gradation of materials and difficulty to suit ability and interest, with something new for each new stage.

LOGICAL Vs. PSYCHOLOGICAL

Appeal to children: Since books are meant for children the test of their efficiency must be their adjustment to the child's needs, tastes and talents. For one thing the logical treatment of the encyclopaedic expert can no longer be tolerated. Each new phase should be developed whenever possible, as growing out of the wants, interests and experience of the child. A text book is valuable to the extent to which its material is presented in life terms. Such a psychological approach enables a pupil to realize that school lessons concern his own life, and therefore guarantees interest and attention. Besides linking book learning with life, personal and local, the modern author introduces features which appeal to children. An attractive exterior, a striking page arrangement, illustrative material usually based on action, picturesque titles for chapters and sections, stories, games and other play way devices, graphical or diagrammatic representation of abstractions, a presentation characterised by directness, concreteness and resourcefulness, these and an attempt to give pre-views of each new stage and reviews at the end, are marks of a good text-book.

Style:—It should not be necessary to point out that children's books should be written in a style that is simple, dramatic, picturesque and intimate. If in vocabulary and in construction the language is not graded and attractive, children get a dislike for the text-book and for the subject. It must be recognized that writing that will appeal to children requires special talent.

VISUAL APPEAL

Illustrations:—The eye-way to the mind is the most potent. Realizing this the expert writer includes illustrations that tend in size, character and distribution not only to indicate the significance of the passages but to aid comprehension. Charts, tables, graphs, diagrams and pictures make abstract matters intelligible and interesting. A good text should have illustrations that in colour, design and composition satisfy the recognized canons of art.

Teaching aids: Helps both for teaching and learning the subject are to be expected from a scientifically framed text-book. Most of our teachers have not had the necessary training to fit them to teach. Many of our teachers are inexperienced. A large number have very meagre educational background. For all such the text-book makes teaching possible. If they are bad with all the assistance that a text-book can give them, their plight without it might more easily be imagined than described! The teacher should get in the introduction a review of the best studies on which the treatment is based and some directions as to how the book can be handled best. A list of helpful books bearing on the subject in hand is to be expected at the end of each chapter or at the end of the book. Topic headings, points to be noticed in the beginning, enumeration of vital points at the close, questions, exercises and practical applications in the form of things to remember, things to do, things to read and things to think about, a comprehensive index, pictures, maps and sketches, these are all of help to pupil and teacher and should be supplied. The aim here should always be

to make the pupil and the teacher progressively independent.

Mechanical make up: Is the book attractive? Will it stand the wear and tear of daily use? Are the type, paper and page arrangement well adapted to the particular grade for which the book is intended. Is the book convenient to handle and to carry? What about its size and weight, and the flexibility of its binding? These are some of the questions to be kept in mind while assessing the book from the point of view of its get-up.

SAFETY IN NUMBERS

Cost: Although it is a fact that studies have shown that the cost of text-books is insignificant in comparison to the total cost of keeping a child in school, there is no reason why that item should be larger than necessary. Fortunately because of the competition in the market, many good books are available at prices which leave only a reasonable margin of profit. The price is a factor but economy must not mean that an inferior book may be selected. Adopting bodies must see that the price is as low as else-where for the same type of work and production.

THE SCORE CARD IN U. S. A.

The National Society for the study of Education in U. S. A. reports in its Thirtieth Year Book the successful use of a Score card

for the evaluation and selection of text-books. It is believed that this will make the task less personal. Such devices are employed for evaluating libraries, buildings, health conditions. Here in India marks are assigned in a similar way for practice teacher's lessons or a candidate's performance at an elocution contest. The main factors in the case of the latter, for example, may briefly be said to be Thought-Treatment—Delivery—Response. Each of these is weighted and assessed on that basis. The total number of marks indicate the orator's standing. So in the case of the text-book the items mentioned above or others similar might constitute the main heads—with appropriate subheads and supplementary points—under which it is to be judged. The first thing to determine is the basis of evaluation and the next the weightage for each head in the light of a certain total number of points. Needless to say, each subject will have some items peculiar to it, and these must be determined in advance.

Briefly, then the text-book is a tool, a tool by which knowledge is received and understanding developed. It is so arranged that under skilful direction the pupil is able to glean at least an elementary acquaintance with the subject. Wherein is one book better than another? The standards set forth here might help at least to the extent of suggesting others even better and more practicable! A final answer has yet to be worked out.

NEW METHODS Vs. OLD IN EDUCATION

A Committee of the Progressive Education Association of the U. S. A. appointed to report on the evaluation of newer practices in education has come to the conclusion that, where new methods have been tried, the children learn as much of the ordinary subjects as they would in a traditional curriculum and further that they seem to be better adjusted to their work, to social life outside school, and later to college life. In general, they appear to have a better knowledge of world affairs and a greater interest in contemporary problems.

TEXT-BOOKS IN INDIAN HISTORY

By Prof. S. HANUMANTHA RAO

THE Rt. Honble Sir Akbar Hydari, in the course of the Presidential Address, delivered at the 31st All-India Muhammadan Educational Conference, held at Calcutta, in 1916, said "one of the chief functions of these Universities (referring to Benares, Aligarh and Osmania) will be to study and write the History of India afresh, so that each successive wave of workers in this land might get its due need of praise and thus the study of Indian History might help and not hinder the growth of Indian Nationality."

After 1919, public opinion in Europe has also been forming, especially among teachers, in favour of History Text-book revision, with a view to the correction of passages, harmful to a mutual understanding of the peoples and to a spirit of International amity. In a Congress of French teachers held at Tours in 1919, Anatole France made a famous speech as follows:—"Make hatred hated—Burn the books which teach hate. Burn them all." (P. 119. School Text-book revision and International understanding. (League of Nations) Paris, 2nd Eng. ed. 1933.

The Rt. Hon'ble Sir Akbar Hydari, in his Punjab Convocation Address, delivered in 1925, again emphasised the need of revision and said "More systematic research work has to be undertaken in the original sources of our history which are ever multiplying and exact import and significance of many of which can often be rightly construed and interpreted by Indians alone. This will reveal to human knowledge much of interest and may lead to a revision of many of the ideas which have been current in the text-books from which our students get their first and therefore strongest impressions of the different periods and characters in Indian History."

The International Committee of Histori-

cal Sciences founded at Geneva in 1926, covering 40 countries, emphasised the importance of teaching History for promoting mutual knowledge and understanding among nations, drawing its inspiration from the best traditions of humanism.

The Third Congress of the Federation of Teachers drafted a questionnaire in 1930:

- (1) Have tendentious books been in use in the schools of your country? Give a list of the same.
- (2) Have they been removed from the lists of school books?
- (3) Have they simply been amended in order to meet our desire for impartiality?
- (4) Have school-books been written animated by a spirit of international concord?

During the years 1931, 1932 and 1933 the governments of Czechoslovakia, Denmark, Hungary, Rumania and several others, organised committees to revise text-books. The Rumanian ministry's letter containing the general rules for the writing of Text-books mentions, "The prosperity of a country is based on the understanding and harmonious collaboration of all the inhabitants of the country.....The school Text-book must reflect this principle" (p. 55. School Text-book Revision.)

Mr. Syed Ali Akbar, Special Inspecting Officer, and Secretary, Board of Secondary Education, at the annual conference of the Secunderabad Teachers' Association, held on 7th march 1941, said, "The greatest need of our country is national unity and to achieve this it is necessary that its foundations should be laid in our educational institutions." He proceeded, referring to the Dacca University convocation address, by the Rt. Hon'ble Sir Akbar Hydari—"that the students should be taught to appreciate the strength of the ties which bind us together as one people."

The present system that prevails in our country, is a wide freedom of choice to the schoolmaster, from a list approved by the Departments of Provincial Governments in British India. The result is a lack of uniformity in the books used in different parts of the country and also an excessive variety in the books used in the neighbouring schools of the same locality. Four different schools, within an area of a mile, use four different books.

Professor Gilbert Murray drew attention, as early as 1926, to the necessity of eliminating from school text-books, passages prejudicial to good understanding. The psychological effects of such passages on the mind of the youth of a country are incalculable. The removal of such passages should not be taken as a propaganda against scientific truth. Historical truth is relative. Much depends upon the facts we select, the emphasis and colour, we give to those facts. There are numerous instances of widely differing judgments, on identical facts. A recent Text-book writer asks us to bear in mind the maxim, "To understand all is to forgive all."

All school teachers of Indian history are recommended to read "A short history of the Indian people by Dr. Tarachand, M. A. D. Phil. (Oxon.), Principal, Kayastha College, Allahabad." The tracing of the evolution of Indian Unity was the aim of the writer. School teachers are requested to compare the presentation of the subject matter on pages 125, 150, 171, 197, 202, 230, 244, 314, 347, 436, and compare it with the presentation of the same period in other books that are now in general use.

The difficulty in the choice of even approved books is of a bewildering character. In several cases, the authors are no longer living. In the light of the new material available, they would have thoroughly revised their books, if they had been with us to-day.

The second difficulty is that of the Publisher. An enterprising publisher tries

to get the book remain, even when it is quite out-of-date.

The third difficulty is more insuperable. The subjective attitude of the specialists, in whose hands lies the decision to allow a book to go into the list of approved books. It is very essential, that in addition to the specialist, there should be a person, imbued with the spirit of the highest type of humanism, to act as a Judge and curb the specialist temper, which should not be allowed to predominate, when higher moral issues are involved. Psychology, Statesmanship, social justice—in short, a new Humanism is necessary, if we aim at the reshaping of the future citizens of our country or of any country.

We are on the verge of a disaster. A new type of man is necessary. A new type of humanism is the condition precedent for the evolution of the new man. It is the teacher that can take a leading part in this Renaissance that is bound to come out of this Travail of civilisation. Let him, with the Text-book or without the Text-book, exalt labour and love and drive out suspicion and hatred. Let him, unostentatiously, help in the creation of that moral background, which is necessary for the establishment of a stable order—either in our country or in the world as a whole.

Greatly Welcome

The field staff of the Indian Tea Market Expansion Board quartered in Bhola in the Barisal District promptly joined in the relief work for the victims of a severe cyclone which swept over this district towards the end of May. Over 67,000 cups of tea were distributed in the course of three days and were greatly welcome to the unfortunate people who were affected by this disaster. It is reported that the Board's work was highly commended by prominent officials and non-officials of the town.

Tea News and Views No. 27

Radio, the Radiating Centre of Education

By Mr. S. M. HUNASHAL, B.A., B.T.,

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THE invention of the radio has ushered in a new era in the modern world. The net-work of radios, scattered in all the countries, connects them with a cordial relationship between one another. Diminishing distance and time the radio connects the nooks and corners of the globe, diffusing the current knowledge among the classes and masses. Even the warring nations of Europe are linked with the war propaganda through the radio. If the Berlin radio waxes eloquent on the retreat of the Russians at Smolensk, the Moscow radio coolly announces that the Germans, unable to defeat the Russians, are retreating to the south into the Ukraine. The neutral countries also can listen to the horrors of the present war in Europe so that the radio represents the ambassador not only between the neutrals but also between the warring nations.

THE NEED OF THE RADIO IN SCHOOLS

From the above account it is abundantly clear that the radiating centre of all current knowledge is the radio. The macroscopic information about war and peace, adversity and prosperity, commerce and culture, is conveyed through the shining radio sets. The dynamic of history, the flexibility of constitution and commerce, the fleeting advance of war science are daily emphasized in the radio so that the study of the current history, constitution, commerce and science is the need of the hour in our schools.

NEGLECT OF THE STUDY OF THE PRESENT IN SCHOOLS

But our pupils are crammed with the past knowledge only. They know the lives of Pitt and Burke, but are utterly ignorant of the lives of Lenin and Stalin. They read

the past history of England and India ignoring the current history of India and England. They forget the present in the past which is the patent drawback of the present day curriculum. Secondly the knowledge of our pupils is text-centred, because our curriculum is dominated by a few textbooks. The pupils study the old poets leaving the living poets. They know much about the physical geography of the world but little about the present political geography of the world. That is why our pupil answers that Warsaw is in France and Thailand, in America. That is how our pupil's personality is crippled and stunted in our schools.

KNOWLEDGE OF THE PRESENT THROUGH THE RADIO

The above drawback can be removed by means of the radio. In order to complement the textual knowledge of our pupils the radio must be harnessed to the classroom. That is, the class work should be complemented by the broadcast lectures so that the pupil's knowledge may be widened and his outlook on life may be broadened. Broadcast lectures, bearing on the current literature, history, geography and science, should be arranged specially for the pupils. Thereby the study of the present history is linked with that of the past history. The present political geography is connected with the physical geography. Besides the radio lectures on drama, novel and poetry foster the spirit of appreciation among the pupils developing in them the art of criticism. To be brief, the radio bridges the gap between the past and the present, the textual and the general and inculcates the spirit of apprehension and judgment.

NATIONALISM THROUGH THE RADIO

Nationalism, which is the gateway of internationalism, is the need of the hour in

India. For India is clouded with communalism which is cankering the various communities and parties, political and social. But to combat communalism Nationalism is the only effective weapon. Hence the importance of national education in our schools through radio. The radio can at best be exploited in the cause of national awakening. Broadcast lectures by patriots should infuse into the hearts of the pupils the love for the motherland so that they may become the pioneers in the struggle for freedom. Secondly by combatting mass-illiteracy gradually massawakening can be brought about through the broadcast speeches. Hence the need of the network of radios to be spread in all parts of India,

urban and rural, to lighten this benighted land of ours.

THE RADIO AND THE PLAY-WAY

Lastly the radio educates our pupils by entertaining them. For the music performances and farces, chequered in the radio programme, relieve and lighten the weary weight of the both body and brain. That is, the pupils do not feel the compulsion of the programme as they are entertained by the occasional music and farce. Therefore the radio instructs them through the play-way. And if the radio adopts the method of the play-way, then it is the duty of every educationist to exploit the radio in the cause of education.

Teacher & Student — An Upanishadic View

By Mr. KAPILESWAR DAS, M. A., B. Ed.

OF ALL things presented to us in the *Kathopanishad*, a study of Yama—Nachiketa relations is of the most profound interest. Yama is the *Guru*: Nachiketa, the *Sishya*. The latter is on the enquiry of knowledge, not of any particular phenomenon, but of that Supersensuous Reality which creates the sense-world. Hence the questions put by him to the teacher, "Venerable Sire, what is that knowledge which will enable me to know the Casmic Whole, the relation between the soul and the over-soul? What is that path which will take me to the highest, make this mortal life immortal?"

Fundamentally, knowledge is of two kinds, *Para* and *Apara*. To know the things of the world separately, to experience their exterior through sense contact, to be immersed in the trials and tribulations of the world constitutes the latter: to take a synoptic view of the cosmic process as a unity and a whole, to get into communion with its inmost core, to find out the cause of all causes in the realm of the former. Special

is the value of each in its own domain. By the help of *Apara* we control the affairs of the world, earn wealth, power, fame—but all fleeting: strengthened by *Para* we win the indestructible kingdom of the spirit beyond this visible temporary world, become the enjoyers of eternal bliss. Nachiketa is on the quest of *Para*.

Commonly, we presuppose that he who asks questions is ignorant; the man to whom they are addressed is wise; that the former is in need of knowing something and the latter can fulfil his need. This is but partially true. The relation between the teacher and student is not to be merely understood in this light. Questioning implies wisdom. A barren intellect, an uncultivated mind is hardly able to put questions in the proper sense. To put question after question in a coherent manner, to arrange them systematically, to apply them to life's materials in the broadest way possible, not a little understanding is required. Again, there are questions and questions. All of them are not of one kind. Intelligent,

searching, relevant, complicated questions can be asked only by those who are considerably advanced in mental and intellectual equipment. The questions asked by Nachiketa may not be asked by another. His questions indicate the deep and wide content of his head and heart.

Any and every person can neither be a real teacher, nor a real student. There must be the necessary competency and qualification to occupy these privileged positions. The foundational element of a student's studentship lies in his faith—faith in cosmic creation and Reality at its heart. It forms the pivot of teaching and the teacher should be able to explain it convincingly. The student has to grasp it in its entirety. Faith is the sustainer of attention and interest; concentrated faith is at the beginning of wisdom. It is a prerequisite of acquiring any kind of knowledge. Even in the ordinary course of knowing we cannot but have faith in the nature of things we seek to know both in themselves and their relations to one another. The student who has no faith in his own capacity to earn the requisite knowledge, no faith in his teacher's possession of the same, no faith in the efficacy of knowledge itself can in no sense be called a student. The knowledge sought always escapes him. Lack of self-confidence makes him fit for nothing. The second absolutely essential for him is a disciplined, well-regulated, strictly ethical life. Such a life naturally makes of itself a fertile field for the seeds of wisdom to sprout and grow into the richest flowers and fruits. Such a life can only be the outcome of hard penance.

The teacher is not a teacher from his very birth. Himself being long a student, passing through its acid tests, acquiring knowledge step by step, he has at last become a teacher. The teacher of today was surely a student of yesterday. Out of the student was evolved the teacher who in turn evolves his students. All the student's ability is in the teacher and infinitely more.

Thus is he able to test the actual ability of the student, to mould and direct it towards greater and greater fulfilment.

The teacher's influence lies in the projection of his light and life as it were into the student. The more is that light reflected in the mirror of the latter's personality, the more hallowed, glorious, effulgent does it become. The teacher is far higher in wisdom than the student. But he suffers from no superiority-complex. Absolute equality of status, simplicity, charm of manner and expression so endear him during the concrete moments of wisdom-participation. Wisdom is ever wedded to modesty. If a teacher thinks that what he has attained is unattainable by others, that he shines in his achievements like a lone star and all others are in regions inferior, then is he not true to his salt. Ascending the steep thorny path of realisation he has reached a summit; the vista of innumerable yet higher summits opens before him. He believes that not only he but every other person is capable of climbing up to them provided the necessary efforts are forthcoming. Yet, from the common stand-point, the teacher is a super-man; and, the creation of many super-men is his honourable task. Yama is a super-man; he seeks to create another super-man of Nachiketa who has knocked at his door.

Creation is chiefly the work of the teacher, but not wholly so. All who have experience in education will readily admit that true education never shifts the burden of responsibility entirely on to the shoulders of the teacher. The educand educates himself by means of his own efforts, of course having the teacher as his prop. Creation of knowledge is the outcome of the mutual intercourse of both, the evolved unity of the action and interaction of both, like the fire-sparks that arise from the friction of two sticks.

The underlying relation of the teacher and the student is not that of the mere external. It is spiritual, based on mental give and take. The teacher gives; the student

receives. But in this giving and taking there is absolutely no beggerliness which implies helplessness, impotency. In the gift of knowledge, the giver and the receiver are equally glorified. In this gift, none can give who has not the capacity to give, none receive who has not the capacity to do so. In this gift, the sense that the giver is rich in worldly goods and the receiver poor in them can never be tenable. A close observation of the process of education verifies this fact. What the student picks up in course of his teaching does not immediately become a part of his intellectual content. The teacher puts it before him; there is a reaction; the student analyses it, understands its meaning, relates it to his acquisition through infinite experiment and observation. Where teaching evokes no reaction in the mind of the taught, there is no study. Again this reaction should be fitting and sufficiently responsive to the stimulus. The understanding and relating should be complete and significant. The present as well as the future of a student of dull and immobile mind is a void. Something is better than nothing; a reaction even in wrong channels at the outset is preferable to none at all. The wrong attitude may gradually be corrected by the teacher in course of time. The greatest essential in education is independent original thinking.

The gift of knowledge as has been said is different from other gifts. The giver of other worldly goods sustains more or less loss, the receiver of them gains more or less so far as the goods are concerned. But the gift of knowledge is the earning of both the teacher and student. In it both gain simultaneously. This two-fold acquirement is possible by means of mutual give and take. The teacher is not merely the giver; the student, not merely the receiver. The realms of gift and acceptance are not in this connection exclusive. In the process of education the giver is also the receiver, the receiver, giver to some extent. It is not again quite true that in this process the student only im-

proves. In the mutual binding of the teacher and student, the lives of both develop through it. What the student was before he sat at the feet of his teacher, he cannot be after he has learnt. And in his development, in being the custodian of its organisation, the teacher enriches himself too. Just as education makes the inner reality of the educand shine in greater brilliance, raises it to a higher level, enlivens and energises it to greater fruitfulness, so does it inspire and enthuse the educator too. The spheres of both do not remain the same after education is imparted as before it. The student comes up to a level nearer to that of the teacher or equal to it or even may exceed it. Again, here is not a mere raising of spheres, but a synthesis of them too. It is not a mere conjunction of the two, but a larger nobler plane where the two are unified, a plane which is their support all the same.

Yama is the presiding Deity of the mortal world. Could he indicate the realm of immortality? How does he do so? Perhaps it is with the co-operation of Nachiketa. The king of mortals may know the reality of the immortal domain; for, without any acquaintance with the latter, no intimate knowledge can be formed of the former. But even if this acquaintance is granted, a deep rendering of it cannot be possible without the thought-co-operation of the fitting disciple. The disciple's ability and nobility do not only make the teacher's acquisition accessible, but impresses it with a higher value, invests it with a brighter halo.

Nachiketa gets what he seeks through his meditation,—deepened, made more penetrating through the aid of the teacher's wholesome guidance. Education is not comprised of single editions of unconnected personalities; it is the wholesale output of the combined efforts of the teacher and taught. The student is nearest to the teacher; their difference is not of kind or class, but of degree. One leads; the other follows. One is in the front; the other at the back. Distinction of species cannot

give rise to each other's attraction, and even if there is attraction, it cannot be revealing. Students and teachers lived in the same household in Ancient India not to effect a mere temporal or spatial proximity but to make them participate in the same ideals, identical objectives, to be comrades in the same struggles. An indescribable inexpressible union, *comradearie* exists among them all. In the joys and sorrows of the student the teacher finds his joys and sorrows. In the process of education the teacher concentrates all his attention not on himself, but on the student. What serene joy, what benign calm suffuses his whole being as he sees his student realising truth after truth, climbing up the rungs one by one of the ladder of progress and enlightenment. And on the other hand, what excruciating pain, what deep pathos wrings his heart when he witnesses his slips, failings, backslidings.

Mad with anger, Uddalaka attempts to push his son into the dark region of death. But from death by the dint of his genius Nachiketa raises himself into ampler life, the resurrection. Yama at first barely indicates to him the higher region of peace and perfection and wishes to be troubled no more. But no; there is no half-way halting to the profound enquirer. Nachiketa wants full particulars of it, how it can be permanently established. Yama is agitated; he looks for absolvment from this greatest responsibility of solving the last riddle, the inscrutable enigma. Modestly does he say he is not fit for the supreme task. But eventually the soulful determination, the single-pointed devotion of the questioner convinces him of his competency to be answered, and he sets himself readily to the task. Nachiketa asked and he was given; he knocked and the door was opened to him. And consequently, not only he gets the knowledge of the Absolute; Yama's knowledge of it is also purified.

Education is not an affair of business; it is a spiritual entity. It gets into our possession not worldly goods, but heavenly riches. And these riches are the most

precious heritage of humanity, of Divinity. It is the highest prerogative of man to inspire man with the sense of humanity, to guide the human race to greater and greater fulfilment. Yama offers to Nachiketa horses, elephants, chariots, beautiful damsels, wealth, everything the world prizes and hankers after. But he refuses to accept things of this sort. Yama knows that he would not accept them, that they are not fitting gifts of education. Still he tests the sterling worth of his studentship in this way. Nachiketa passes through the fiery ordeal unscathed. There is no abiding satisfaction on the part of a true educand in fulfilling trifling needs. The true teacher in the same way is not satisfied with the temporary alleviation of his student's sufferings. He furnishes him with the touch-stone, the alchemy to transmute the dross of his life into the 'gem of purest ray serene'.

Education is concerned with the world of Spirit, the world of deepest thought. These are non-material. The non-material soars above the material and yet is its life-blood. Thought reigns over the world of matter; spirit regulates the world of organisms; the Transcendent controls the immanent. Power of the first automatically gives us power over the second. Our present is ever encompassed by our future destiny. Too many events of the crowding ephemeral are simply a burden; encyclopaedic information, unapplied and unconnected is not of much worth. To weave them on the string of principles is of much more value. A thorough grasp of the eternal leaves no room for the lure of the transitory.

To assess the value of things and events, to put them into their proper positions, to view them from the proper perspective is the fundamental work of education. It does not seek to lower their value. It readily admits their usefulness in our hard actual life. And thus, teaching and learning of all arts, sciences, crafts, industries, technical skills and aptitudes, business and trade methods, technological and professional efficiencies is covered by its different sec-

tions. But parts, either individually or collectively, do not make the whole. The inexhaustible functions of education cannot end with an expert knowledge of these things only. They are a means; let us cultivate them by all means. But the end of mental purity, nobility of purpose, human advancement, well being of the whole cannot be ignored. The role of education is not complete without the ensurement of complete peace and happiness. The student claims to realise it; it is his birth-right. Nachiketa is such a claimant.

The acme, the ultimate inference of lives-long experiment is a thing of unequalled beauty, truth and goodness. It does not lie scattered on the ground, here and there, to be picked up at our sweet will and pleasure in moments of indolent ease. Very few find it; still fewer can give and take it. Among the givers is Yama: among the takers, Nachiketa. Teacher's competency, student's competency, competency of educational method,—these three streams flow and intermingle and make the broad

river of education. The first two surpass in importance, for in their presence, the process of education cannot but be beneficial. Blessed is the way of education, for he is blessed who gives it and he who receives. Heartening it is, for in it in giving there is taking, in distributing, accumulating. Sweet is its relation, for it persists through all the toils and troubles of life. In the glory of one of its related part, the other is glorified.

Alas, the teacher of Reality is so hard to find; the student of Reality is so often undexterous. And even if there is dexterity, Reality is so rarely known; our process of education is such a mechanical imitation. Still the pursuit of the ideal cannot be given up. From the dim haze of India's Golden Age of millenniums back shine Yama and Nachiketa, the beacon-lights of teaching and learning, and beckon to us towards the ideal. May we be distinctly conscious of it. May we pursue it with the utmost alacrity, strength and fortitude.

IN THE DARKNESS OF INDIAN EDUCATION—THE WAY OUT?

By Dr. GEORGE S. ARUNDALE

I HAVE been wondering for I do not know how many years whether the Governments in this country will ever awaken to the terrible condition into which the youth of India has been plunged as the result of the system of education under which generations of them have been emasculated to India's grievous condition today and to the disquietening prospects for tomorrow.

Of culture they have had none. Of incentive to patriotism they have had none. Of the opportunity to creat they have had next to none, to all intents and purposes none. Of religious education they have had next to none. Of training for the defence of their country they have had next to none,

again to all intents and purposes none. Of training for leadership they certainly have had none. On the contrary, such instruction as they have received directs them otherwise.

Indeed, I ought not to have called it a system of education. It is a system of instruction, of forcible feeding, and radically foreign at that. And it is not necessary to add that adult education, education during adolescence, is as conspicuous by its absence as all the other essential features of a real education I have already enumerated. Nor is it necessary to add that for the most part the education (instruction) is in a foreign tongue. I am very clear as to the importance of English in Indian education. But I am no less clear that English must be a second

dary language incumbent upon all to know, but not the principal medium of instruction.

EVILS OF THE EXISTING SYSTEM

This terrible tragedy is ominous for the future as it is soul-destroying for the present. Look at the youth of India today—irreverent, hate-infused and revolutionary. Is this to be wondered at? Are we to blame political factions for it? Yes, in a measure, perhaps. But the major portion of the blame must be laid at the door of a system of instruction which by its soullessness in all directions has either killed or dangerously perverted the Indian spirit.

And on these youth foundations, bereft of the strengthening and unifying influences of a truly Indian education, we have to try to build a free India, a great India, a world-respected India! What a colossal task, though we must not say insuperable.

Says Mr. Kenneth Lindsay, M. P., in a recent issue of the *London Spectator*: "In plain and literal language here is the Future England asking for its chance." And he also says that "the tragedy is that until recently there was almost no outlet for their (youth's) idealism or anything else. You cannot pick up the bruised life after ... years of neglect, and expect it to blossom as if nothing had happened... a great chance has come and it cannot be postponed into the category of post-war aims." And elsewhere he states "that young people want above all else to do things which are important, however difficult, so that they themselves count, so that they matter, so that they belong. Frustrated, they turn to gangs, they become miserable, they sunk."

How true it is that Future India is asking for its chance, and is not getting it. How true it is that for Indian youth there is still no outlet for their idealism or anything else. How true it is, and political leaders should note this fact, that you cannot pick up the bruised lives of the youth of India, and expect them to blossom as if nothing had happened. How true it is that the frustration of Indian youth—and

it is a disastrous and foreign frustration—causes to fructify in them the revolutionary spirit, makes them miserable, and produces a most un-Indian, a most anti-Indian, sulkiness which finds expression in strikes and in political emotionalism of a destructive virulence which approaches perilously near the whole Nazi outlook. There is a hatred abroad in Indian educational institutions among the young which wrings the hearts of those of us who have given the best of our lives to serve India and to help her to be free and revered among the nations of the world.

FOLLIES OF POLITICAL LEADERS

But there is, perhaps, something worse even than the evils of the existing system of instruction. It is the callous indifference of most political leaders to their responsibilities towards their younger fellow-citizens. They are continually stirring them to patriotism of a destructive kind, to abandoned and blind faith in some political movement, and welcome them in their thousands to meetings at which only fear of the consequences often stands as a bar to the advocacy of violence. Violent speech there already is. Violent denunciation there always is. And the sense of frustration already fostered by the system of instruction becomes fanned into the beginnings of individual flames which may at any time unite and burst into a frightful conflagration.

Mildly, Gandhiji advises students not to strike, but does nothing if they do. And however much he may from time to time advocate civic service—the only true safety-valve for the unhealthy and evil pressure for which the education departments and the politicians are jointly responsible—he follows the will-o-the-wisp of Satyagraha when he might build young India into a splendid and wonderful citizenship. The material available is beyond compare as I very well know from personal experience. But it has most shamefully been allowed to deteriorate to an almost unbelievable extent, and needs a man with the influence of Gandhiji to restore it to health.

Mr. Jinnah is obsessed by Pakistan—a beautiful name for a most anti-Indian scheme—and is not equipped to help the youth of India in any way. He is out for power rather than for purpose, for dictatorship rather than for democracy.

A FIELD FOR EXPERIMENT

And what is infinitely distressing is that this foreign system is constantly being fortified by the new additions in the shape of universities and other educational activities that are endowed by the wealthy or brought into existence with a flourish of trumpets by so-called enlightened rulers of Indian States. Thus the situation tends to grow worse rather than better, and with the worsening comes the inevitable tendency to push still further into the background the Cinderella department of national life.

There is for the moment only one way out of the cul-de-sac. It is for really enlightened men and women to study India's needs and to undertake educational experiments with a view to satisfying them. It is for really enlightened parents to give their children the opportunity of receiving education in these experimental institutions. It is for the really enlightened well-to-do to provide the means whereby the experiments may be undertaken, for while the Government ought to help these experimental feelers, it is very unlikely to do so, and the unwise plea of lack of funds is all the more plausible in these days of war.

It is obvious that these educational experiments must be serious experiments, and they must be undertaken by responsible men and women who have some measure of public confidence. They must be experiments which will greatly advantage the pupils and fit them for good citizenship whether or not they are avenues to employment in the public services, which it is improbable that they can be. These responsible men and women must fit their pupils to earn their living honourably though not lavishly, and in some measure at least for leadership and sacrifice.

FUNDAMENTAL PURPOSES

The experiments must be based first on a truly religious spirit, and second on a spirit of social service—every subject of the curriculum being subordinate to these two pillars of purpose.

In a recent manifesto the Archbishops of Canterbury, York and Wales have declared that there is "on every side profound ignorance of the Christian faith." It is this ignorance manifest in the votaries of every faith that has dethroned religion from its rightful place in the educational life of every nation. This ignorance, no less fatal to every other faith than to Christianity, is part of the cause of world wars, and is largely responsible for rendering education utterly ineffective in arousing in youth that spiritual awareness without which there can be no healthy, helpful or happy living.

Is it too much to say that in the world today there is little real religion, that the forms of every faith tend to count for far more than the life? It is less formal religion that education needs, and more, as I have already said, the religious spirit—the spirit of reverence, the spirit of brotherhood, the spirit of compassion, the spirit of the recognition of order and purpose throughout evolving life, and the spirit of eager co-operation with the Saints and Rishis, the Devas and Angels, who ceaselessly minister to our needs. Forms and ceremonies matter less, however, valuable some of us may know them to be; and they are less for the national educational system and more for that home education upon which the national system must be based if there is to be a universal system of education linking the individual citizen through all his expanding associations to the state itself and perchance beyond.

THE RELIGIOUS SPIRIT

And the religious spirit, while rejoicing in expression as a religion for the benefit of particular individuals and while so honoured as part and parcel of the educational system, must ever declare its universal nature, but

Experimental Basic Schools of Bihar Govt.

Report for 1940-41 of the Board of Inspectors

The Report for 1940-41 of the Board of Inspectors appointed on behalf of the Basic Education Board, Bihar, for the Experimental Basic Schools round Brindaban in the Bettiah Thana of the district of Champaran is just published.

The members of the Board of Inspectors visited the compact area in Bettiah Thana of Champaran district where experiments in Basic education are being conducted on behalf of the Government of Bihar and inspected the schools on the 5th, 6th, 7th, 8th and 9th May, 1941.

In all 13 members of the Board took part in the inspection, namely, Srimati Ashadevi, Mr. A. A. Kazimi, Rev. Father M. D. Moran, Sjt. E. W. Aryanayakam, Mr. Ramachandra Prasad, Prof. Thakur Prasad, Prof. M. Sadique, Sjt. Lakshmi Narayan, Sjt. Ramdev Thakur, Mr. Ram Charitra Prasad, Sjt. Badrinath Verma, Rai Sahib Pandit Ram Saran Upadhyay and Mr. Bakshi Agam Prasad Sinha.

All the 27 schools in the area were visited this year by one or other batch of the inspectors and the work done there examined for a shorter or longer period as agreed upon previously.

METHOD OF INSPECTION

The method of Inspection was generally on the lines followed last year. The Inspectors examined the records admission, and attendance, of craft work and its various processes, the teachers' note books and plan of work, the supervisors' inspection notes and reports, the children's note-books, their hand-writing and drawings. They examined also the yarn spun by the pupils and the slivers made by them. To check the correctness of the standard of attainment in craft work as disclosed by the records, the pupils were asked to spin and to card and their proficiency in reading and writing was tested by asking them to read both from printed books and manuscripts, the latter their own writings. They were also asked to write on the black

Continued from preceding page.

there be a fratricide of faiths rather than a Fellowship of Faiths.

It is, of course, the same with the national spirit, which must never forget the Fatherhood of Universal Brotherhood as it is given its due place in the educational system. Ever is there danger of nationalism giving rise to a fratricide of Nations when there should be a World Fellowship of Nations.

One could almost indefinitely enumerate the evils into which the existing system of instruction has plunged India's unfortunate youth. It is more difficult to suggest ways for the cure of the dire disease which is afflicting them. It must suffice to say, as I have already suggested that this cure lies in experimental education here and there, dotted about all over India and undertaken by practical educational idealists, fostered

by Government and by truly patriotic and farsighted parents. Gandhiji's basic system of education, with all its weaknesses, may well be, as it has been, the subject of experimental work, as our Theosophical education is also experimental.

But the crux of the situation lies in the supreme truth that education is for the unfoldment of the creative spirit in humanity. This is the fundamental purpose of education in every aspect and part of it. This is the objective of education in every subject of the curriculum. This is the true inquiry of all examinations. This is the purpose of all educational exercises—be they physical, emotional, mental, intuitional, or of any other kind.

In man God planted His own Creative Spirit, that man shall become God. The Spirit of Creation is the spirit of Divinity.

— From *Conscience*, 11, Sept., 41.

board and their slates, and to read things written on the black board by others. Their knowledge of arithmetic was tested by asking them to find out the quantity of yarn spun by the class, the difference between the yarn spun by one and that by another student, the count of the yarn spun,—these involving the use of the four simple rules of arithmetic. The children's power of self-expression was tested by putting to them questions requiring answers in complete and coherent sentences. An attempt was also made to find out whether their sense of curiosity or their spirit of enquiry had been roused by asking them to put questions to the Inspectors about any matter they liked and about any subject in regard to which they wanted to have information.

DEMONSTRATION OF PHYSICAL FEATS

The demonstrations enabled the Inspectors to form some idea of the power of self expression developed by the pupils, the physical training received by them, the spirit of co operative work, self-discipline, mental alertness, etc., etc. The children's behaviour, how they conducted themselves generally in and out of the class, their deportment etc. were, of course, under constant observation. Their personal cleanliness was carefully marked. The tidiness of the school buildings and their surroundings including the orderly disposition of the articles and various equipments in the school were also noted. The teachers' personal records of spinning as well as their practice of the second script were carefully examined. At some places teachers were asked to go on with their work as usual and the Inspectors watched them doing so. In this way the work of both the teachers and the pupils as also of the supervisors was examined in greater or less detail and attempt was made to assess the value of their achievements, and to compare the same with the requirements of the standard laid down in the syllabus. Particular attention was paid to finding out the effect that this new system of education was producing upon the children's mind and character, how far their physical, mental and moral faculties were developing, in short to finding out how far their personality was developing—both as individuals and as component units of a society.

IMPRESSIONS FORMED

(a) *Schools*:— The schools had on the whole a neat and tidy appearance, the gardens which were the handiwork of the teachers and

the students working together contributing a good deal of their fine appearance. The new type of class rooms now being provided is a great improvement upon the old and is also much more durable. If possible, the old class rooms should be remodelled and assimilated to the new type. The room used for carding however, needs further improvement in the shape of provision of windows which could be entirely closed, when necessary, to prevent the gust of wind from interfering with the work of the carders. This can be done by substituting the "tatti" windows by windows with wooden frames. The object would be served without difficulty if one of the new rooms to be constructed is specially designed to meet the needs of carding.

The arrangement of various articles inside the rooms was fairly good in a large number of schools but instances were not wanting of slovenliness and want of care. In one or two places all kinds of things were more or less, bundled together and there was no order or system. Nor were the rooms themselves as neat and clean as they should have been. Individual teachers were certainly responsible for this. The supervisors as also the headmasters of the schools have, therefore, to impress upon the teachers the need of greater attention being paid to the proper maintenance of the class rooms and the orderly arrangement of things.

(b) *Teachers*:— With a few exceptions the teachers have, on the whole, been acquitting themselves well and the arrival of the new batch of teachers in July last with a longer period of training seems to have helped to improve the general efficiency of most of the schools. We were agreeably surprised to find that some of the schools which were distinctly below the average last year have improved out of recognition. The cases of Auraiya, Bhagerwa-Ratanmala and Lohiariya are instances in point. Unfortunately one or two schools have also deteriorated. To this category belongs the school at Jadabchakra. It seems some of the new teachers sent out in January last have not been contributing their due share and as a rule the deterioration is due to the inefficiency of these teachers and, possibly, also to the shirking of work on their part, evidence of which was forthcoming both from the headmasters of the institutions concerned as well as from the supervisors who have been giving both oral and written warnings to the teachers concerned. In

the interest of efficiency and success of the experiment such teachers should be eliminated at an early date.

On the whole, however, the school work was found to have improved since the last visit of the Inspectors in May, 1940. The insistence on regular spinning by the teachers—recommended by the last Board of Inspectors has done much to improve craft efficiency of the teachers. The direct contact established between the teachers in the Basic Schools and the experts in the Training School at Patna who paid occasional visits to the compact area and studied the difficulties of the former and gave suitable directions to them has also contributed much to the increased efficiency of these teachers. The recommendation of the last Board of Inspectors in this behalf has been fully justified by results and we do recommend that the practice be kept up, if possible further expanded. The further training of one of the Supervisors in craft work as also his training in the methods of supervision and maintenance of records is also having its own effect although the Supervisor concerned returned to his duty after the re-training only in January last. The teachers' own experience has also been a contributing factor to the improvement. But pleasing as this improvement is, there is room for much more and the teachers must realise that they cannot afford either to relax their efforts or slacken their interest and that constant endeavour to understand the implications of the scheme, unremitting attention to the principles involved in it as also to the requirements of the syllabus and cheerful devotion to their duty are needed to get the best out of experiment. This realisation has not come in full measure in the case of all the teachers and instances were not wanting of particular teachers not being able to say the standard they were working to or the average attainment in a particular subject, say craft work, of the class they had been in charge of during the preceding twelve months without reference to the record which, however, could not be easily traced. That shows carelessness and inattention as also—ignorance of even the syllabus which every teacher ought to be familiar with in minutest details. These teachers require to be pulled up but we refer to this as well as other matters noted above only to stress the need of greater vigilance on the part of the supervisors so that negligence or delinquency on the part of individual teachers is not allowed to mar the good

work done by the schools generally and the attention of the entire body of teachers as a whole is constantly turned on what they are required to do and what they are to avoid. We would suggest in this connection that the supervisors should arrange periodic meetings, say, once a quarter of all the teachers in the Basic schools to exchange ideas, to discuss common problems, to consider and find a solution for difficulties experienced by any of them and generally to pool their experience for the success of the experiment in the entire compact area as a whole.

(c) *Supervisors*:—The Supervisors have now gained experience and have been contributing their share to the success of the experiment a good deal more than they did last year. Their direct share in teaching work in the school selected to be developed as model schools in accordance with the recommendation made by the Board of Inspectors last year has helped to give them a fuller grasp of the principles of Basic education and more intimate acquaintance with the difficulties of the teachers. This has increased their efficiency. Besides, the further training received by one of them—Mr. Serajul Hoda—in craft work as also in methods of supervision of maintaining, checking and assessing of records will help him to give even better guidance to the teachers. Mr. Yogendra Narayan Verma, the other Supervisor, should receive similar training as recommended by the Board of Inspectors last year. When both the Supervisors will have received their training in supervision work, it is hoped, the efficiency of the schools will increase further. We would, however, impress upon the Supervisors that they have still to give attention to the minutest details of the teachers' work since as already remarked, some of the teachers have not been as mindful of their work as they should have been and have neglected even to maintain the tidiness of the class room.

(d) *Organiser*:—The Organiser, Babu Shukdeo Narayan is apparently over-burdened with construction work. To collect materials to arrange for their proper storing and distribution and to look after building operations at 2 different centres and keeping proper account both of money and materials entails a lot of hard work and constant attention with the result that little spare time is available for other or more important duties—namely looking after the general administration of the schools, studying and making provision for their requirements

of various kinds,—e. g., cotton and other equipments and, what is most important, trying to secure the good-will of the local public and the latter's co-operation in the school activities. There was evidence that on account of his preoccupation with building work, Babu Shukdeo Narayan was unable to devote full attention to his educationally more important duties. For example, he could not devote the necessary time to the maintenance of the central store as a model for the schools which apart from other considerations, is necessary even from an educational point of view. As one class room is to be added every year, the Organiser will necessarily have to give a considerable portion of his time even in future to multifarious activities connected with construction. The distraction from his main function would thus continue. We would, therefore, suggest that so long as construction work continues the Organiser should be given the help of some assistant to write accounts of money and materials, to carry on correspondence with suppliers of materials, to see to the distribution of materials etc. so that he may have more spare time to devote to his other very important duties. We feel the small extra cost will be more than made up by the gain accruing in the shape of greater public support and co-operation and better administration and organisation of the schools and the central store.

NETT RESULT OF THE YEAR'S WORKING

(a) *General*:—On a review of the working of the schools during the year we feel that although there are defects still present and considerable improvement is needed in various directions, the experiment is, on the whole, proceeding on right lines. It is also giving encouraging results. The standard of achievement both by the teachers and the pupils noticed last year has been well maintained and, in a fair number of cases, improved upon. The proficiency in craft work has improved considerably and correlation of other subjects is also being done better. With regard to the latter there is need of caution lest more may be attempted than what is obvious and natural. The greater danger, however, is that all the three centres of education emphasised in the scheme—namely, craft activity and physical and social environments may not be fully exploited for the purpose of educating the child. Of this there was palpable evidence, for although the children had

become fairly acquainted with their natural surroundings, not much seems to have been attempted by way of stimulating their interest in their study and through enquiry and otherwise to make necessary and useful knowledge available to them.

Attendance continues to be a weak point in the experiment and so far as this year's records indicate there is not much ground for satisfaction as regards the percentage of attendance in the 1st grade. Children still continue to be very irregular in many places bringing down the average attendance of the entire area to less than 50%, being 132 days out of a total working period of 269 days. It appears the scheme of having local committees of enthusiastic persons interested in the cause of education recommended by the Board of Inspectors last year has not yet been put into operation on the scale necessary. The reason for this is obvious, as noticed already. The Organiser has not been able to give much time to the work on account of his pre-occupation with construction work.

It is, however, noteworthy that while the 1st grade could show such a low percentage of attendance, the second grade had a far different story to tell. For this grade the average percentage of attendance was 70%, being 172 days out of an average working period 243 days. This is encouraging as it shows that the effect of the children's stay in the school for a year has been to make them more regular. Perhaps they have also realised the value of education and have begun to find more pleasure in their school work than they did during the first year of their school life. If that be the explanation of the comparatively higher attendance in the second grade—and we are able to find no other—it will have to be admitted that one of the claims of the system of the Basic Education, namely, that it will make school work more pleasant and interesting to the children, is being justified, though as yet only partially. One should not, however, build much on it. The fact remains that attention has to be paid to improving attendance and we would suggest that serious attempts should be made to secure the co-operation of the local public, in solving the problem of low attendance.

We were glad to find that the suggestion of the last Board of Inspectors regarding the provision of a play corner in each of the schools has been already carried out to a great extent and ladder and slides, swing, seesaw and merry-

go-round have been provided. The presence of this corner is already proving to be a source of attraction to the children in the locality and we were told that a large number of children who were not enrolled in the schools were now spending a fair amount of their time in the school compound playing with the other children. We ourselves saw many such children utilising the play corner. It is hoped that attraction to the play corner may ultimately result in attracting the children to the class room, thus helping both admission and better attendance.

The specific problem of teaching two groups at a time to which reference was made in the Inspectors' report of last year, was sought to be solved by starting an experiment in teaching two groups of children—one comparatively advanced and the other backward—in one of the schools—namely, the one at Rai Dhurba. We made it a point to study how it was being carried on and we have pleasure in recording that the teacher concerned was doing this double teaching with a fair amount of success. The experiment might be introduced in other schools also where there were resourceful teachers like the one at Rai Dhurba. We did not notice much difficulty being felt in teaching children in the same class through the medium of the two scripts of Hindustani—Hindi and Urdu—simultaneously. In Rai Dhurba and Shaikh Dhurba the children are almost equally divided between the two scripts and we found that the progress made by both sets was of the same standard. In some schools the children have been able, without any specific effort at teaching on the part of the teacher, to pick up the figures as written in both scripts and they are able to read and do figure work even if only one of the scripts is used. It is hoped that with the progress of the teachers in the knowledge of the second language script, on which definite insistence is made, whatever difficulties there are at present to teach through the two scripts together will be vanished or at least, reduced to the minimum. But the Supervisors will do well to keep a watch and see to it that the teachers do regularly some work in the second script and do it with care, as instances were found in which starting with good handwriting the children had, in the course of their practice of writing, come to writing something which was hardly decipherable. That was certainly due to want of due attention on the part of the teachers concerned to the writing of the second script.

(b) *Pupils*:— In an educational scheme proper assessment of the value of the work done can, however, only be by a reference to its effect upon the pupils—whether they were making progress along approved and desired lines in the acquisition of useful knowledge, whether they were being fitted mentally, morally and physically to play their due part in individual and social life by acquiring those habits of body and mind, developing those traits of character, cultivating those feelings and emotions and generally catching that spirit which were essential for healthy and useful existence as an individual and as a member of society. The scheme of Basic education aims at producing the desired effect of education on the children by means of craft activity and the exploitation of the social and physical environment of the children. We had, therefore, not only to examine whether the required habits of body and mind and the proper spirit were being acquired by the children but also to find out how far the same could be attributed to the use of the media to which Basic education attached importance. Our impressions are briefly noted as below:—

(1) The first result of a course of Basic education ought to be skill and efficiency in the handling of the craft. These have been attained by the children in a fair measure. As already noted there has been marked improvement in this respect over last year and although there are defects still, the children are learning to follow the various processes involved intelligently.

(2) The second result should be the development of a sense of discipline through work as opposed to discipline super-imposed. In this respect too one could distinctly feel that the children had achieved some degree of self-discipline. We had occasion to observe them not only in the class room but also in the play field and in meetings and gatherings and their general behaviour as well as the complete absence of any noise or scramble for places, jostling and pushing which are not unusually witnessed in gatherings of children gave undoubted proof of the children in the Basic schools acquiring a sense of discipline, although there is much scope yet for its further development. We may, however, remark here that the tendency there still is in some teachers to impose discipline from above and some of us found instances of bullying by the teachers. This must be checked and the children allowed to have more freedom so that whatever discipline

there is may be the result of their own consciousness of its need and a natural growth from concentration of mind and devotion to work which systematic craft work and close observation and study of the physical environment should increasingly foster.

(3) The third result should be development of intelligence. This has been achieved to an appreciable extent. Considering the general backwardness of the area not merely in education but also in mental development the result obtained in this regard is really very encouraging. We had several instances of children who formerly suffered from weakness of intellect and took much time to understand a thing but who now understood questions put to them quickly and answered them fairly intelligently.

(4) The fourth result should be formation of alert and active habits. This has been achieved in a considerable degree. The part of Champaran where the experiment is being carried out is proverbial for the lethargic habits and listlessness of its people. There were distinct signs, however, of the children in the Basic school outgrowing this lethargy and listlessness and becoming active and energetic, physically as well as mentally.

(5) The fifth result should be the development of habits of systematic and thorough work. The progress in this respect has not yet been up to the required standard. Much remains yet to be learnt.

(6) The sixth result should be that children should learn to take interest and find pleasure in good work for its own sake. Although a number of children of the second grade in one or two schools—for instance, in Sirisia Adda and Ghogha Patbandi have become so interested in the craft work that they spin even out of school hour and some of them have already got some of their cloth requirements supplied by their own spinning, in the case of the generality of the children pleasurable interest in good work for its own sake has not yet been created to any appreciable extent.

(7) The seventh result should be stimulation of curiosity, development of the spirit of enquiry and of power of observation. There has not been much of progress in this respect. We asked children in some schools to put questions to us or their teachers about anything they wanted to know or understand. They did not,

however, respond us quickly or as well as they should have. The questions too which they actually put did not betray much of curiosity or the enquiring mind. Evidently, the teachers have not yet been able to get over the habit of putting questions themselves instead of encouraging the children to put questions to them and otherwise so to stimulate children's interest as to make them more and more inquisitive. It cannot be too strongly emphasised that curiosity in children must have full play and that their spirit of enquiry and their power of observation must be fostered in all ways possible.

(8) The eighth result should be awareness with the children's social and natural environment. With the social environment the children's familiarity has been steadily on the increase and they now intelligently follow what happens round them. The same, however cannot be said about their acquaintance with their physical environment. This is yet very limited and needs to be considerably widened.

(9) The ninth result should be the growth of a spirit of co-operation and service. We think the progress in this direction has been fair and quite noticeable. The children do co-operate with one another and with the teachers both in the class room and outside and otherwise so conduct themselves as to suggest that they have begun to realise the value of co-operative endeavour and the need of serving one another.

(10) Personal cleanliness and a general sense of tidiness are other results that should follow from a systematic course of Basic Education. The children in the Basic schools were certainly cleaner than the children in the other schools. It seemed to us, however, that there was still scope for improvement in this direction. More attention should, therefore, be given to it. Some boys, we found, had come to school without washing their mouth. Whether it was due to their anxiety to come to the school earlier because of our expected visit to their schools we cannot say. But whatever the reason, it is imperative that children should learn to wash their mouth and otherwise clean their person as soon as they get up in the morning and they must learn to bathe and to wash their clothes daily. Tube-wells have been provided in the schools with a view particularly to encouraging habits of cleanliness among the children and full use should be made of these wells to develop in

them the habit of personal cleanliness as also to induce in them a sense of general cleanliness so that in time they may contribute their share to the cleaning of their village and its surroundings and in maintaining that cleanliness. The system of daily washing drill at the tube wells observed in some schools should be introduced in all schools. We were pleased to find that the schools observed a labour week during which they went about removing rubbish and putting it in pits, cutting passages near the village wells for the draining of water and doing other odd jobs to clean their village. An account of the work so done by the children was also found recorded in their notebooks written by themselves. Such cleaning of the village should be more frequent although a whole week may not be devoted to it every time. A few hours given to the work occasionally will help to develop ideas of general cleanliness in them and, what is more important, teach them how to translate these ideas into actual practice.

(11) Development of a sense of orderliness should also be a by-product of Basic education. How far this result has been achieved was tested by one of us. In two schools the articles kept in the store-room was disarranged and some children were taken to the place and asked if there was anything wrong there. We are glad to say that the children did detect and arranged the things properly. On the other hand, in some schools we found things kept haphazardly in some classes. How far this was due to the fault of the children or of the teachers in charge we cannot say but we later found that the defective arrangements in two schools at least were in the classes of teachers who were still under observation and whose fitness certificate depended upon an examination of their work by the Board of Inspectors. These teachers' work was found to be defective in other ways also and their case has been brought to the notice of the Secretary of the Basic Educa-

tion Board. The sense of orderliness is a slow growth and has to be strengthened by regular exercise of it. Supervisors and teachers would do well to give children every opportunity to have this exercise.

(12) Self expression should be an important development from education. The children of the Basic Schools have made marked progress in this respect and are decidedly superior to children in ordinary schools who have received the same period of schooling. They have shed their shyness and the timidity natural to people in their locality, speak boldly and can express their ideas fairly coherently. We were greatly impressed by their skill in dramatic representation, a special demonstration of which was arranged at one of the schools—Jokaha—in which children of several schools took part. Some of the children seemed to possess special talents for dramatization, which should receive encouragement. The average children also acquitted themselves quite well for their age and training. It may possibly be a great aid in the proper development of the children's natural dramatic talent if the pupil teachers in the Training school as well as the present teachers in the compact area are provided with outlines of dramas on suitable topics and the teachers and the supervisors finish them and add local colour to them.

(13) And, finally, the total effect of Basic education, as envisaged by the framers of the scheme, should be the development of the whole personality of the child. It is too early to pronounce a definite opinion in the matter but we feel that the results so far achieved in various directions mark a notable advance towards that goal. The children have been having an all round development and if the rate of progress is maintained—there is room even for a large acceleration—the aim may be realised in a very considerable measure.

(To be continued in the next number)

WHO IS A TRUE TEACHER?

It is the teacher's character that is far more important than the training he has had in his normal school. A true teacher is one who has been a teacher in his past lives, and therefore knows by personal sacrifice that to teach children is one of the noblest ways of co-operation with the Will of God. The teacher has always been the priest of religion also, and therefore a person always to be revered.

The teacher must live with the children, and living with the children means playing with them also.

— C. Jinarajadasa.

NOTICE

Articles for publication, and books for Review should be sent to the Editor, P. O. Maharanipet, Vizagapatam.

Business communications should be addressed to the Manager, Masulipatam.



EDUCATIONAL INDIA

Masulipatam, Oct., 1941

Educational Reform in Travancore

THE existence of numerous autonomous States in India affords opportunities for all sorts of experiments in the different spheres of national life. One characteristic of the modern world has been the significance attached to mass education. This is found to be a feature in all countries whatever their form of government. Dictators have taken to it as enthusiastically as democracies. It is therefore not surprising if in the Indian States also administrative authorities have been devoting a good deal of attention to educational work. Travancore has for a long time been occupying a leading place among the more progressive states of the country and much of her prominence is due to the large percentage of educated population that she possess. In recent years however, during the regime of her present Diwan, Sir C. P. Ramaswami Iyar, several changes have been introduced into the educational system of the

state and it is highly refreshing to learn from him the nature and spirit of these changes. During his recent visit to Madras he gave in a series of lectures an exposition of what he considered to be the serious defects of the contemporary systems and methods of education and the principles that influenced him and his colleagues in the educational reconstruction of the Travancore State. It is only in rare cases that authors of schemes of reform comment on their own work. And when such a commentary is given—as has been done by Sir C. P.—it gains very much in value.

ONE thing that strikes about the work of Sir C. P. is his realisation of the importance of a sound and healthy physique. He is very much troubled by the contrast between boys and girls when they enter schools and when they finally leave them. According to him they enter the portals of educational institutions so joyfully, so hopefully, so determinedly and so heroically, but they emerge from them worn out, tired, desperate and despondent. Bright and intelligent girls of twenty become transformed into matrons of forty. "The average Indian boy or girl, after an academic career, is not able to face life's struggles with that stamina and that endurance and resistance, which are called for in the terrible conflicts of today and which are indispensable and inevitable tomorrow." This is a dismal picture that he has drawn but one has to confess that it contains little exaggeration and much truth. The proverb that something is better than nothing has no applicability in sphere of education as it is practised today. It has come to be in many

cases a curse rather than a blessing. Illiteracy and ignorance are preferable to schooling and education which produces the results referred to by this experienced administrator.

THE key note to his work as an educational reformer is his attempt to restore what he calls "the joy of life" to the youth of the country—to make life at school interesting and cheerful and enable the future citizens to enter the world with strong bodies, alert minds, skilled hands and a cheerful outlook. It is to have education animated by such a spirit that he has been engaged in introducing into the schools and colleges of the state certain reforms to which he invited the attention of the public in his speeches. A reference may be made in this connection to the significance attached by him to fine arts like music and dancing and the practice of *Yoga Asanas*, archery and other skills and to the Labour Corps movement. It may be that he is not the first to recognise the value of fine arts in a system of education. But his attempt to universalise instruction in them in all schools is a most laudable attempt. His recognition also that while western games like cricket and foot-ball have their own value, eastern methods of physical exercise are more suited to our conditions and methods of life is of utmost importance in the long controversy going on in regard to the relative merits and defects of western versus eastern methods of physical education. The Labour Corps attached to the University consisting of four hundred students using the spade and turning the sod instead of sitting idly in the Parks is an

institution which has infinite possibilities of usefulness. Above all is the introduction of a vocational bias into elementary and secondary schools. It is gratifying to find a practical administrator eulogising the ideals of Mahatma Gandhi in regard to craft-centred education. This gives a hope that in certain areas of the country there are men placed in positions of responsibility who are prepared to modify the bookish nature of present-day education and do something substantial to improve skill and dexterity of various sorts.

WOMEN'S education is of as much necessity as men's education and perhaps from certain points of view it is of even greater necessity. This is all the more the case in a state like Travancore where women are the real managers of property and families. The rulers of Travancore have always recognised them and Sir C. P. is only continuing the traditions of the State by paying special attention to the requirements of women. Even in their case physical education deserves special emphasis; and much is being done for this purpose through the revival of village games and systems of dancing.

ONE of the creations of Sir C. P. is the University of Travancore. There is a school of thought in the country which considers the multiplication of Universities as undesirable. There is some ground for the misgivings entertained by the members of this school so long as the newer Universities are merely imitations and bad copies of the older ones. But a University that is worked in the spirit in which the Univer-

sity of Travancore is expected to work is of a quite different character. There are many problems specially affecting the economic life of the State which can only be solved by the efforts of able scientists and economists devoting all their time to research. Governments, however well-intentioned they happen to be, require the help of experts with sound knowledge for promoting the welfare of their citizens. And it is the ambition of the Government of Travancore to get through the University help of this sort. And so long as this aspect of university work is not lost of there is every justification for maintaining it on a generous scale.

THESE are some of the aspects of educational reform that is now being accomplished in this premier Indian state and the public will watch with eager expectation the fruits of the reform.

The Study of Sanskrit

ONE of the dismal features of Indian education today is the gradual neglect of the study of Sanskrit by the educated section of the community. It may be argued by some that even in old days the number of people that studied Sanskrit was small and that the masses of people were ignorant of it and that things are no worse today. But this is not a true picture of the situation. In old days even though a few studied Sanskrit it was to that few that the people looked for guidance and leadership and the ideas embodied in Sanskrit Literature exercised a deep influence on the conduct of the people. But today leadership

has passed into the hands of those to whom Sanskrit is becoming more and more alien. The result is that the general outlook on life held by the masses is coming more and more to be the outlook natural to those who, in utter ignorance of ancient Indian literature and thought, are dominated by modern Science and materialism.

CONDITIONS in Europe are entirely different from what they are in India. In the public schools and the Universities of that continent an important place is given to the study of the classical languages like Greek and Latin. Every graduate of a European University is familiar with the best workers in these languages and if he admires modern civilisation and culture he does so after weighing ancient ideas against modern ideas. In most of the intellectual leaders of the West we find the deep and abiding influence of Greek thought. But what are we to say about graduates of Indian Universities? A large section of them know very little of Sanskrit and it is not by making a comparative study of the old and the new that they lean towards the new but because of their complete ignorance of the old. This breeds a spirit of narrowness and blind fanaticism in them for which there is really no corrective as things are at present.

THERE is also another point that requires consideration in this context. Our connection and relationship with Sanskrit culture is more direct and continuous than the connection of modern Europe with ancient Greece. We cannot understand the spirit of our national life, our social and religious systems, and the

nature of our traditional beliefs unless we have a first hand acquaintance with Sanskrit books. Much of the confusion and anarchy that now surrounds us and is bringing about the disruption of life in the country is due to a lack of appreciation of the spirit underlying our national history.

It should also be noted that while modern science has given us new tools of civilisation it is sadly defective in providing us with a new culture. The message of Buddha, of the Gita and the Upanishads is a message which has a universal and eternal value in bringing happiness and consolation to millions of people. And neglect of the study of Sanskrit will, if persisted, result in our becoming ignorant of such pathways to happy life.

It is considerations like these that give special significance to the work of institutions like the Mysore Sanskrit Academy which has been recently inaugurated by Sir S. Varadachariar, judge of the Federal Court. It is an institution whose primary function is—in the words of Diwan Madhava Rao—to search out, clarify and disseminate as widely as possible the inherited and acquired knowledge looked up in one of the most ancient languages known to the world. Such a purpose can be best served if the Academy is able to produce and maintain Pandits who are not merely satisfied with passing examinations like the Vidwans and Siromanis of the present day but who possess that profundity of learning which characterised Sanskrit Scholars till recently. The Academy should also try to spread some learning among the edu-

cated classes and through them it should influence the thought of the masses. There is so much of living value in the thought of the past that every thing possible should be done to preserve it and make it an influence in our daily lives.

War-time Expenditure on Education

THE observations made by the Honourable Sir Maurice Gwyer on the subject of educational expenditure during war-time in his Convocation Address to the University of Bombay deserve to be carefully borne in mind by the various Governments in the country. There is a general feeling that economy should be strictly practised at a time when all resources are required for expenditure on war and war equipment. No one will seriously quarrel with such a position but there are certain departments of national life where retrenchment will be harmful in the long run; and one such department is education. The purpose of war is to leave a better world for the coming generations of people to inhabit. But whether that world will be better or not depends as much on the quality and character of the next generation as on their environment. Those who are boys and girls today will be the citizens that will have to adjust themselves to the world created by war; and unless everything is done to shape their ideals and their character in such a manner that will be in a position to live in harmony with the world around them, the war will have been fought in vain. The only right conclusion

The 17th All-India Educational Conference

Prof. Amarnath Jah's Address

[The 17th All-India Educational Conference was held at Srinagar from the 26th Sept., 1941, under the presidency of Prof. Amarnath Jha, Vice-Chancellor, Allahabad University. The following are some extracts from his address.]

If man is to survive and regain his grandeur as the highest of created beings, the teacher must remould society, and fashion life anew, and restore a proper sense of ultimate values. A change must come over the spirit of man's dreams. "The intellectual all-in-all" has brought us to the present testing time when the divinity of brute force is worshipped far and wide. Education must be planned afresh so that nothing may prevent the fruition of the dream that is scorned to-day. In a changing world education must hold fast to certain ideals and the educator must be quite clear about his goal. He cannot afford to drift. He must plan so that the world regains its equilibrium.

In this country little attention is paid to Infant and Nursery Schools, though it is here that the foundations of education can be well and truly laid.

PROMOTION OF ART AND LITERACY

Another aspect of education which has been neglected in this country and the importance of which must be recognised is that connected with the teaching of art. Art education may comprise art schools, art as a part of general education, and the training of teachers of art. Some may attend art schools for pure culture; others because it may help them in their industrial and commercial occupations; yet others in order to earn a living in which artistic abilities are required. Music, song, painting, sculpture, aesthetic dancing, and monumental architecture should be encouraged in all our institutions, even apart from their utilitarian value, as adjuncts or conditionings of objects,

in the interests of all if opportunity is now taken to retrench where retrenchment is desirable and utilise money to the greatest advantage.

that emerges from all this is that one should be very cautious in suggesting retrenchment in the field of education. Expenditure on it should be looked more or less from the same stand point as expenditure on war itself. As the Chief Justice of India put it, "When half the world is fighting for its life and all that it cherishes and values, it would be strange indeed if those who are to inherit and enjoy what this generation is willing to lay down its life to preserve were to find that after all their inheritance was barren. What have we profited the world or ourselves, if the generation which comes after us were to grow up neither knowing nor caring for those things which we have held dearer than life itself?.....But all this may be endangered, if we economise on education now. Nay, more; it is in true education, as I see it, that our greatest hope for the future rests."

BUT this does not mean that there is no room for economy or that expenditure should continue to be incurred for the same objects as has been the case in the past. At a time when there is a scarcity of available funds there is nothing wrong if every educational institution sets about investigating as to where or in what directions its expenditure has been wasteful or extravagant and tries to produce the maximum advantage with the minimum of really necessary resources. For, no institution can say that its financial arrangements have all along been quite ideal and that there is no room for modification. There is a good deal of unnecessary reduplication in many places. There is also room for introducing cheaper methods and means. And it will be

serving other utilities. There should be art schools working in close collaboration with Industry. I advocate the opening of schools of Arts and Crafts and Art Galleries and Museums because of the importance of art in any satisfactory scheme of education. Artistic talent can be put to use in providing grace and beauty to craft-work, in textile designs, in wood-carving and pottery, in typography and cabinet-making, in glass-engraving and theatrical costumes, in light metal-work and book-binding, and almost in every sphere of the life of the individual and society.

ADULT EDUCATION

In spite of some efforts here and there, adult education is still not attempted in India on any considerable scale. The percentage of literacy is still very low, and naturally our first endeavour should be to raise it. But that is not to say that the Universities and Local Boards should postpone to a distant future all attempts to work in the domain of adult education. The training of teachers for adults is a task which can best be performed by the Universities: they need to have a knowledge of adult psychology, they will have to deal with persons who in some respects are experts and specialists. Adult education should aim at continuing education throughout life for all types of adult individuals, for the University graduate as well as for the peasant, as much for the landlord and the mill-owner as for the factory labourer, as much for the legislator as for the office clerk. Education in maturity is of value to all: it recreates and provides new standards of value. This throws open a limitless field; hitherto the Adult Education movement had embraced only the illiterate or the half educated. But if it includes—as it should—even those who have in their youth received advanced education, how vast does the problem become and how heavy the responsibility of those in charge of the movement!

RELIGIOUS AND SECTARIAN EDUCATION

Modern Education is Godless; it is entirely secular; it ignores the inner man. In greater or less measure, it builds the body, it trains the intellect, it enables one to win one's daily bread. But it keeps society, science, and religion in separate and water-tight compartments, leaving the last to take care of itself. We have been educated and are educating in a very narrow groove. In most institutions religion has no

place. There are, of course, historical reasons for it in India. But religion appeals to something bound up with our life. It teaches us to aspire to a certain level of moral excellence; it points to a certain level of conduct below which we dread to fall. In our action and in our thought it influences us and elevates us. It provides us with a safe and unchanging background; we are not cast adrift; we have a haven of rest, when all else fails. How shall we train our youths so that they may grow to be God-fearing and God-loving? All religions are attempts to state and explain the problems of life, of the universe and of the real nature of man; they are all based on certain fundamental truths.

DENOMINATION SCHOOLS SHOULD CEASE

But while I advocate religious education, may I venture to say that denominational schools and colleges are an anachronism? They have had their day and should cease to be. They recognise, if they do not actively promote, religious differences. They impart to the young mind ideas of separatism rather than of solidarity. They teach the impressionable youths to look upon themselves as units distinct from the rest. I do not object to the existence of Sanskrit Patshalas and Arabic Madarsas that impart education along traditional religious lines. But sectarianism in modern institutions spells disaster and may to a large extent be responsible for the separatist movements that are disturbing the harmony of national life. We in India have all a common culture. The points of difference are so few and relatively so insignificant that it is a thousand pities that in the press and on the platform they should loom so large and assume such enormous proportions. It is to the educationist that the country must look for the eradication of the canker that threatens to destroy the solidarity of the Indian nation. The teacher must himself be free from the cramping influence of narrow communalism; he must think in terms of India and of humanity; he must in his action and words demonstrate his complete impartiality as between creed and creed, sect and sect; he must encourage a nationalistic and humanitarian outlook. The teacher has to show right path. He can succeed only if he can inspire confidence by his sincerity and win respect by his conduct. He must uphold the dignity of his vocation by refusing to be made the agent for sectarian propaganda.

THROUGH different PROVINCES

DELHI

MALARIA INSTITUTE OF INDIA

While the research activities of the Institute have been restricted owing to war conditions, there has been an expansion of the training courses held during the year, says the Annual Report of the Malaria Institute of India for 1940. Special courses have been arranged for military personnel, whilst for the first time malaria courses for Engineers were held at the Field Station of the Institute in Delhi. The latter were attended by 61 Engineers, representing various branches of their profession, from widely separated parts of India.

Officers of the Institute have continued to supervise the anti-malaria campaign which has been carried on in and around Delhi over an area of 55 square miles. Advice has also been given regarding the rural malaria schemes which are in progress in different parts of India.

EDUCATION OF THE BLIND : HIGHER STUDIES ABROAD

Indian students will now have the opportunity of prosecuting higher studies and practical training in the field of education of the visually handicapped in certain universities and colleges in England and America, it is learnt in Calcutta.

Scholars, who will be selected for such higher studies, will, in each case, receive a stipend of Rs. 4,000 annually from the University concerned.

Mr. Amal Shah, Organiser of the All-India Association for the Welfare of the Blind, has approached all the forty institutions and organisations for the blind in India who, it is learnt, have evinced great interest in the object of the proposed All-India Association for the Welfare of the Blind.

MATHEMATICAL INSTRUMENTS

Owing to the war, the output of the Mathematical Instruments Office at Calcutta has increased considerably and from April, 1941, it has been taken over by the Supply Department and is now making a much wider

range of instruments, including many needed for the Defence services.

...
The possibility of the manufacture of binoculars in India has been established in the Mathematical Instrument Office of the Government of India.

BAR EXAMINATION

It is notified that the Council of Legal Education, London, has decided to hold in Delhi during the week commencing from October 6, 1941, the Michaelmas Bar examination of 1941, concurrently with the examination in London, for those students who have kept the requisite number of terms but by reason of the war are prevented from doing the examination in London.

For further particulars application may be made to the Registrar, University of Delhi, Delhi.

MADRAS

RURAL DEVELOPMENT : GOVERNMENT'S REVIEW

The District Periodical Conferences met in all the districts and discussed matters of general importance relating to the welfare and administration of the Districts. The Government of India grant for rural development together with local contributions was spent as usual on schemes falling under the five approved categories, says a Press Communique issued by the Madras Government.

The sum spent by Collectors on schemes of rural uplift from the Government of India grant and local contribution from 1st April 1937 to 30th June 1941, amount to Rs. 13,20,185.

TEACHERS IN LOCAL BODIES' SCHOOLS

Rules governing the retrenchment of teachers in the employment of District Boards and Municipalities have been amended by the Government so as to provide for the discharge in the first instance of lower elementary grade teachers.

who have completed 50 years of age or 20 years of service.

These existing rules have been found to be defective in actual working as under them teachers with better qualifications were being retrenched before first discharging lower elementary teachers.

DONATION TO ANDHRA UNIVERSITY

At a meeting of the Cocanada Municipal Council, held recently, Mr. C. Ramasomayajulu, Chairman, presiding, a sum of Rs. 1,000 was sanctioned as a contribution to the Andhra University.

BOMBAY

MILITARY TRAINING FOR STUDENTS

A resolution, requesting the Government to amend the Bombay University Act with a view to enabling the University to introduce compulsory military training for its students, was adopted by the Senate of the Bombay University at its meeting on 20th August.

The Senate requested the Government to give due recognition to the claims of women graduates in medicine of the Bombay University in the recruitment to the cadre of the proposed women's branch of the Indian Medical Service.

The Senate also considered the scheme for expansion of the existing University departments of Economics and Sociology by the institution of lecturerships in Sociology, Economics and Statistics and decided to refer it back to the Syndicate.

BENGAL

BENGAL SEC. EDUCATION BILL

The three-day debate on the Government motion for taking the Bengal Secondary Education Bill as reported by the select committee, into consideration, concluded in the Bengal Legislative Assembly on the 4th September.

The opposition amendment for the recommendation of the Bill to the same select committee was rejected by the House by 124 to 56 votes. Besides the Coalition Party and the European Group, the Krishak Proja Party, which generally votes with the Opposition, voted with the Government today. The Opposition included both the wings of the Congress Party, the Independent Scheduled Castes Party, the Independent Hindu Nationalist Party and two Independent Muslim members.

The Government motion for taking the Bill into consideration was then carried without a division.

Renewed attempts are being made to bring about a compromise between the Government and the parties in opposition in the Bengal Legislature with regard to the communal ratio of representation on the Secondary Education Board, as proposed in the Secondary Education Bill.

UNITED PROVINCES

INDUSTRIAL RESEARCH COMMITTEE

An Industrial Research Committee to form a liaison with the Board of Scientific and Industrial Research of the Government of India and to bring to the notice of the Board problems of industrial research that may arise in the United Provinces or be proposed for investigation at laboratories, has been formed by the U. P. Government. Industrialists may send schemes for consideration to the Secretary. The Adviser to Governor (in the Development Department) has been appointed Chairman of the Committee and the Deputy Director of Industries its Secretary.

BENARES HINDU UNIVERSITY

It is understood that the Silver Jubilee of the Benares Hindu University will be held at the time of the Vasant Panchami festival.

REFORM OF SANSKRIT EDUCATION

At a meeting of the teachers and students of the Syamanand Vidyalaya held recently, the following resolutions were passed on the Bhagwan Das Committee Report on Sanskrit Education:

The meeting was of the opinion that the ideals and aims on which the report was based were highly praiseworthy. The increase in examination fees recommended by the Committee was sure to affect adversely the spread of Sanskrit education and was not at all desirable.

From the point of view of the many financially poor Sanskrit Pathashalas in the province who could ill afford to arrange for instruction in general subjects, it would be desirable that the teaching of History, Arithmetic, Hindi and other non-Sanskrit subjects, however useful, should be made only optional and not compulsory, at least for the time being.

The meeting was wholly in favour of the constitution of a Board of Sanskrit studies and an examination Committee as recommended by the report. The meeting was also in favour of the constitution of a Grants-in-Aid Committee as part of the Board of Sanskrit Studies, as recommended by the report.

ORISSA

BASIC EDUCATION IN ORISSA

Srimati Asha Devi, Secretary of the Hindustan Talimi Sangha, Wardha, accompanied by Mr. Provakar Dewan, Craft Expert and Mr. Jagannatha Das, M. L. A. (Orissa), went to Bari, and spent six days, inspecting the schools under the Basic Education Scheme. The scheme which was introduced during the time of the Congress Ministry, was given up by the Government of Orissa, from the beginning of this year and is now being worked by a non-official committee.

Srimati Asha Devi is of the opinion that a sincere effort is being made to conduct the experiment on right lines and that every endeavour should be made to make it a success and the necessary financial aid should be extended to it. A budget for three years is being prepared to start the higher grade course in all the seven schools in the area, and provide for a central hostel, a central library and laboratory and for the training of ten teachers immediately.

The Hindustan Talimi Sangha is keenly interested in the Orissa experiment and will give every assistance, monetary and otherwise, to make the scheme a success.

SIND

UNIVERSITY FOR SIND

The proposed University will be both a teaching and affiliating body. It is recommended that the University shall have full control over the Matriculation examination and over Secondary Education. Technical and technological courses and higher researches as well as the cultural needs of the Province will have special attention from the University. Vocational bias is also recommended to be introduced in the pre-matric classes. English may not be a compulsory subject for history and arts college students. The Committee is also understood to have suggested orientation of history books in colleges and schools by elimi-

nating controversial and communal prejudices and emphasising the unity and integrity of India as a whole, while in European History, emphasis is to be laid more on the development of institutions like democracy, socialism and even dictatorship than on details of wars and chronological perplexities.

WARDHA EDUCATION IN SIND

The advisability of introducing the Wardha Scheme of Education in Sind and other cognate matter will be discussed by the Hon'ble Pir Illahi Buksh, Minister of Education, Sind, who is proceeding to attend the All-India Educational Conference at Kashmir with Dr. Zakir Hussain, Principal of the Jamia Millia, and one of the authors of the Wardha Scheme. The Minister, who will be accompanied by Dr. U. M. Daudputa will visit *en route* the Punjab and study the rural reconstruction work there.

To draw up a suitable curriculum for Primary schools and reduce the course from five to four years the Sind Government have set up a non-official committee of prominent educationists.

BIHAR

BASIC EDUCATION IN BIHAR

The experiment of Basic education in Bihar is to be continued for full seven years according to the decisions reached at a meeting of the Basic Education Board, held in the Council Chamber of the Ranchi Secretariat on August 18 last. Mr. E. R. J. R. Cousins, I. C. S., Adviser to His Excellency and Chairman of the Board, presided.

Among the members who attended were Messrs. A. S. Khan, Director of Public Instruction, E. W. Aryanayakam, Badri Nath Varma, Lakshmi Narayan, M. Sadique, and Rai Sahib Pandit Ram Saran Upadhyaya, Mr. A. A. Kazmi, Special Officer, Primary Education, was present by invitation.

The Board reviewed the progress of the experiment in Bihar during the last two years and also considered the report of the Board of Inspectors which assessed the working of the Basic Schools in May last. It is understood that, in the opinion of the Board of Inspectors, the experiment has shown encouraging results and the pupils have generally attained the academic standard and craft efficiency expected by the basic syllabus. The Basic Education Board has authorised

steps being taken to give effect to the recommendations of the Board of Inspectors for further intensification of the work. The experiment is to be continued for full seven years and the Board has adopted the Budget for the addition of grade V to the Basic schools next year.

The report of the Bihar Education Re-organisation Committee was considered. The Board has expressed its general agreement with the scheme of Primary Education recommended by the Committee which is in effect the scheme of Basic Education.

ASSAM

WARDHA SCHEME IN ASSAM

A reference to the interview which he had with Mahatma Gandhi in connection with the Wardha Scheme of primary education is made by Mr. G. A. Small, former Director of Public Instruction, Assam, in his general report on the progress of education in the Province issued on September 4th.

Mr. Small, accompanied by two inspectors visited the Central Provinces, the United Provinces and Bihar in order to study the working of the Wardha Scheme and in their final report to the Assam Government they stated that from what they had seen of the experiments being made in these three provinces it was quite impossible with the funds or staff available in India to organise primary schools of the basic type advocated by Mahatma Gandhi and described in the Zakir Hussain Report.

HYDERABAD

TECHNICAL EDUCATION

Tentative programme for the expansion of the activities of the Department of Technical and Vocational Education and its allied institutions has been drawn up and submitted to Government for approval.

The implementing of the programme, if approved, is estimated to entail a non-recurring expenditure of over Rs. 17,00,000 and a recurring annual expenditure of nearly Rs. 475 lakhs. This expenditure will be spread over a number of years and for the present, Government have sanctioned an additional annual recurring expenditure of Rs. 5 lakhs and a non-recurring expenditure of Rs. 9 lakhs.

The expansion programme envisages the establishment of two Agricultural High

Schools, five Post-primary Industrial Schools for boys and three for girls and a Psychological Institute. One of the two agricultural schools will be opened in Telangana and the other in Marhatwada, the most likely stations being Aurangabad and Warangal. These schools will aim at turning out men capable of managing large and small agricultural estates and industries subsidiary to agriculture such as poultry, dairy-farming and also teachers required by the Education Department to give agricultural bias to instruction in rural schools. The Industrial Schools for boys, to be opened at Raichur, Bir, Karimnagar, Jalna and Nirmal, will provide instruction in the basic crafts of carpentry, cane weaving, blacksmithy, weaving and toy-making the last to be a special feature of the Nirmal School. The courses of instruction at Industrial Schools for girls proposed to be opened at Gulbarga, Bidar and Aurangabad, will include dyeing and printing, cookery, weaving, raffia work and basketry, toy making, tailoring, gardening and domestic science.

The next session of the All-India Muslim Educational Conference will be held in Hyderabad, Deccan, in the last week of December. It is understood that Sir Mirza Ismail, former Dewan of Mysore will preside.

MYSORE

250 SCHOOLS TO BE OPENED

The first step in the progress of elementary education in the State, after the taking over of the control of primary education by the Government from the local bodies, is the starting of 250 primary schools this year.

Under the new scheme, the Government have a programme of opening out 1,000 schools in four years. When this programme is carried out, every village with a population of 500 and more in the Maidan districts and every village with a population of 300 in the Malnad part will have a primary school.

The total cost on account of the opening of these 250 schools and the necessary inspecting staff for them will come to Rs. 1,70,609. Of these 250 schools, half the number will be single-teacher schools. Of the total number of schools to be opened, the Government have directed that 8 per cent be reserved for starting Urdu primary schools.



PUBLIC OPINION



SIR C. P. RAMASWAMI AIYAR SAYS "EXTEND GANDHIJI'S TECHNIQUE"

Declaring open the annexe to the buildings of the Sir M. Ct. Muthiah Chettiar's High School, Madras on the 15th September, Sir C. P. Ramaswami Aiyar dealt with some aspects of education.

Dealing with the vocational aspect, he said that it was quite possible and feasible—although in the very early stages of education there was no point in expecting a little child of seven or eight to make anything useful—to make them later on do something and they could make some kind of vocational culture as part of the intellectual equipment. Mahatma Gandhi was essentially on right lines when he stressed the importance of the handloom, the charka, and the khaddar movement as essential for national reconstruction. But with "nervousness and timidity" in contradicting that very great man, he would say that Gandhiji's method, his technique, limited as it was, should be extended. For instance, if they would take mat-weaving industry in a particular locality, how natural and useful would it be if the boys and girls in the schools in that locality were trained to occupy their fingers and they made them more dexterous and capable of applying themselves to those crafts in which their hereditary aptitude would find full pay. Similarly, there might be some other art or craft. It was surely the path of wisdom to find out what were the requirements of each locality or the inhabitants resident in that locality and take advantage of the possibilities of such education.

DR. ZAKIR HUSSAIN ON THE MALADY OF IMITATION

"We to-day suffer from such a lack of imagination and initiative that we can only think of imitations," said Dr. Zakir Hussain, Principal, Jamia Millia, Delhi, addressing recently the Agra University Students' Federation Conference.

Dr. Zakir Hussain added: "I think this extravagant imitativeness encroaches on the domain of thought and is very largely responsi-

ble for the ease with which we re-echo slogans, without appreciating their meaning and without realising that in repeating them with real or borrowed fervour we are placing ourselves under a moral responsibility. Slogans may have some utility as convenient and economical means to some well-thought-out ends. But if they become substitutes for thought among the elite of a people, the results may be disastrous. The discomfort of thinking is sedulously avoided, any real creative effort becomes impossible. And yet I fear we suffer in a dangerous degree from this malady. It is in all innocence that we talk of revolutions which we do not work for and the full implications of which very few of us realise. For those among us who are earnest and sincere, the fruitless repetition of slogans and the awakening of impulses that remain unsatisfied leads to a despondency that may last through life.

"We must be more deliberate and exact. Deliberation and precision, if we could attain them in some measure would promote the achievement of efficiency, which I consider indispensable for true citizenship. The efficiency I am thinking of is the modern counterpart of what the Greeks called virtue. It implies not only that you do your job as well as it can be done, but that you are conscious of your general duties as well, that you are helpful and ready to co-operate whenever circumstances require it. Such efficiency can result only from sustained, conscientious effort."

DR. J. C. GHOSH ON SCIENCE AND HUMAN PROGRESS

Delivering the inaugural address of the Madras Presidency College Chemical Society on the 21st August last, J. C. Ghosh, Director of the Indian Institute of Science, Bangalore, said that it would have been better if one more point had been added to the eight points enunciated in the Roosevelt-Churchill Declaration namely, the elimination of all interested propaganda which aimed at mass hypnotism and the substitution thereof of universal educational sys-

tems striving for the widest possible diffusion of scientific outlook and attitude.

After enumerating some of the greatest discoveries in science before and after the last war, Dr. Ghosh said that there was a growing public realisation that scientific inventions, which were intended to redeem toil and gain control over the forces of nature, and which should have given fuller and more sustained life, had been perverted and forged into instruments of destruction. The central thought before every scientist today should be that it was not enough to supply mankind with tools of progress and that it was necessary to shoulder also the much higher task of teaching men how to use these tools. The elders had failed them miserably. There had been two world wars in 25 years. The world and everything that human intelligence stood for was threatened with destruction. Perhaps, after the war was over, those who survived might be in a mood to listen to wiser counsels. One solution of the world's evils had been enunciated by Mahatma Gandhi—conscious nonviolent suffering of the strong. Such suffering might convert all humanity and, through suffering, peace, goodwill and justice might descend on man. But there were also other ways or solutions which might appeal to the virile nations which were now fighting each other.

Dr. Ghosh, appealed to young scientists not to concentrate attention only on the circumscribed scope of their particular branch of science, but to look much wider beyond, into the world of humanity. They should not make a mess of their lives by failing to adjust their social and political relationships to the rapid advance of science and technology.

SIR M. VISVESWARAYYA ON VIGOROUS DRIVE FOR INDUSTRIALISATION

A plea for co-ordinated effort to increase the productive capacity of the existing industries and to start new industries after collecting essential data, was made by Sir M. Visveswarayya, President of the All-India Manufacturers' Organisation, at a meeting of Maharashtra industrialists and businessmen held recently at Poona.

In explaining the new move towards the rapid industrialisation of India as planned by the All-India Manufacturers' Organisation, Sir M. Visveswarayya observed that, while the average per capita income from industries in

the United States and the United Kingdom was Rs. 830 and Rs. 463 respectively, in the case of India it worked out at such a very low figure as Rs. 12. This, he said, was the result of over-ruralisation. What the country wanted was increased national income, and that could be achieved by accelerating the pace of industrial expansion.

Sir M. Visveswarayya next stressed the need for regional committees comprising of about a dozen people, who would do all that was necessary to speed up all industries in co-operation with the people of the areas concerned. The functions of these committees, he said, would be to conduct a preliminary survey, collect statistics and necessary information and to work out a clear-cut plan to organise the work in the regions. The main object of these Regional Organisations, would be to help in increasing new establishments and extending the existing ones.

DR. GEORGE S. ARUNDALE ON THE REAL NEED IN EDUCATION

Writing in the *New India Survey*, 21, August, 1941, Dr. G. S. Arundale draws the attention of the Government to the pressing need in education and suggests some ways and means. He says:

"Deep down is the question as to what changes are necessary to make education actually education and not instruction as it is at the present time. To this end the Government should call for pioneer educators—I do not say teachers, for the average teacher is the slave of the existing system—to experiment along more fundamental lines in the physical, emotional, mental and even higher fields." Then he rightly deplores the fact that "the Government has not yet seized its very great opportunity due to the presence in India of that very great educator Madame Montessori, who came to India to help in Indian educational reconstruction, but who has met the fate of the really great...."

"In most parts of the world, except of course in educationally and otherwise benighted Italy and Germany, and no doubt Japan too, educational authorities clamour for her but cannot get her. Here in India the authorities are no less benighted, even though she is actually in their midst."

TOLERANCE

By HYMAN ALPERN

[At a time when the fanning of religious and social hatreds had become a major policy of certain countries, it is encouraging to read of such experiments in the teaching of tolerance as described by the Principal of the Evander Childs Highschool, one of the most outstanding High Schools in New York City.]

DURING the past three years, in common with all the public schools of New York City, the Evander Childs Highschool has tried to foster tolerance as a life-long ideal that will be a precious part of the mental equipment of its students. We search constantly for new and more effective methods of increasing in our individual student a better understanding and appreciation of the good in people of other races and religions. With the thought that teachers in other high schools may be promoted to assist us by writing us of their own successes, I am setting forth here the first phase of an interesting community experiment that is part of our program for racial and religious tolerance.

The experiment began in May 1939. After a few episodes of intolerance among our students, we made an effort to interest the spiritual advisers of the pupils involved. The response was so encouraging that we decided to enlist the help of all the clergy in the neighbourhood. We thereupon invited the priests, the ministers, and the rabbis of the neighborhood to come to the school for a get-acquainted luncheon and conference. Thirty-eight, almost equally divided among the three faiths, appeared. After an informal gathering in the principal's office, the guests were given a luncheon in the school cafeteria. In seating the clergy, care was taken to distribute them so that a Catholic sat alongside of a Jew who, in turn, was next to a Protestant. Several members of the faculty explained in detail

what the school was doing to further the democratic ideals of suspended judgment, tolerance, goodwill, and co-operation, and expressed the school's desire to co-operate with "our partners in education," the religious forces in the community, in furtherance of the Americanization program. At the conclusion of this meeting the visitors were taken about the building and introduced to our facilities and activities.

Many letters were received from the clergymen in appreciation of the meeting, in which they assured us of their willingness and their desire to co-operate in our efforts. As a followup we communicated with the clergy and secured their permission to designate two priests, two ministers, and two rabbis as a Standing Advisory Committee. The six readily accepted the invitation.

In the fall, at the suggestion of the Clergymen's Advisory Committee, we started a campaign of bringing to the attention of our students and teachers significant excerpts dealing with the American Way from prominent people in all walks of life. These we print in our *Daily Calendar*, a daily mimeographed bulletin which is read during the homeroom period to all of our students. Samples follow:

Today is the fiftieth Anniversary of the opening of the First Pan American Conference in Washington, D. C. This conference created on April 14, 1890, the Pan American Union, the world's first association of nations dedicated to peace and co-operation. Under the auspices of the Pan American Union, the American nations of the New World have been using conferences as their civilized instrument of international relations for half a century. The Old World, unfortunately, still employs the primitive means of war.

Mr. MacLeish, the new Librarian of Congress, in dedicating the Hispanic Room in this famous national library, said: "The dedication

*Condensed from "the Journal of the National Education Association," February, 1941. Published in Washington, D. C.

of this room and of this collection of books is a demonstration of the fact that.....in the Americas, peopled by so many hopes, so many sufferings, so many races, the highest brotherhood is still the brotherhood of the human spirit, and the true study is the study of the best."

"Everyone who preaches race hatred among us—in a world at war—is a traitor to our lonely democracy. He menaces our moral unity. He divides our precious strength. No man can be both honest and intelligent who pretends that he wants to safeguard peace in America, while at the same time he stirs up race hatred which has destroyed peace everywhere else in the world."—Bishop Sheil of Chicago.

We selected as the theme of our Open School Week in 1939 "The American Way," with emphasis on democracy, tolerance, patriotism, and especially peace, with all that these ideals imply. We held five assemblies, two of which were community enterprises.

The first—devoted to peace, goodwill, and co-operation among pupils of the school—was prepared and directed by our student Welfare Council.

The second assembly dealt with peace, goodwill, and co-operation among pupils, teachers, and parents. In the audience were many parents, civic workers, and clergymen. The speakers were Monsignor Reilly, Rev. Morris, and Rabbi Schorr. The subject assigned to them, which they handled with great tact, was "The Fatherhood of God and the Brotherhood of Man." Each spoke for about ten minutes and stressed with eloquent simplicity and inspiring sincerity, the common positive element in all the faiths. Each speech was preceded by an appropriate musical selection, "Ave Maria," "Oh Rest in the Lord," and "Kol Nidre." The effect was so wholesome and heartening that students and teachers talked about it with admiration and enthusiasm in many of their classes not only the rest of that day but for a long time after. Unsolicited letters of thanks and commendation from teachers, parents, and pupils reached the principal's desk.

The third assembly dealt with peace, goodwill, and co-operation between the school and the community, and was held under the auspices of the Parents Association. An evening meeting, it was attended by nearly 2500 members of the community. In addition to the assembly exercises, many classes were in session; the extracurricular activities were in full operation; and there was a free interchange of thought, on a variety of mutually interesting and valuable subjects between teachers and the members of the community.

The fourth assembly was given over to peace, goodwill, and co-operation among the neighbors in the Western Hemisphere. It was sponsored by the Faculty Pan American Council, consisting of representatives from various departments in the school, with the co-operation of the Pan American club, which in this school is a joint enterprise of social science and Spanish departments. Many parents were present at this assembly.

The final assembly of Open School Week was an Armistice Day program in which emphasis was centered on peace, goodwill, and co-operation among all the nations throughout the world.

These are the larger movements in our drafting of community forces to help our pupils achieve a tolerance worthy of citizens in a democracy. Without fanfare but quietly and frequently and persistently we have sought the friendship and won—without asking--the active aid of clergymen, parents, community clubs, patriotic societies, and socially minded citizens. We have done this in the conviction that since intolerance exists in the community, the work of the teacher in the classroom and the directed contacts of students in the school cannot go far toward making a tolerant student body unless we enlist the support of the best minds in the community, in which the intolerance is rooted.

—World Education.

PERIODICALS

Retirement of Mr. Small, D. P. I. of Assam

The Teachers' Journal for August 1941, writes editorially:

Mr. G. A. Small, Director of Public Instruction, Assam, has been forced to retire under extra-ordinary circumstances. *Amrita Bazar Patrika* has published the text of his letter of resignation. It throws a lurid light on the activities of the Education Minister of Assam. Says Mr. Small in his letter of resignation: "The present Government ignores my advice on important matters and sometimes it does not even trouble to ask for it. Appointments are being repeatedly made for reasons which are definitely not educational." He then complains of continual interference from the Ministry of Education so much so that "most of my time nowadays is spent in writing protest on Secretariat files against orders passed by me or by my subordinates with approval in matters fully within our competence. In fairness to my subordinates I cannot accept such orders." As an instance Mr. Small refers to the orders of the Assam Government, appointing Maulvi Lais as Inspector of schools. He says that he was "not even once consulted as to the candidate's suitability for the post." "These orders," Mr. Small proceeds, "prove that efficiency is of no importance to the present Ministry and that the reasons for this appointment in the Department are now non-educational.....I consider the appointment as a personal insult to me and an official insult to the Department."

This is a severe indictment against the policies and methods of the Ministry of Assam. It casts grave reflections on the policy of the Ministry when a competent and independent-minded officer like Mr. Small finds it impossible after 30 years' long service to continue work any longer. Mr. Small

deserves the best thanks of our countrymen for exposing the jobbery and favouritism of the Assam Government. We hope the letter of Mr. Small will act as an eye-opener to the educational authorities of other provinces.

Bengal Sec. Education Bill

That Communalism should enter the domain of education and that too by official initiating and under official patronage is very much deplored by the *Bombay Teachers' Journal* for March 1941.

Referring to the Bengal Secondary Education Bill which has been the subject of heated debate and wide protest, the *Journal* points out:

"The whole Bill is based on rigid communal representation. On the Board, the Executive Council, and the various Sub-Committees so many seats are allotted to Muslims, so many to Hindus, so many others to Scheduled Classes, and some to Europeans. Nothing is left to election on merit or on a general basis. Nay, no seat is either reserved or left to minor communities. An Indian Christian, however eminent an educationist he may be, has no chance of getting elected to any of the bodies, unless he first becomes a Hindu or Muslim, or manages to be adopted into a Harijan class! The omission is all the more remarkable as Christians are pioneers in education and the various missions have a very large number of schools which will come under the jurisdiction of the Board, where they will have no one to champion their cause. Considering that the Board and its Executive Council will have powers to give or withhold recognition to schools and to allot grants, and considering that the communal representation as usual will lead to communal-minded men being elected who will equally be pledged to their own communal interests, the future for a number of schools may be bleak indeed.

We hold that, if there is any section of population which is educationally backward,

BOOK REVIEWS

THE OXFORD SCHOOL ATLAS — For India, Burma and Ceylon, by John Bartholomew. Oxford University Press. Price Re. 1-4-0.

As the name suggests this atlas is specially prepared to meet the needs of the Indian students. India is dealt with in detail,—in addition to the other countries—and so, we are sure this will be of great help to the pupils of Secondary Schools in their *individual exercises*. All the information that should be obtained by the pupils, prior to the presentation of facts by the teacher is contained between the two covers of this Atlas. Thus this book will be an asset to the Indian pupil in his "Individual Preparatory Work". This atlas is an excellent example of good printing and clear maps.

A special feature is, that the political Maps have been brought up-to-date and places of recent development too marked such as Mhow,—a military training centre

Continued from preceding page.

special attention should be paid by Government to their needs and special facilities provided. We also agree that Government may set up advisory boards for Muslim or Scheduled Class education, empowered to study their needs, to evolve schemes to meet them, and to place them before Government. What we entirely disagree with, is the control of secondary education by a body which sacrifices educational knowledge, experience, and merit to the exigencies of parties or communities. Any Board that may be set up with the wide powers that are proposed to be given to it, must be one composed of men and women, never mind what creed or caste they belong to, who are prepared to look at any question from the educational point of view, and are prepared to do justice at all.

in India, which may not be found in some other atlases.

A separate map on the minerals of India—if added to the present collection of maps in the atlas—will make it much more useful. —N. R. R.

KING HALF-ANNA by B. R. Bhagwat, 28 pages, 3 as. — Swastik Publishing House, Bombay 4.

This little book has fine stories in English, the first being King Half-Anna. The stories are such as to arouse the interest of the young readers and call out a hearty laugh from them. The book may be used for extensive study in Forms III & IV. The language runs easy and natural, and the pupils may profitably read the book and acquire a knowledge of English as spoken or written today. There is a picture to illustrate each story. Round the picture much oral composition work may be built up. There are thoughtful exercises at the end of each story—for both oral and written work. —D. I. A.

TALES OF INDIAN LIFE by S. V. Kamat, B. A. (Hons.) and Sanju P. Kulkarni B.A., —64 Pages, 6 as. Swastik Publishing House, Bombay 4.

This book contains four stories presenting pictures of common Indian life of today—the life of simple village folk with their virtues and follies. The book may be selected for extensive study in the High school classes. It is written in idiomatic present day English—English as used in all sorts of situations arising in everyday life. There are six suitable illustrations from the well-known artist, Mr. N. N. Patkar, who introduces to the pupils the art now in vogue. Notes are appended at the end to explain difficulties. These notes and the exercises which follow help the readers to make an intensive study of the book, if needed. The vein of humour running through the book will certainly keep up the interest of the reader. —D. I. A.

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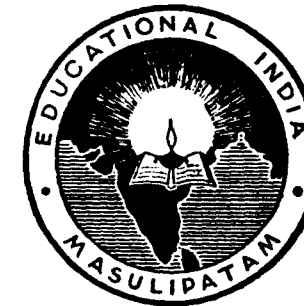
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Edited by Prof. M. VENKATARANGAIYA



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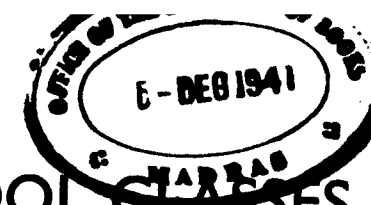
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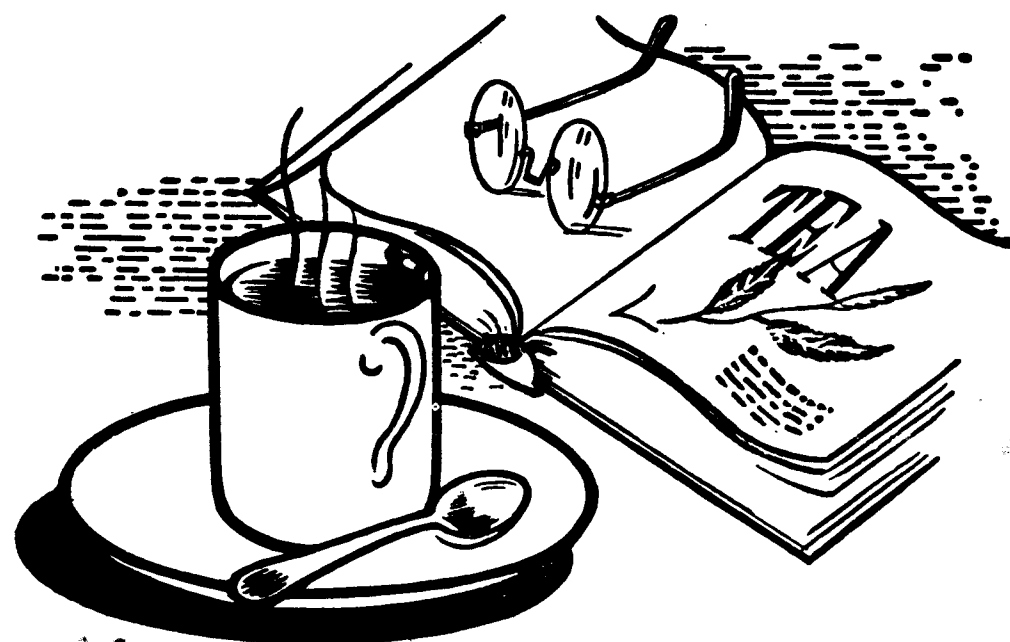
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ENGLISH IN HIGH SCHOOL CLASSES

Low Standard: Causes and Remedies

By Mr. R. MAHADEVAN, B.A., L.T.



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It is agreed by almost all who are competent to speak, that the present standard of English in high school classes is very low. The causes referred to in the September issue of this Journal may be summarised thus: (1) The number of pupils in every class is increasing. (2) More and more pupils from backward communities are joining our schools. (3) Formal grammar has been given undue prominence in examinations and in teaching. (4) The non-detailed texts have been abolished. (5) Library work in schools has proved a thorough failure. (6) The pupils' acquaintance with English has shrunk considerably owing to the introduction of the mother-tongue as the medium of instruction.

There can possibly be no doubt as to the validity of the above causes, except the last. Let us think clearly and find out if the introduction of the mother-tongue can contribute to the deterioration in the standard of English. It is too early to judge whether it has actually done so.

The following can be postulated as the laws of learning a language: (1) A language is learnt by imitation, not by a process of reasoning. (2) Quality should be preferred to quantity; in other words, manner is more important than matter. (3) Correct usage, whether spoken or heard, tends to increase the standard while incorrect usage lowers it. (4) As a corollary to the third, it follows that mistakes whether in the speech or writing of the pupils wherever they occur should be literally hunted out as enemies of progress in learning the language.

From the foregoing, certain questions arise: (1) Did the subject teachers correct each and every mistake in the language of the pupils while English was the medium? (2) Keeping in mind the criteria in valuing

the answer papers in the knowledge subjects, did the pupils pay any attention to their language in writing answers to questions in History or Science while English was the medium? Were not full marks given for word answers and phrase answers in Science and 'yes' or 'no' answers in Geography? If so, how can we expect the pupils to play the part of Dr. Jekyll in their English, and the part of Mr. Hyde in their subjects? (3) What does Ruskin, the great writer, say with regard to the process of learning how to write correctly? Words, nay, letters must be intimately studied. If we want to use words correctly, a casual acquaintance is not enough. We must cultivate the friendship of words as we cultivate the friendship of people.

It may be argued that we are not training pupils to become great writers of English. Agreed, but without ideals, without high aims, no progress is possible.

In the 'good old days' the days before the introduction of the mother-tongue as the medium of instruction we were really guilty of giving opportunities to pupils to commit more mistakes in writing the English language. Now, the opportunities are less: so much the better for our pupils.

It is often forgotten by those complaining against the low standard of English that it is a foreign language. If the present standard of English is low, we may ask the question "Low as compared with what?" Take the standard expected of our I. C. S. men (foreigners) in the local languages either Tamil or Telugu. Is the standard of our pupils in English really low? I leave the answer to the readers. Why should we not, on the other hand, confess that the standard expected of our schools is too high for the masses of our countrymen?

REMEDIES

1. The question which naturally arises is "If we want a high standard in a difficult foreign language, why should we compel all pupils, whether they have an aptitude or not, to learn it?" If we must have a high standard, there is no way but to make it an optional language. Note the difference in standards between optional subjects and compulsory subjects in the S. S. L. C. Examination. The standard in the optional subjects, except probably in history—the reasons for which we need not go into now—is higher than in the compulsory subjects. The importance of English for all pupils under the present political conditions is quite another matter; we are only concerned here about the standard of English.

2. Just as all pupils cannot learn English to a high standard, all teachers cannot teach the language efficiently, especially a foreign language. The teachers' influence for good is more important than this method or that method or even all methods put together. The enthusiastic teacher who does not think it *infra dig* to teach in the first form is to be preferred to another who feels that he has added a feather to his cap by taking English for Form V or VI.

3. A mountain in labour often does produce a mouse. Yes. This has been the case with all our labours to acquaint the pupils with the idiosyncracies of the English language during the best part of our school-work, in fact during 25 out of 35 periods of the week. The university professors blame the high school teachers; and the high school teachers blame the lower secondary school teachers, and the lower secondary school teachers blame the elementary school teachers; but unfortunately the elementary school teachers do not know whom they can blame. Anyway, nobody is willing to accept the responsibility for the present sad state of affairs. Why? Because, as the saying goes, "Everybody's business is nobody's business." Let us make one and the same teacher responsible for the learning of English by the

pupils from the first form to the sixth. No English need be taught in classes 4 and 5. If we cannot make our pupils have a working knowledge of a language devoting ten periods a week during six years, the best part of a pupil's school life, it is better we give up the game. This proposal of making one teacher responsible for the whole English course may not be possible in private institutions, but it is certainly possible in Government schools where L. T's are appointed in secondary grade vacancies. Why should not the Government, which would probably look with horror on the proposition that English should be made an optional subject, take the initiative in improving the standard of English in the importance of which they are so keenly interested?

4. We judge the standard of our pupils by their written work. What is, after all, the amount of practice that our pupils have? Taking two pages as the average length of a composition exercise in forms I to VI and remembering that, on a liberal scale, twenty exercises per year are written, this works up to about 240 pages for the whole English course. Is this sufficient practice to enable the pupils to write a difficult foreign language faultlessly? Is it possible to avoid the pitfalls in the use of the language within such a short compass of writing practice?

5. And now I come to probably a debatable point. Those who complain that the present standard is low certainly imply that the standard some years ago was high. And what was the method of teaching usually adopted in those days? In the lower classes, that is, in forms I to III, pupils were made to recite the passages in the English text. These passages were mostly in the form of essays or stories. Why should not this method be adopted now by teachers in the lower classes? If this is not done, because 'learning by rote' is an evil—it need not be necessarily memorising without understanding—the boys themselves take to it in the higher classes as is evident by the note of the examiners at the top of not only the English paper,

but also of papers like Science. If learning by heart is an evil, and it seems to be a necessary evil, why should we postpone it to an age of the pupils when they cannot do it as efficiently as in the lower ages?

Even at the present day, memorising is not tabooed. Pupils are asked to memorise poems. By sheer force of habit we refuse to inquire whether such a thing helps the pupils in their learning. A moment's reflection would show that getting by heart poems does not in the least help the pupils to write English correctly. On the other hand, the pupils get confused with regard to the usage of words. If appreciation of poetry is the motive, let not grammar intrude the realm of the poet. If learning the language is the objective, let us ask the pupils to get by heart prose and not poetry. If we enable boys to appreciate poetry, the words and lines of the poem will haunt the minds of the pupils and no effort of the teacher is needed to make the boys remember the poems.

Let us not be afraid of slogans like 'learning by rote.' Let us realize that there is no finality in methods of teaching. Each method has its own merits and defects. Let us be bold enough to accept the good in the old method and discard the evil. Memorising without understanding is certainly bad. But are understanding and ignorance water-tight compartments? Are there not degrees of understanding? Do we not appreciate the beauty of a passage or a poem better, the more we read it? Have we not heard that great speakers before they gained a name used to get by heart passages of great orators? Why, in the name of common sense should we taboo a method which is followed even by people who have already a good knowledge of English?

We shall go into this process of learning by heart and think calmly if it is necessary under the present conditions in which our pupils have to learn English. They spend only about 90 minutes per day during half the year in using the English language. In a class of forty pupils, each has oppor-

tunity on the average only two minutes per day. If the teacher acts the part of a lecturer, the pupil cannot get even these two minutes. Why then should we be surprised at the low standard of English in our schools?

Let us realize that learning by heart is necessary at least in the lower classes, and assume that the teacher has taught the pupils the proper method of memorising. The pupil reads the sentences a number of times. The better the understanding, the easier will it be for the pupils to get by heart a given passage. In fact, the ability to memorise is a test of understanding. While the boy repeats a sentence, he is 'improvising' as it were, the speaker or the teacher. No teacher will have the patience to repeat a sentence more than twice or three times; but the boy does it and he has to do it if he is to avoid the mistakes which crop up in the numerous patterns of sentence structures of the difficult English language which is dangerously elastic, like rubber, for beginners.

Learning a language is exactly like swimming. We learn to swim by swimming, and we learn to speak a language by speaking it. If we cannot speak it ourselves, let the books speak for us, let others speak for us so that we may hear, and let us repeat what the book speaks in the lower grades of our training.

To conclude, the remedies suggested for the 'deep-rooted disease' are:

1. English should be made an optional, and not a compulsory subject for our pupils.

2. Enthusiastic teachers with special taste for English should take the subject for our classes.

3. The same teacher should be made responsible for the learning of English by pupils (of course a group, and not all pupils of the school from forms I to VI).

4. There should be more practice than at present in writing English by the pupils.

5. At least in forms I to VI pupils should be made to get by heart prose passages in English.

INSPECTION REPORT —ITS NATURE AND SCOPE

By "A CRITIC"

INTRODUCTION

THE inspection of a school is an annual affair and may in some cases be considered a hardy annual. A perusal of the inspection report form would at once give the impression that the columns require to be filled up. As such, the consideration of the filling in of the blanks somehow becomes dominant. The 'somehow' implies, of course, some manner or other regardless of limitations of rules, of time, of columns, more or less fettering the discretion of any person of originality and research. There are other limitations arising from an ignorance of the special subject or the language medium.

DEMANDS ON THE INSPECTING OFFICER

It would seem that under the existing limitations, the inspection of schools, especially of High Schools by the Educational Officers, is calculated to be difficult, if not impossible, necessarily imperfect, easily unsympathetic, grossly superficial, rather supercilious and undoubtedly unreal. It requires some imaginative sympathy, a keen insight, breadth of vision, a strong sense of humour and proportion, and a firm grasp of the realities of the situation in order to make the inspection useful and valuable. In a sense, so many exacting demands seem to be made on the inspecting officer that they cannot be easily satisfied. If they are frustrated, criticisms too are sometimes exposed to the risk of being unreal.

POINT OF VIEW OF THE TEACHER— UNREALITY OF INSPECTION

Looking at the inspection from the point of view of the teacher, it may be said at once that he is likely to set great store by it. He is prone to scan the report and

to read more than what is there and to read between the lines. On it so many things depend, the teacher's increment, prospects, career etc., etc. The report provides a facile weapon for managements to get rid of the undesirable teachers, to knock on the head noisy agitators and to put down rebellious subordinates. If it is a question of encouraging any particular teacher, the management may favour him even without the recommendation of the District Educational Officer. If on the other hand, an unwanted teacher's work is adversely commented upon, that is a signal for sending him out, exploiting the District Educational Officer's recommendation. The situation, therefore, may be easily described. It is serious enough for the teacher, it is a life and death affair for him. Whether it is viewed and prepared from the same point of view by the District Educational Officer is open to question. At any rate it may be admitted that no intimate contact between the reporter and the object of the report can be so established. It is difficult to reconcile the subjective aspect of the report with its objective evaluation by teachers and critics. Herein lies the unreality of school inspection. If it is true that school education is unrelated to life, it is equally so that school inspection is unrelated to conditions of life at school and to the teaching experience of masters.

SOME METHODS OF INSPECTION

It may not be out of place to refer to methods of some inspecting officers. One officer appraises (assesses) the work (the worth) of the school by the S. S. L. C. results. The better the result, the more efficient is the work of the school, so much so, every activity at school is ordered in terms of the examination. Another officer—a different type—wants the pupil to rely on

his own resources and the teacher to employ the method of assignments. The pupils are required to do the assignment, pre-lesson or post-lesson at home. They are apt to copy one another. They make some effort, and that is more than enough. If it so happens, that the S. S. L. C. result in a particular period happens to be high, then it is attributed to the assignment plan.

ONE PECULIAR METHOD

A different type of inspection is that which makes a fetish of class-room teaching. The idea is that if the class-room teaching is all right, according to a particular technique, then everything else about the school work will be in perfect order. The District Educational Officer inspects every lesson of every teacher, observes the teaching, then does his teaching (the preparation being based on the teacher's performance) taking a longer period than the teacher himself, goes to the headmaster's room with the headmaster and the teacher, gives his verdict of the lesson on the plea that not everything of what he says will find a place in the report.

According to this method, the teacher is a thorough success in one period, only to become a deplorable failure in the second period. There are kaleidoscopic changes in the teaching ability of the teacher (or the inspection ability of the officer!). The teacher's lesson is judged by the responsiveness of pupils to the questions of the inspector, irrespective of the type of lessons, reading, inductive, deductive, etc. The same teacher's lesson will become good or bad being subject to alternating verdicts.

AN EASY INSPECTION!

There is yet another type. Most sane officers belong to this category. Their

remarks are moderate and show a sense of humour and proportion sometimes. They are based as often on direct observation as not. Some of them allow their judgment to be warped by others. Others have their own preconceived notions too strong to be dislodged by others' views.

Coming to extra-curricular activities it may be stated that the problem is apt to be viewed by different people from different angles. People trained in old traditions generally are indifferent because those activities are after all extra-curricular. On the other hand 'England-returned' officers emphasize their importance.

REACTION ON TEACHERS—PROPER APPROACH

The inspection report has its own reaction on teachers. If it is highly complimentary, the teachers come to entertain exaggerated and fanciful notions of their own importance. If it is adversely critical, there is a depression of spirits. In either case there is no warrant for the inflation or deflation of values to any appreciable degree. If it is neither eulogistic nor deprecatory, it is not acceptable to minds accustomed to tones of appreciation and depreciation. From one point of view (and that is the most reasonable attitude for any conscientious teacher to take up) a report written in moderate tones must command the greatest common measure of acceptance, for the idea is that he proves to be a successful teacher who has a steady, sober, sane outlook on life, who is swayed neither by passion nor prejudice except the passion and the prejudice for duty and service for children, and who regards praise and blame as equally out of place and undeserved.

THE CHILD: AN EGO

"The teacher should realize that each child is an ego; and should give all the help possible to the development of its character. He naturally has a vast opportunity, because the children are in his care to learn, and he can make of them very much what he will. As to the strength of this influence, a well-known jesuit once said: 'Let me have a child up to the age of eleven, and after that he can go where he pleases.'"

—C.W. Leadbeater.

DRUDGERY IN ARITHMETIC

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

It is a general complaint that pupils are not able to see when they could use their school arithmetic in the solution of everyday difficulties. An examination of the contents of arithmetic as taught in the school and the methods adopted to teach the same would reveal why such a deplorable state of affairs should obtain ground. Much of school arithmetic is full of unnecessary material introduced because of a misplaced emphasis upon what is called the disciplinary aim of mathematics. All agree to it that mathematics affords mental discipline. But what mathematics is it that is capable of disciplining the mind? It is not the mathematics as at present taught in the school.

Classroom mathematics is divorced from the mathematics of real life. Isolated facts and skills are taught to the pupils. Computational ability is sought to be developed in the pupils. Accordingly, problems involving computational work are set for the sake of setting them without any regard to their consistency with real life situations. Much drill is provided in them. They create a false attitude of mind in the pupils. Some have improbable situations implied in their working. We can quote at large from text-books on Arithmetic several problems of this type. Cycles racing at 20 miles an hour, carts speeding at 10 miles an hour, $\frac{1}{2}$ men, interest calculated at 15%, villages where women and men are in the ratio of 7:1 etc., find abundant space provided for them. Unnatural problems cannot train the pupils in the right way. May be they involve certain computational work. Pupils trained in this way cannot recognize any absurdity in problems framed with improbable situations. For example, a problem like 'one and a half hens lay one and a half eggs in one day. How many eggs will six hens lay in six days?' A problem of this type was given out in the children's

(English) Programme of the All-India Radio, Madras. The answer is studiously worked out to be 36 eggs. That there cannot be one and a half hens is not perceived by most of the children. Another problem of the same type was given in the children's programme (Telugu) of the All-India Radio, Madras, some time ago, i.e., '1 seer of rice becomes $1\frac{1}{2}$ seers after being in water for some time. 2 seers become 3 seers. How many grains will 238 grains become when put in water for some time?' The writer of this article has personal knowledge of the answers given by the pupils of the ages ranging from the twelfth to the twentieth year for this sum. Almost all of them gave out the answer '357'.

All this shows that the pupils think that any sum must be worked out according to some method known to them without any regard to the probability or the improbability of the situations described. This view should not obtain.

If the unwieldy mass of subject-matter were eliminated from the curriculum much of the difficulty that the pupils encounter could be avoided. Long strings of fractions, sums on fractions involving improbable situations, simplification of unwieldy decimal figures etc., should be taken out from the subject-matter. In its place, the schools should teach 'to the point of mastery' the socially useful processes with the whole numbers, work with easy fractions limited to halves, thirds, fourths and sixteenths, percentages, averages and the like. In the pial schools of old in the Telugu country, *Pathikas* (fourths), *Parakas* (eighths), *Veesams* (sixteenths) were in good vogue. Just like the multiplication table, a table of relationship between *pathikas*, *parakas* and *veesams* were taught. This enabled the pupils to work out fractional processes in daily life.

Mastery of these essentials should become the drill load in arithmetic for the lower classes. 'Whatever is to be taught beyond these phases of computation is to be learned through informational problem-work adjusted to child-interests.'*

Systematic drill work in mathematics should follow the development of meanings of topics and processes. Drill work with problems unreal should be eschewed. For as Prof. N. Kuppaswami Aiyengar so aptly puts it: 'Chewing rubbers is a good exercise for the jaws but it is an extraordinarily innutritious food.'

The very purpose of arithmetic is to beget in the pupils habits of accuracy, understanding and learning. Drill work without meaning will defeat this purpose. The pupils' knowledge of arithmetic will not grow into a unified science as it should. It is only when this knowledge grows into a unified science that the pupils can recognize that they can use their knowledge of the subject in the solution of everyday difficulties.

Opportunities must be afforded to the pupils to have problems with meaning. The problems must be incident to their experience. Memory without understanding is not to be depended upon. Bearing this in mind it would be a better plan to make sure that the children first perceive some sense in what they learn. Once it is done, exercise for the purpose of increasing the number of right responses and permanency of learning will have point. Sufficient opportunities must be given for the application of the skills to situations that need them for their proper interpretation.

Without this, drill work in arithmetic would be futile. The pupils would feel that the drill work is a series of tasks imposed on them to be done somehow or other. The tasks would have no meaning for them. They would be dealing with

abstract symbols devoid of meaning or significance and hence a drudgery.

We must remember that pupils can like a subject only when they know how to learn it and are confident of its value for them. Neither of these conditions obtain in arithmetic when the pupils are engrossed in a maze of facts—so large that the maintenance of the facts is impossible—and when the teaching is upon the low level of specific skills. In this connection we have to note that a specific skill can occur in different contexts.

Let us take an example. A problem like: 'Simplify:— $\frac{5 \times 6\frac{1}{2} \times 420\frac{1}{2}}{100}$ ' is not the

same as the problem: 'Find the simple interest on Rs. 420-4-0 for 5 years at $6\frac{1}{2}\%$ per annum'. The latter problem has the skills involved in the former applied to a real situation. The skills of the former sum are in a certain context. We have to arrive at the step 'Interest = $\frac{5 \times 6\frac{1}{2} \times 420\frac{1}{2}}{100}$ '

after seeing through the context. Unless the students understand the context and the situation implied, they cannot use the skills with which they are already familiar viz., here multiplication of mixed fractions, their division by a whole number and expression in a mixed fraction. So drill-work must provide for the application of skills and facts to situations in which they occur. When drill-work in arithmetic takes note of this fact and connects each skill with previous learning or connects each skill with the ways in which it could be profitably used, arithmetic would be the pupils' pet subject because then it becomes their own and they would be confident of their ability to work at it. The pupils would be able to appreciate the subject and develop their knowledge of it.

Drill-work must be motivated. Boys can be asked to supply data for sums. They can be asked to collect the prices of articles in the bazaar, the railway timings, their weights and heights, etc. The teachers can

* Guy M. Wilson: Teaching the New Arithmetic, Mc. Grawhill Book Company, 1939 New York, P. 4.

PRAISE AND CRITICISM

By Mr. E. M. ABRAHAMS

THE other day I was reading the autobiography of a famous journalist, Harry J. Greenwall. The title of the book is, *I Hate To-morrow*. His stepfather, he tells us, kept on dinning in his ears, that he was fit for nothing, that he would not succeed in life. When Mr. Greenwall grew up he tried tailoring, tutoring and what not, but failed in all these callings, because every time he tried to do something his stepfather's words came back stinging to him, "You are fit for nothing." He says:

"I had an inferiority complex, badly: I was no good and I knew I was no good. I might as well die....."

A little later he writes:

"My personal financial situation when I embarked on the Sea of West End tradesmanship was precarious. For years,

Continued from preceding page

make use of these data in sums on Profit and loss, Time and distance, Averages, Graphs, etc. The boys would develop great interest in the subject. They become filled up with a sense of achievement.

Drill-work of the type described above would not make arithmetic a drudgery for the boys. It not only develops the computational ability in boys but inculcates additional abilities in them.

It will inculcate in the pupils "(1) ability to see the number elements in complex situations that contain these elements along with others; (2) ability to solve quantitative problems of real life; (3) ability to interpret correctly numbers seen, heard or taught; (4) ability to give number its proper weight when decisions are made; and (5) ability to express in mathematical language the number relations of situations."

* E. A. Bond in *Mathematics Teacher* Vol. XXXIII, No. 5. Edited by William David Reeve.

as I have related, I was used to hearing myself described as a blockhead whose money must be well invested, because I should never be able to earn my own living."

But fortunately a chance word of praise changed his whole attitude to life. He had written a short story. He gave it to a journalist for criticism.

"One day walking up the Champ Elysees I produced my attempt at a short story. 'Do you realize how good this is?' said my friend. It seemed that some hitherto invisible orchestra suddenly burst into a hymn of praise. I had been praised. Me, me, me. It was incredible, I, the blockhead, the failure had produced something, created which a professional writer thought good."

Such is the magical influence of sincere praise. Have we teachers not felt elated, when someone has praised us? And, yet we do not unto others as we would have others do unto us. Next time a boy writes an essay, and comes up to you for correction, look into his eyes. And his eyes will say to you, "Is my essay good, Sir?" Tell him that it is a good attempt, and you will find him strutting back to his seat prouder than any peacock under the sun!

To praise a child is not as easy as it may at first appear: we must not confuse praise with flattery. The one is sincere; the other is not. When I say that a child should be praised, I mean that we should offer him as much encouragement as we can. We should not bluntly criticise him. If we go on criticising a boy at every turn, we will make both the boy and ourselves unhappy. For after all a teacher prone to too much criticism is generally the victim of an inferiority complex. He tries to "show off" by finding fault, by criticising and by shouting in the class. While a well adjusted teacher

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is more profuse with praise. He looks upon the child's mistakes as howlers to be discussed in the Teachers' Common Room.

Therefore, try to make friends with your boys. Mix with them. Get into the spirit of school life. And the art of praising will come to you naturally. Go a picnicing with your boys. Sing songs with them. And the art of praising will come to you naturally. Look at things from the point of view of the child. Read a few good books on psychology. And the art of praising will come to you naturally.

Next time you enter your class-room examine the faces of your boys and you will be surprised to find many of them praise-starved. Look at the boy on the last bench, the fellow in the corner. Do you know what is going on in his mind? He is waiting for the bell to ring. Look at him carefully. Do you see the fine shirt he has worn to-day? Can't you see that his coat has an excellent cut? Don't you think he looks brighter to-day? Don't you think, that of late, there has been a considerable improvement in his conduct? Then, my dear man, tell him so. Pass a chance remark on him while you are explaining a lesson. Do this and you will see his face lit up with a smile. He will shift in his seat, feel more happy. And I bet, on that day, he will be walking in the air!

But what is the result of criticism? It is, indeed, lamentable to record that there are teachers who hate the very sight of a child. They not only hate the child in others, but the child in themselves. Seeing children miserable gives them a sort of a sadistic satisfaction.

Consequently, these child-hating teachers make life in school miserable for the children. Their attitude towards children is for ever widening the breach between student and teacher. They regard their children as "imps of darkness." Consequently they bring out all "the impishness that is in them." As Ballard admirably puts it: "If he calls them fools and liars, not only is he making a charge which is not

true, except in a very limited sense, but he is widening the very breach which it is his deepest interest to bridge. He should take active steps towards good fellowship; with a watchful eye he should explore the pupils' minds and hearts, searching for their virtues with a magnifying glass and for their vices with a diminishing glass."

To those teachers who are inclined to be hypercritical, I would say, look at the humorous side of school life. Learn to love your children. The dullest and ugliest of them has some redeeming quality which makes him loveable. And I believe, fervently, that very often it is the follies and foolishness of boys that make them loveable.

Not long ago I went for a childrens' concert. A child came upon the stage and began to recite a poem. Hardly had he gone through half his recitation when his memory failed him. A gentleman sitting next to me remarked that the child was useless, that he had not been trained well and what not. I told the gentleman that a child who does not commit mistakes is not a child, and that the very fact that the child had stopped midway, has caused considerable amusement to the audience.

The danger of criticism is that every time we criticise a child we make him aware of his limitations and of his shortcomings. All the time we are under the impression that we are stimulating him to greater effort. But unfortunately such is not the case. On the contrary our criticism has a cramping and discouraging effect on the child. As Addler says:—

"The greatest difficulty in education is provided not by the limitations of the child, but by what he thinks are his limitations. In education we should be occupied in increasing the courage and interest of a child and in removing the limits which through his interpretation of life, he has set to his own powers." Further he adds:—

"Much the same is true of school reports. If a teacher gives a child a bad

report, he believes that he is stimulating him to struggle harder. If the child had a severe upbringing at home, however, he will be afraid to take his report back. He may stay away from home or alter the report. Sometimes children have committed suicide in such circumstances. If the teacher is a little milder and more benevolent, the child might have been encouraged to go ahead and succeed. Even the worst pupil can improve, however, and there are sufficient examples, among the most famous men, to show that a child who is backward at school may recover his courage and interest and go forward to great achievements."

Addler firmly believed in what he wrote. When a doctor once said to Alfred Addler, "I do not believe you can make a backward child normal," the reply was a two-sentence lecture containing the path of successful treatment of children.

"Why do you say that?" queried Addler "one could make any normal child

backward: one would have to discourage it enough." (Italics mine).

We now begin to realise that a very small percentage of what are called "mental cases" have any actual brain defect. Very many children are considered backward because they have retreated (due to unkind or unwise treatment) to a position where it seems to them safer not to use their wits at all.

Therefore, how important it is for us, teachers, to cultivate the friendship and the love of children. Boys are very nice, you know very faithful. Tell them stories, pat them on the back, run your hands through hair (this remark does not apply to co-educational schools!) and encourage them at every opportunity. Then you will find your life filling with love for the world, for living and for children, your feeling of inferiority will no longer be a Problem Teacher.

PHYSICAL EDUCATION

By Mr. A. S. VAIDISWARA AIYAR, B. A., L. T.

IN the course of the last fifteen years, the Government of Madras has been taking steps to improve the physical education of the province and the first step they had taken towards it was the establishment of the Y. M. C. A. College of Physical Education. Since then the process of converting drill into physical education and Drill Masters into Physical Training Instructors (P. T. I's) is going on but the important stage in the course of it viz., compulsory physical education in the High school classes, has now been reached. Moreover any good scheme will come to grief unless the personnel who are to work it are equipped well for the purpose. But many of the P. T. I's of schools are not well equipped, having been drafted into the department before 1930, when the output of the P. T. I's was

small, and the conception regarding physical education was narrow and confined to drill and gymnastics. The time has now come for parents and the public to take an intelligent interest in the physical education programmes of our schools and cooperate with the schools and managements in carrying out the compulsory physical education programmes. I congratulate the Government on their decision to give this training to the P. T. I's and the scheme of giving them the necessary knowledge and outlook for carrying out the physical education programme, in different regional centres, in groups of 50 each. It is a wise decision and must go far to change the outlook of our erstwhile Drill masters, and make them realise the value and importance of the scheme of which they are in charge, as

many of them, except for those who have come out of the College of Physical Education, are poorly equipped to teach the varied aspects of physical education as now conceived.

You all know that the ordinary school curriculum aims at the development of the mind and the faculties of the brain such as the power of reasoning and memory and so on. But physical education as it has been conceived today has a different purpose. It is not, as it was once thought to be, merely the cultivation of the muscles and the development of the body. Many a strong and muscular man may not have a set of sound internal organs. It is only by means of the various physical skills such as, walking, running, throwing and kicking in a methodical manner that a man could obtain a sound and efficient body. Further it is well known that many qualities of the mind, such as, resourcefulness, quick decision, ability to combine with others for a good or common purpose, or team work as it is called, ability to give and take, could only be learnt in the playgrounds more easily than in the classroom. From this point of view, organised games, such as, football or hockey, *chedu-gudu* or Dodge ball, indigenous or foreign have a lot of educative value. Thus attention to games, and the qualities acquired in the playground lead to the acquisition of a good character which is necessary for the right type of a citizen. You have heard that the battle of Waterloo was won in the playfields of Eton. The way in which Hitler goes about his business make me doubt whether he was a sportsman in his younger days in the real sense of the term. Again physical education of today aims at the instilling of correct healthy habits in the children, so that such habits may be of value to them in after life. Thus the physical education of to-day is not merely drill and gymnastics. These form only a small part of it. It attempts at the development not only of the body, but also of the personality. The physical educator of today aims at developing the body and

the mind, by means of drill and gymnastics, play activities, physical activities, such as, jumping and running, organised games such as football and badminton and the acquisition of proper health habits. Such an ambitious and rightly ambitious aim cannot be carried out without the co-operation of Headmasters and teachers in schools, and managements and parents. Teachers in Elementary Schools are meeting with a lot of opposition from ignorant parents who object to play activities in schools and think that precious time intended for languages and Arithmetic, are foolishly taken away for the activities, and managements provide inadequate facilities for this purpose, without a proper appreciation of the educative and educational values of physical education, also commit a similar mistake. A similar opposition is also seen in secondary schools, but in a mild and dormant form, sometimes in the form of a contempt for the physical education programme, either expressed or understood. I hope that as time passes, parents and managements would realise the lasting benefits derived from a sound system of physical education.

I now wish to consider whether the right kind of co-operation has been given to Physical Training Instructors by Headmasters and teachers. Perhaps I now come to a delicate subject. It was reported in "The Hindu" that Dr. Andrews had said that Headmasters were conservative and the editor of the paper had rightly said that to make the scheme successful, the conservatism of Headmasters was not the only obstacle to be removed. I am sure that as a result of the close association with the Headmasters and the P. T. I's in the various regions wherein he is holding these refresher classes, Dr. Andrews will have a better appreciation of the difficulties now existing for carrying on the Physical Education Scheme, and I hope that in due course many of the difficulties will be solved. I shall now refer very briefly to the difficulties, so that the public may have a clearer

perception of them and help us to remove them.

Though the physical education scheme requiring the pupils either to learn or to take part for 5 or 6 periods a week has been introduced, the provision for an adequate and suitable personnel for carrying out the same has not been properly tackled by the Department. A P. T. I. is in charge of 250 pupils. But he can never engage simultaneously more than 80 or 90 pupils with efficiency. In the Government orders, the assistance of boy-leaders and class masters should be taken. A boy leader cannot control efficiently unless a teacher is in the neighbourhood. The present attitude of the class teachers is that the work is more that of the Physical training instructor and that he is there to help him more as a matter of obligation, or to please the Headmaster, if that is necessary. This attitude can be minimised only by increasing the school day to six hours instead of five as at present, for requisitioning the services of other teachers at the rate of one teacher for a group of 40 to 50 pupils in the playground. Even then there will be difficulties due to the lack of aptitude for the part of the teachers or their infirmities due to age. If the physical education programmes are to be fully carried out, more time after 4 P. M. should be available, and this will be possible only if one more period is made available for the school curriculum, so that more classes can take part in physical instruction in the last periods, instead of one or two classes only as at present. To go to the playgrounds before 3-30 or even 4 P.M., especially in the Ceded Districts, will be very difficult. Another difficulty is that there is no provision for adequate playgrounds in many big cities.

Further, I think that Government has also to insist on managements contributing a moiety of the expenditure in schools in athletics and playground facilities. It will

be better if the Government stores standardised sports materials on the lines of medical stores and stationery articles. Now there is a good deal of confusion in the purchase systems obtaining in schools. Though the competition is leading to cheapness, it is perhaps more costly in the long run. Further there is scope for simplifying the methods of purchase in local sports materials, and not allow the Headmasters of local bodies schools to be always under the nightmare of audit objections with the resultant delay and loss of efficiency. The Government has also to revise the status of P. T. I's, so that a better type of instructors with higher general education qualification may be secured. A teacher who has read only up to the VI Form cannot command respect or willing obedience from the pupils. The inferiority complex from which some of the Instructors are now suffering as a result of which they sometimes allow the grown up pupils in the higher forms to go their own way in the playground should disappear. Further a higher qualification will instill among his other colleagues in the school a greater sense of equality and respect than at present. If the Government offers a better grade of salaries, athletic minded young men will find it worth their while to take up the job and will undergo training in larger numbers.

At this juncture when the physical efficiency of one group of nations, the German and the Italian, is pitted against the physical efficiency of another group, viz., the British and the Russian and may I say, the Indian, when perhaps we may have to show our own endurance to stand the onslaught of the terrific Hun, at this juncture when all principles not only of sportsmanship, but also of international law, are thrown to the winds, should we not in all seriousness pay attention to physical efficiency and learn the value of endurance and sustained work?

Experimental Basic Schools of Bihar Govt. Report for 1940-41 of the Board of Inspectors

(Concluded from the last number)

PROFICIENCY IN GENERAL SUBJECTS

The results have also to be assessed from the point of view of the proficiency acquired in the subjects which are ordinarily supposed to form part of an educational course and whether or not or to what extent the requirements of the curriculum have been fulfilled. In Basic education besides language and arithmetic simple facts of social life and service are also included in the curriculum. But no text book is prescribed and whatever has to be learnt is to be learnt by correlation with craft work, and the social and physical environment of the child. We found that the children both of the 1st and the 2nd grade had generally attained the standard laid down in the curriculum in respect of arithmetic. So far as language is concerned, they were quite proficient in oral expression and were fairly good in writing. In reading, however, they were deficient and their writing was better than their reading. The reason apparently is that while they have been used to writing from the very beginning, suitable reading material has not yet been supplied, the required books being yet under preparation. A few books used in ordinary schools have only recently been supplied and they are now being utilised to give practice in reading. The children are also not up to the standard in social studies and general science. The failure in this respect is generally of the teachers who have not yet given the necessary attention to these subjects. As already stated, the children have become fairly acquainted with their social environment but not much effort has been made to acquaint them with the physical surroundings through observation, enquiry, etc. More attention has to be paid to this part of the curriculum as also to Drawing which also is not quite as good as one would wish it to be, in the case of children of Basic schools.

CRAFT EFFICIENCY

The craft work of the children was comparatively of a higher standard as compared with the previous year and the requirements of the syllabus have been fulfilled within a small

degree of deficiency when the work of all children is considered together. Individually considered, the standard has been exceeded in a fairly considerable number of cases. For the 1st grade the standard laid down for spinning on Takli is a speed of 53 Tars (4 feet) of yarn of 10 counts in half an hour. The average speed attained was 37 Tars of 10 counts, which is lower than the standard by 36 per cent. The highest individual speed was however, 98 Tars in half an hour which was 85 per cent higher than the prescribed standard. Similarly for Grade II the prescribed standard is a speed of 60 Tars of 12 counts in half an hour for Takli and 100 tars of 16 counts in half an hour for spinning on Yavada Charkha. The average speed attained was 53 tars of 12 counts in Takli spinning and 71 tars of 14 counts in spinning on Charkha in half an hour. The deficiency was therefore, 13 per cent, in spinning on Takli. As for spinning on Charkha, it has to be noted that the charkha used in the Basic Schools was the Bihar Charkha which gives less speed than Yavada Charkha. Yet the deficiency was only 19%. The highest speed attained by an individual child was however 125 tars of 12 counts on Takli and 203 Tars of 16 counts on Charkha which is higher than the standard by 25% and 103% respectively.

A pertinent question that arises while considering the achievements of the pupils is whether all that had been attained in the shape of development of desirable habits and qualities and proficiency in cultural subjects was acquired through the practice of the craft work and through the use in a natural way of the other two centres of education prescribed in the syllabus—the physical and social environment of the child. From what has been already said it is clear that all schools and all teachers have not been able to work the syllabus wholly in the spirit in which it needs to be worked nor have they always and fully followed the methods desired. As a rule, however, they are trying their best to do so and a few of them have had considerable success. Similarly, while the average all round attainment of the pupils taken

together is yet below the expected or desired standard quite a good percentage of children who have completed their second grade have generally attained that standard. As already stated, low and irregular attendance has interfered much with the work of the schools and is responsible for the lower standard of attainment recorded for the area, as a whole. But it is quite likely that the child's own aptitude may have played an important part and despite good attendance his progress may have been small. The problem has, therefore, to be carefully studied how far a child's own innate capacity is a contributing factor to the degree of proficiency acquired by it or its deficiency. We suggest that this interesting line of research should be undertaken and the teachers should keep careful records of the progress and psychological traits of the individual child and try to understand the reasons for a child's failure even when it is fairly regular in attendance. The need for study of this problem is the greater in the case of schools where a large percentage of children may have failed to come to the standard in spite of fairly regular attendance. Supervisors should be able to give valuable guidance in the matter.

EFFECT ON THE COMMUNITY

In their report last year the Inspectors had noted the good effect that the Basic Schools were producing on the community—how the early opposition was dying down, good-will for the schools was growing and in some places even co-operation in advancing the school activities was being obtained. This influence of the schools on the local public has further grown. In several places the local public have become enthusiastic and active supporters of the schools and almost everywhere generally an atmosphere of co-operation has been generated. One or two notable examples of how the villagers have reacted to the work of the schools may be referred to here. In Chanbetola-Parukia where opposition to the school in the beginning was perhaps the strongest, the atmosphere has so changed that the villagers—young and old and including men of higher status—with their own hands have built an approach road to the local Basic School of a length of about half a mile in order that no inspector or other officers coming to the area may feel disinclined to visit the school in their village. Indeed, they have become so much interested in the school that some of them daily visit the school and are

ever ready to help the teachers in every matter. An approach road of two furlongs has been made by the local public at Lagunaha. In two or three other places too the villagers have promised to build similar approach roads at their own cost and by their own labour. During our visit rallies for demonstration of physical feats and dramatic representation were held in four schools and anniversary was celebrated at one school. At all these five centres the village people arranged to give some refreshment to the guests and the children at their own expense. All this is a proof of the growing realisation of the value of the schools on the part of the local public. It may be stated here that an exhibition of the handi-work of the children and of other articles produced in the schools, education charts from the Training school etc., etc., was held at Brindaban to which the local public were invited. A fairly large number of them responded, many coming from long distances, 8 to 10 miles, walking on foot.

The growing influence of the schools on the community of which the above is a testimony is certainly due to a fair extent to the work which the schools do by way of community service. Cleaning of the villages is periodically undertaken. We have already referred to the labour week during which intensive work of village sanitation was done. The teachers may find out other ways of serving the villages. We are glad that the suggestion made last year of inviting the local public to witness school games, dramatic representation etc., is being followed. This is producing a good effect on the community.

ECONOMIC POSSIBILITIES

According to the calculations made by the Zakir Hussain Committee, the monetary value of a child's earning from the basic craft of spinning in a year with 288 working days with 3 hours 20 minutes devoted to the craft should be Rs. 2-10-0 in grade I and Rs. 7/- in grade II after making due deduction for absence owing to illness and other normal causes amounting to 25%. From the records of earning kept in the Basic schools it appears that the average earning per child in the year under review was Rs. 2-4-0 in grade II and -/12/- in grade I. This is apparently less than the expectations of the syllabus. But the average number of working days in Grade I was only 270 and in Grade II 243 and the average attendance as already stated was

50 per cent and 70% respectively. The time allowed to the basic craft daily was also an average of 48 minutes in Grade I and one hour and seven minutes in Grade II against the prescribed 3 hours 20 minutes. If these factors are taken into account and calculations are made on the basis of the actual attendance and the time given to the craft as compared with what these should have been according to the syllabus, it would appear that the average earning per child would amount to Rs. 2-8-0 in grade I and Rs. 6/- in Grade II. This is short of the expectations of the framers of the syllabus by 5% in Grade I and 14% in grade II. This result cannot thus be called as unsatisfactory as it appears on the surface. If individual earnings are taken into consideration the result will, indeed, appear to be quite encouraging. We have had careful calculation made and we find that 148 children out of a total strength of 523 on the rolls in Grade II or 28 per cent earned 100 per cent and above 151 children or 29 per cent earned between 75% and 99 per cent, 162 children or 31% earned between 50% and 74% and 62 children or 12% earned less than 50% of what they should have according to the syllabus within the time actually given by them to the craft. Similarly in Grade I, 185 children out of 674 on the roll or 27% earned 100% or above, 120 children or 18% earned between 75% and 99 per cent, 175 children or 26% earned between 50% and 74% and 194 children or 29% earned less than 50% of the calculated normal increase. In other words, quite 27% of the children in Grade II and 28% in Grade I, fulfilled the expectations of the syllabus and, indeed, exceeded them although their attendance was not up to the mark.

It is interesting to note here that the actual maximum individual earning was Rs. 5-4-3 in Grade II and Rs. 1-14-10 in Grade I. The former was secured by a child of Mathia Baku-chia School and the latter by the Bhagerwa-Ratna Mala. Against these the minimum was -/4/4 in Grade II and -/1/3 in Grade I obtained by a child of Sirisia Adda school and Bakulabar school respectively. How irregularity and smaller number of hours given to craft work affect efficiency and so the earning capacity cannot be better illustrated than by these cases. The attendance of the child who had the highest earning to his credit in Grade II was 224 days and the time he gave to the practice of the craft was a total of 247 hours whereas the attendance

of the child who got the lowest earning in that grade was 78 days with 83 hours devoted to the craft. In the same way, the attendance of the child who secured the maximum earning in grade I, was 208 days with 201 hours given to the craft and of the child who got the lowest earning was 52 days with 36 hours only devoted to the craft. Irregularity and smaller number of hours given to the craft, therefore, do not mean merely so much less time given. They also mean so much possible efficiency not secured. In the result the loss is much more than what the application of the simple rules of three would indicate. Both irregularity and the lesser number of hours allotted to the craft work are, therefore, very important factors to be considered when assessing the economic result of the working of the scheme. There is little doubt that if better average attention could be ensured by any means and the syllabus strictly followed in the matter of allotment of time to the craft, the expectations of the framers of the scheme are likely to be not only fully realised in the case of the generality of the children but to be also exceeded in the case of a considerable proportion of the school population. The maximum earning in Grade II is already 219% being equivalent to Rs. 15-5-0 against Rs. 7/- as envisaged by the scheme and in Grade I about 266%, being equivalent roughly to Rs. 7/- against Rs. 2-10-0 of the scheme. While mathematical calculations are not wholly dependable in a matter of this kind, for greater time devoted to craft work may introduce the factor of fatigue, more time will also mean more practice and, therefore, greater proficiency. So what may be lost by fatigue may be gained by higher skill and the two may balance each other, leaving the result obtained by these calculations practically undisturbed.

As a result of the year's working a sum of Rs. 2112-3-0 was deposited in the treasury being the price of yarn spun by the children, the cloth woven out of the same and their garden produce. There was in hand also at the end of the year stock worth Rs. 268-3-9. The total value of the articles produced by the children during the year was, therefore, Rs. 2380-6-9. Deducting from this the price of cotton (Rs. 516-8-0), the weaving charges (Rs. 577-1-6) and the price of the yarn of 1939-40 disposed of during the current year (Rs. 162-3-6), the balance (Rs. 1124-9-9) represents the actual

realised value during the year of the labour of children in the Basic schools.

SUGGESTIONS

We have already made some suggestions here and there in the course of this report to improve the general working of the schools. We would like to add a few more here and these are particularly important and necessary to speed and round up progress.

(a) We have noticed above that although individual attainments in the case of a fair percentage of children have not, on the whole, been below the standard, the average has been comparatively below the normal. While individual aptitude may be in some measure responsible for this, the extent of which, we have already suggested, should be found out by a careful study of the children's innate capacity and psychological traits, the low average is obviously due in a great measure to irregular attendance of a large number of children and also in some cases, late admissions. We think the time has come when some restriction should be placed as regards the date of admission and we recommend that the 28th of February should be the limit beyond which admissions should not ordinarily be made, save in the case of children coming on transfer from other Basic Schools or for very exceptional reasons to be recorded in writing by the Headmaster and scrutinised at each next visit by the supervisor. Securing regularity is a more difficult affair and in a voluntary system all that can be done is to provide more and more attractions to draw children to the schools. The provision of a play-corner has been one such attraction. We would like to suggest that prizes should be offered for regular attendance. That is a positive method. Negatively, the names of those who are very irregular should be struck off. There has been great leniency in the past in this matter and we found in some schools that names of children were still borne on rolls although they had been absent for months together. We suggest that in future some strictness should be used in this matter and the period for which continued absence should be tolerated should be progressively reduced from Grade I onwards. For instance, while more tolerance should be shown in the case of children in Grade I, who have to be encouraged to form a school-going habit longer absence should not be allowed in the case of those

who have already been in school for a year or more. We suggest that the limit of tolerance should be one month's continuous absence without permission in the case of children of Grades I & II, and 15 days' such absence in the case of children of Grade III onwards. Those exceeding this limit should have their names struck off the rolls although they may be re-admitted if they promise to be regular in future.

(b) So far the teachers have not been able to act up to the syllabus in the matter of the allotment of time to the Basic craft. This was perhaps unavoidable in the initial stages when, for lack of adequate practice and with rather inadequate control over the technique of craft-centred teaching, they took comparatively longer time in bringing out the educative possibilities of the craft work and in carrying through the practical part of the syllabus for social studies. The time given to the basic craft in the scheme is 3 hours and 20 minutes per day. The second conference of Basic education held at Delhi has, after a thorough review of the opinion of the experts in light of the experience of the workers from all parts of the country, recommended that for the attainment of the required standard of proficiency in the basic craft, the time to be given to it should be 2 hours in Grade I, 2½ hours in grade II and 3 hours in Grade III.

The time actually given during the year in Grade II, was on an average over one hour and seven minutes. In Grade I, it was only 48 minutes. Including also the time given to the subsidiary craft of agriculture the total time given to the crafts came to one hour in Grade I and one hour and a half in Grade II. To be able to assess the true worth of the scheme it is necessary that attempts be made to give to the basic craft, the minimum time, as laid down by the Delhi Conference and to distribute the balance of the school time among various activities accordingly. With the experience gained, it should now be possible to arrange the school time-table in such a way as to make it practicable for the minimum time as agreed upon at the conference being given to the basic craft without the same proving boring or fatiguing to children. The reduced time now fixed for grades I, II & III should provide ample scope for craft work alternating other activities. The increase in time should be effected gradually. The start should be made in the model schools first and the Supervisors should make monthly

EXPERIMENTAL BASIC SCHOOLS OF BIHAR GOVT.

reports both of the progress made and the difficulties experienced as a result of this change. The Practising school at Patna should also undertake this experiment under controlled conditions and careful supervision. In order that this experiment may proceed along right lines, it is necessary that the responsibility for guiding and controlling it should be placed upon a particular member of the Training school staff. It will be the duty of this officer to draw up a plan of work month by month and conduct the experiment. If necessary, he should visit the model schools in the compact area frequently and give adequate guidance and instructions to the Supervisors and the teachers of the model schools.

(c) Craft work suffers greatly if the proper materials are not supplied, and if they are not properly stored. The experts in spinning among us are of the view that baled and pressed cotton indented from areas which normally supply cotton to the mills is unsuitable for hand-spinning particularly by young children. They suggest that *Kapas* should be used instead in the schools specially in the lower classes. This will be of great educative value also as children will have occasion to learn ginning and other processes which they do not get if baled cotton is used. We recommend that this change should be made progressively and efforts should be made to grow as much *Kapas* as possible in the school land itself and the deficiency be made up by purchases from the locality or near centres. Perhaps the change may mean some cheapening of the cost of cotton as well because of the saving of the railway freight from distant places like Wardha from where cotton is now usually indented. The necessity of the proper storing of the raw materials in the Central stores and the school stores cannot be too strongly emphasised. In some schools, the storing was done definitely badly. In this connection we may repeat once more what we have already stated that the Organiser, whose duty is to look to the supply of raw materials and equipments to the schools and the organisation of the central store on such a plan that not only the materials and finished products are kept properly and in a satisfactory condition but that the store itself may become a model of ordinary arrangement for the schools to follow and may prove educative to the teachers and the students, should be relieved of a part of his detailed work particularly maintaining accounts in connection with construction by the provision of a trained accountant till such

time as building operation lasts so that he may be able to give more time to this and educationally more important duty than he is able to spare at present. We believe that the arrangement will not prove more expensive in the long run.

(d) The experiment is reaching its most crucial stage when definite results one way or the other may be expected. It is necessary that all possible help and guidance should now be available to those engaged in it. The Zakir Hussain Committee have emphatically recommended that for proper conduct of an experiment in Basic education close attention should be devoted to the testing of the curriculum. They have, therefore, recommended that whenever Basic education is tried arrangements should be made for conducting researches in connection with the curriculum. Defects in the curriculum as revealed by actual working of the scheme, should be carefully studied and ways for removing them should be found and in other ways, other necessary adjustments necessitated by experience and the result obtained in the course of the experiment may be made in the curriculum. Curriculum-making is a science and it has to be attended to in a scientific spirit. A person with the research spirit and with adequate training for the work should therefore, be placed in charge of it and he should devote his entire time and energy to it.

(e) The stage has now arrived when suitable reading matter should be placed in the hands of the children of the Basic schools. Efforts are being made to prepare literature and we understand the materials for one or two books are ready and will soon be printed. The work, however, should now proceed with somewhat greater speed. We find, however, that much of the time of the teachers placed in charge of selecting and giving shape to the reading material is taken up by the mechanical work of transcribing copies which have to pass through various processes and also hands before they are finally declared suitable for those for whom they are meant. At each stage corrections have to be made, sometimes pieces have to be completely re-written. So transcribing has to be done on an extensive scale. The work of literature making can, therefore, proceed more rapidly if the teacher in charge is given the assistance of some transcriber so that he may be freed from the drudgery and unnecessary waste of time that transcription involves and be able to devote more time, energy and attention to the real work of preparation of literature.

NOTICE

Articles for publication, and books for Review should be sent to the Editor, P. O. Maharanipet, Vizagapatam.

Business communications should be addressed to the Manager, Masulipatam.



EDUCATIONAL INDIA

Masulipatam, Nov., 1941

How Much can Teachers Accomplish?

It has been a favourite idea with the philosophers of all ages that there is nothing which cannot be accomplished through education. According to them, teachers have an infinite capacity to work miracles and that if only they undertake their tasks in the right spirit and manner the world would be rid of all the evils to which it is a prey. It is in this key that Professor Amarnath Jha pitched his eloquent and scholarly address as President of the Srinagar session of the All-India Educational Conference. It is his view that if man is to survive and regain his grandeur as the highest of created beings, the teacher must remould society and fashion life anew and restore a proper sense of ultimate values. He proceeded to state that in a changing world, education must hold fast to certain ideals and the educator must be quite clear about his goal. "He cannot afford to drift. He must plan so that the world

regains its equilibrium." "Education should equip men so that their body, mind and spirit should work in harmony and not in strife. They should be taught to work for peace, for the universe and for the soul of man. That should be the teacher's great aim."

ALL these are noble sentiments and they are expressed in a highly appealing language. They are appropriate perhaps for an occasion when teachers are assembled to contemplate about the beauty and the splendour of an ideal world so that they may escape for a few days at least from the sad and dismal atmosphere surrounding them in the actual world of their daily work. The question, however, that arises is whether Professor Jha is not exaggerating the part that teachers can play in what he calls the remoulding of society. After all what is it that the teachers in Schools, Colleges and even Universities can and do accomplish in this direction? Professor Jha appears to throw on teachers a responsibility which very few of them are prepared to shoulder or are capable of shouldering. It has very little connection with the actualities of life.

NUMEROUS questions arise when we think of the issues raised by Professor Jha. What is exactly the role of the teacher in modern society? Has he the freedom to create ideals and mould society in accordance with them? Is he not bound by a thousand and one limitations over which he has no control and over which the society is not prepared to hand over control to him? And then, is there any agreement among the teachers themselves as to what the educa-

tional ideals should be? It is only when these questions are kept in mind that we will be saved from disappointment due to extravagant expectations formed in regard to what education and teachers can accomplish.

IN the first place, social ideals cannot be created or formulated by teachers alone. They grow slowly as the result of a variety of influences over which he has little control. Take for instance the ideal of universal peace. Should teachers as a body educate the youth who are put in their charge in the ideals of peace or war, make them pacifists and believers in non-violence or train them to become soldiers fighting violently in defence of their country and its greatness and glory? Is it desirable that the youth should be trained to a life of peace in a world where war is still a recognised method of settling international disputes? Governments are everywhere organised on this basis. How can teachers work for universal harmony when the force of Government, as well as of public opinion, is in the favour of war and militarism? A teacher doing so will find himself not within the precincts of an educational institution but behind the walls of a closely guarded prison or a concentration camp.

THE most liberal view which one is entitled to take about the position of the teacher is that he is an expert in a particular sphere of human activity and that the best he can do is to devise the most effective ways and means for instructing the pupils in his charge in the ideals accepted by the society around him. He can only devise means. He has not any spe-

cial authority to determine as teacher the ends of society. He is no more fitted to do it than a lawyer or a doctor. Of course, even a teacher is not merely a teacher; he is also a citizen and if he has any part to play in moulding and shaping social ideals it is more in the capacity of a citizen that he has to do this. And in carrying out this task he has to share responsibility with the other citizens following other professions or occupations.

THE tragedy of the situation is that Government and society are not willing to look at the teacher as also a citizen. When it is said that teachers should not take part in politics, or in religious movements which might create dissensions in society or in schemes of social reform opposed to the existing order of things, he is being accorded a position inferior to that of members of other professions. It is against this tendency that a regular war should be carried on and then only will it be possible for teachers to have some share in the creation of new ideals.

EVEN in doing his work as an expert in his own special sphere he is subject to-day to any number of restrictions, imposed by the ignorance and the stupidity of those who are in control of educational institutions in which he happens to serve. It does not make much difference whether the management is in the hands of local and Municipal bodies full of selfish and corrupt politicians or private committees given to jobbery and nepotism or University authorities organised on a more or less fascist basis. In circumstances like these it is a parody to speak of the part that

the teacher can play in remoulding society.

THE contention becomes still more paradoxical when one recalls to one's mind the qualifications of the large majority of teachers in our country, their status and their general outlook on life. Those who are employed in elementary schools—and they constitute the bulk of the teaching profession—are not even matriculates of universities or holders of a complete secondary school-leaving certificate. Their knowledge or stock of information is limited. They occupy a low status in society, drawing as they do, a salary of Rs. 15 or 20 a month. They find it so difficult to keep their bodies alive that it is too much to expect them to be the remakers of the universe and the soul of man! The lot of the teachers in secondary schools is not very much better in most of the provinces. Though University teachers do not suffer generally from disabilities like these they have such a narrow outlook on life and are so much immersed in their special fields of study that they rarely think that they have a general duty to the society which has made it possible for them to carry on their specialised work. Their interests in life are too limited and they lose caste if they show any tendency to get out of their professional groove and try to contribute anything to the solution of the wider problems with which society is faced.

IN discussing educational problems it is best that we do not lose touch with the activities of the world around us.

Post-War Education

IN all countries engaged in war statesmen are already thinking of the lines on which education should be reconstructed in the period after the war. The need for such reconstruction and for the overhauling from top to bottom of the system of education in our country was expressed by no less a person as Mr. John Sargent, the Educational Commissioner with the Government of India. He has laid down a few basic principles which should guide this work of reconstruction. According to him it should be national in character—national in the sense that it must provide for all irrespective of caste or creed. It may be stated here that this is a principle which is already recognised. What is necessary is that steps should be taken to make it really effective. Schools are now open as much to the members of one caste as to those of another. Associations have been brought into existence for extending education among the backward classes. There are, however, two measures that require emphasis in this connection. One is the introduction of a system of compulsory elementary education. This alone will give reality to the principle enunciated by Mr. Sargent. The other is that in the zeal for educating the backward sections injustice might not befall the more progressive castes. This is a great national danger to-day. Communalism is gradually being extended to all fields of public activity with the result that educational facilities are being denied to individuals simply on the ground that they belong to particular high castes or creeds. It is not a sense of justice and fairness

that is permeating society but one of revenge.

A SECOND principle referred to by Mr. Sargent is the need for industrialising the country. According to him not more than 60 to 65 per cent of the population should be engaged in agriculture and all the rest should take to industries. This will bring about a balanced economy and education should be co-ordinated with such industrial needs. The question however is whether India is going to be industrialised to the extent to which it should be. Even now, when the self-governing parts of the British Commonwealth are adding considerably to their industrial output and becoming in a way self-sufficient so far as war supplies are concerned, India is very slow to move in this direction. It is only when Government recognises the need for rapidly industrialising the country that something will be achieved in that direction and then the necessary orientation may be given to education.

IN this matter there need not be any conflict between those who advocate large scale concentration of industries and those who want their diffusion in villages. In his convocation address to the graduates of Mysore University Sir Bertram Stevens has recently pointed out that this was not a matter of any great significance. It is possible to effect a compromise between both these points of view. He said: "India will probably always be a land of villages. But these villages will play a new part in industrialisation. Here, in Mysore, your Government has shown the way by extensive electrification of rural areas and the improvement of rural

amenities. This is in line with similar development in England and Scandinavia and in my own country. As I see it, India will probably make the best of both worlds. The villages will be modernised and, to some extent, industrialised, but in addition, big new industrial urban areas will grow up, as is absolutely necessary from the organisational point of view if a population of 400 million is to be supplied in mass with industrial products. You must have big assembling and distributing centres; but you can decentralise much of your manufacture of components and accessories, and your first processing of materials, for example, among the villages."

Reorganisation of Secondary Education

THE suggestions put forward by the Madras Teachers' Guild with regard to the courses of studies for the Pre-University section of Secondary Education deserve favourable consideration at the hands of the Government. These are consequent on the decision already arrived at by government that secondary education should be bifurcated at the Fourth Form stage into a Vocational Section and a Pre-Matriculation Section. The Madras Teachers' Guild has thoroughly gone into the question as to what subjects should be studied by pupils whose ultimate object is to enter the University and to what extent there should be a correlation between the subjects in the University classes and those in the Pre-University classes of secondary schools. The point of controversy is in regard to the desirability of introducing specialisation in

the secondary stage. It has been the contention of a large number of educationists that the secondary stage is not the stage when pupils should be expected to make a proper choice of the subjects for special study. They are too young and too immature to do this. It has been their contention that the best thing to do is to enable the pupils in secondary schools to get acquaintance with all those subjects forming the core of what may be called liberal education and that it is only after they enter the University that they should select their special subjects. There is much force in this contention and the suggestions now put forward by the Guild recognise it.

AT the same time there are those who think that in addition to these necessary subjects—necessary for a sound liberal education—there must be provision for specialisation even at the secondary stage so that the transition from the High School to the University might be smooth and easy. The defect in this view is that such a provision will add immensely to the strain involved in schooling and the large majority of pupils might not be able to bear it. There is also the additional difficulty that many schools would experience if they are called on to equip themselves with laboratories for teaching at the secondary stage all the optionals taught in the Intermediate classes of the University. These two points are of great weight. But we live in a world where there should be some give and take, some kind of compromise if work is to go on. And the Guild has suggested what may be regarded as a reasonable compromise in the matter.

THE courses suggested by the Guild provide for three divisions and they are so arranged that they would enable a pupil to get the minimum liberal education and a fairly adequate knowledge in two of the three special subjects in the University courses. It is this aspect that deserves consideration by Government.

Women's Education in Madras

ADDRESSING a representative conference of ladies engaged in educational work, the Director of Public Instruction, Madras, reviewed the progress made in women's education during the last five years. He took a legitimate pride in the success of the efforts which he initiated after he assumed charge of his office. The percentage of literacy which was only 2.5 has now gone up to 6.3 which is an All-India record. This result was achieved even though there has been a great reduction in the number of schools. There has been a considerable increase in the number of girls in the higher standards of elementary schools, of girls in middle and secondary schools as well as those in the Universities. The increase is found in respect of girls in all castes and communities. One remarkable feature of it is the larger percentage of Muslim girls than of non-Muslim girls. From his statement it is clear that 6.8 per cent of the Muslim women was under instruction as against 4.6 per cent for the women of all communities and as against only 3.9 per cent for the non-Brahmin community. This indicates that at least in the sphere of women's education the interests of the minority community are quite safe.

THROUGH different PROVINCES

DELHI

INDIAN HISTORICAL COMMISSION

The 18th Annual Session of the Indian Historical Commission will be held in Mysore in January 1942.

Mr. S. N. Sen, Keeper of the Imperial Records, Government of India, visited recently Bangalore and Mysore to discuss with the Education Minister and others the details connected with the session.

The forthcoming session will be the first meeting of the reconstituted Board under the new constitution and one of the important features of this session will be the appointment of a committee on research and publication which will organise a regional survey all over India and prepare a five-year plan in that connection.

INDIAN ECONOMIC CONFERENCE

A joint session of the Indian Economic Conference (Silver Jubilee Session) and the Indian Political Science Conference will be held in Bombay under the auspices of the University of Bombay on 31st December 1941 and the following three days. Sir Purushottamdas Thakurdas will inaugurate the Conference on the first day. Dr. J. P. Niyogi, University Professor of Economics, University of Calcutta,

Continued from preceding page

WHILE all this is good, the question, however, arises whether progress is as rapid as it should be. We are still a long way behind universal literacy. Then there is the more important question of the nature and quality of education received by girls—to what extent they have been adjusted to the kind of life that women have to lead in a country like India. We reserve our comments on these issues to a later occasion.

will preside over the Economic Conference. Dr. V. S. Ram, Head of the Department of Politics, University of Lucknow, will preside over the Indian Political Science Conference. Mr. R. P. Masani, Vice-Chancellor, University of Bombay, is the Chairman of the Reception Committee, Prof. C. N. Vakil, University Professor of Economics, will act as Honorary Local Secretary of the Conference.

MADRAS

TRAINING IN FISHERY TECHNOLOGY

The Government of Madras have directed the establishment of an Institute at Tuticorin for the training of teachers in fishery technology, after their regular training in teachers' training schools. The institute is intended to provide for a course of instruction to fishermen and others in all branches of fishing industry, including navigation.

The Institute will be started with 25 students. The duration of the training will be one year, and for those who intended to specialise, it will be extended to two or more years. The Bharatha Mahajana Sangam and others will award 14 scholarships for the students of their community and the Government will provide for a grant of six stipends. A fee of Rs. 5 will be charged for students from outside the Presidency.

MEDICAL EDUCATION IN THE PROVINCE

From the review of the Surgeon General to the Government of Madras on the annual report of the Andhra Medical College for the year 1940-41, it is learnt that the percentage of passes in Part I of the Final Year M. B. B. S. examination during the year was only 37 as against 84 per cent in the previous year. The percentage of passes in Part II was 75 as against 56 during the previous year showing an increase in the number of passes during the year.

Improvements to the College and the King George Hospital, Vizagapatam, were effected

during the year under report. The various departments of the College have carried out research work in several branches of medicine.

On the whole, it is stated, the working of the College during the year is considered satisfactory.

The Government Order on the Annual Report of the Stanley Medical College, Madras, states that the results of the L. M. P. and the M. B. B. S. examinations were satisfactory.

The Commission appointed by the University of Madras inspected the College, the Stanley Hospital and the Raja Sir Ramaswami Mudaliar's Lying-in-Hospital in January 1941. The Commission was satisfied with the facilities available for the training of students for the M. B. B. S. Degree course. On the Commission's recommendation, the University has granted recognition to the College.

SPECIAL COMMITTEE'S REPORT ON REORGANISATION PROPOSALS

At an ordinary meeting of the Academic Council of the University of Madras which was held on the 16th October, the report of the Special Committee of the Academic Council, on the Press Communique issued by the Government on the Reorganisation of Secondary Education, has been referred back to the Special Committee for a supplementary report.

In moving the resolution, Dewan Bahadur K. S. Ramaswami Sastri said that the report did not contain any definite scheme of studies regarding vocational instruction and had not given any lead either to the Government or to the public. He suggested that the Special Committee might go into the question as to what courses of higher education should be conducted by the University to correlate and complete the vocational education in high schools. The Committee should also consider the question as to how best vocational education should be correlated with apprenticeship and workshop training.

BENGAL

DEMONSTRATION PARTIES

The retention of demonstration parties, set up by the Government of Bengal, for some important industries, such as, cutlery, metal casting, pottery, umbrella manufacture, coir-

making, soap making, handloom weaving, tanning and boot and shoe manufacture has been recommended in the interim report submitted to the Government by the Technical Education Sub-committee of the Bengal Industrial Survey Committee. The sub-committee has observed that such parties are eminent agencies for the training of cottage workers, both existing and potential, scattered all over the province.

BOMBAY

EDUCATION FOR LOCAL SELF-GOVERNMENT

Proper education of citizens as regards their responsibilities and rights with a view to ensuring efficient and popular administration of the villages and towns was urged upon local self-governing institutions by the Bombay Provincial Conference of local bodies at its resumed session on the 5th October last.

The Conference called upon the Bombay Municipal Corporation to share with the Local Self-government Institute, Bombay, the responsibility of training people in the art of local self-government.

By another resolution the Conference expressed the opinion that early measures for the introduction of universal free and compulsory education were absolutely necessary for further advance of the people and urged upon the Government the necessity of making financial provision for the same by liberalising the Government grants and placing them on a statutory basis and by so amending the Local Self-Governing Acts as to provide for a compulsory levy of education cess or for earmarking a definite portion of revenue for the purpose.

GRANT TO ORIENTAL RESEARCH INSTITUTE

The Government of Bombay has sanctioned a grant of Rs. 10,000 to the Bhandarkar Oriental Research Institute, Poona, to enable it to publish the *Sabhaparvam* volume of the great Indian epic—the *Mahabharatha*.

A critical edition of the *Mahabharatha* has always been a desideratum of Indology and its lack has been a great handicap to the progress of Indological studies. An attempt was made, prior to 1902, by a committee of European Indologists to prepare such an edition but it was abandoned in 1914. The work, which had thus fallen on the shoulders of Indian scholars,

was undertaken by the Bhandarkar Institute in 1919. It has been working on the project for 21 years and has so far published three complete volumes of the first three *Parvams*, and a half of the fourth.

UNITED PROVINCES

NO CHANGE IN SANSKRIT SYLLABUS

The Government of the United Provinces, it is learned, have come to the decision that no change is necessary in the syllabus of studies for the Sanskrit examination.

It will be recalled that a committee was appointed in 1938 to advise the Government as to what changes, if any, were required in the syllabus. The Government have now considered the report of the Committee and, "in view of the far-reaching consequences of the proposed change and the very serious difference of opinion expressed in the press and elsewhere," do not propose to make any change at present. The old syllabus will be maintained.

SIND

INTRODUCTION OF WARDHA SCHEME

The Sind Education Reorganisation Committee, in its report to the Government, recommended the introduction of the Wardha Scheme of Education in a few compact areas with agricultural surroundings, as an experimental measure.

The Committee opines that a sufficient number of teachers of the right type, able to teach in the usual school subjects through craft activities and at the same time skilled in the process of technique of certain basic crafts, would not be forthcoming and therefore, to attempt to introduce the scheme over any wide area in the province would result in failure.

Other recommendations of the Committee include co-education only up to the lower primary stage, introduction of compulsory education for boys and girls between the age of six and ten residing within a radius of one mile from any recognised school; overhauling of teachers' education and extension of the mullah school system.

EXPANSION OF PRIMARY EDUCATION

The Sind Government are introducing three Bills at the next session of the Sind Legis-

lative Assembly with a view to expanding the scope of primary education in the province.

One of the Bills enables the Government to levy education cess on Zamindaris, the second makes it a punishable offence for parents who take off their children from schools in the middle of a course and the third introduces compulsory primary education within a radius of one mile of existing schools.

ARABIC UNIVERSITY

Efforts are being made to start an Arabic University in Sind. A Senate of 45 members and a Syndicate of 15 members have already been formed. The University will be located at Tajpur in Hyderabad district and the Training College of the University will be located in Karachi where Moulvis will receive instructions in teaching. The University will have, to begin with, about twenty Madrassas affiliated to it.

BIHAR

PROGRESS OF MASS EDUCATION

The impressive progress made by the Mass Literacy Movement inaugurated in Bihar in April 1938 is shown by the fact that 10,65,821 persons (including 21,744 women) were made literate and 6,25,696 persons were under instruction in post-literacy course up to the end of March, 1941.

The movement retains its voluntary character. Except for a few organisers who receive a small allowance for supervision and a number of teachers who receive a small capitation fee just enough to cover their out-of-pocket expenses, the work is on a voluntary basis. Students still form the bulk of volunteer-teachers.

With a view to preventing the new literate relapsing into illiteracy, a three-month post-literacy instruction was provided after the completion of the pre-literacy course. Lately, a post-literacy test has also been introduced.

An important feature of the campaign was the organisation of village libraries, 4,000 in 1939-40 and 2,000 in 1940-41. A new series of library books has now been prepared and proposals are under consideration to improve the working of these libraries.

One of the important results of the movement has been that it has succeeded in stimulating the demand for primary education and in raising the average daily attendance in the

EDUCATIONAL INDIA

schools of those areas where it has made headway.

ORISSA

BASIC EDUCATION EXPERIMENT

The Basic Education Scheme, which was introduced in the province during the time of the Congress Ministry, was given up by the Government of Orissa, from the beginning of this year and is now being worked by a non-official committee.

It is stated that a sincere effort is being made to conduct the experiment on right lines and that every endeavour should be made to make it a success and the necessary financial aid should be extended to it.

A budget for three years is being prepared to start the higher grade course in all the seven schools in the area and provide for a central hostel, a central library and laboratory and for the training of ten teachers immediately.

The Hindustani Talimi Sangha, it is learnt, is keenly interested in the Orissa experiment and will give every assistance, momentary and otherwise, to make the scheme a success.

MEDICAL INSPECTION IN SCHOOLS

A Press Note recently issued by the Government of Orissa says that Medical examination of school children in High and Middle Schools is conducted by a staff of Medical Officers consisting of the School Medical Officer of the rank of an Assistant Surgeon and the Assistant School Medical Officer of the rank of a Sub-Assistant Surgeon. During the last year selected Lady Medical Officers were required to examine the girl students in the three important towns of Cuttack, Berhampore and Parlakimedi.

Careful record is kept of the results of clinical examination of each student. The students who disclosed defects were recommended for necessary treatment. The Headmasters communicated the results of the medical examination to the parents and guardians of children affected. Out of a total of 1,193 old defective nearly 754 were found to be free from their previous defects. The School Medical Officer reports that although educated parents have shown keen interest in the treatment of their wards according to the recommendations made by him, there are still a large number of guardians who have been found apathetic in taking necessary steps to keep their wards under prescribed system of treatment.

MYSORE

ADULT LITERACY WORK

The question of the establishment of a central organisation for the whole State in regard to the spread of adult literacy is under the active consideration of the Government. Mr. J. Mohammad Imam, Minister for Education, had a conference recently with those interested in this subject.

At present, adult literacy work is being carried on in Bangalore and Mysore cities, with the help of the Municipalities and a small grant from the University.

DOCTORATE DEGREES IN MYSORE UNIVERSITY

The Government of Mysore have sanctioned, on proposals submitted by the University, the institution of Doctorate degrees in the faculties of Arts, Sciences, Engineering and Medicine.

The University considered the institution of the doctorate degrees necessary consequent on the discontinuance of the practice of awarding doctorate degrees to students from outside by other Indian Universities, with the result that the good work done by local students in the field of research went without recognition unless they could afford to go abroad.

HYDERABAD

INDUSTRIAL RESEARCH COMMITTEE

The Government of H. E. H. the Nizam are considering a scheme for setting up a body to co-ordinate industrial research in the Dominions. Useful work in this field has already been done, and is still being done, by the Government Industrial Research Laboratory, but it is felt that a stage has now been reached when, in view of the growing importance of industrial research, to the national effort under the stimulus of the war, well planned co-ordination in this sphere has assumed first-rate importance.

The new body, which is to be called the Hyderabad Industrial Research Committee, is to be entrusted with the task of collecting and consolidating, after due investigation, all information relating to the industrial possibilities of the state. The Committee is also to consider ways and means of exploiting them in order to stimulate and guide the activities of new industrial concerns. With this end in view, the Committee will work in close co-operation with the Board of Scientific and Industrial Research of the Government of India.



PUBLIC OPINION



MR. JOHN SARGENT ON POST-WAR EDUCATIONAL RECONSTRUCTION

"I believe, the present educational system in India requires overhauling from top to bottom. It is in theory a platitude but in practice a truth nowhere more generally ignored than in India. And I also believe that a soundly conceived system of popular education will satisfy both the cultural and economic needs of the community whose interests it intends to promote"—thus observed Mr. John Sargent, Educational Commissioner with the Government of India, speaking on post-war educational reconstruction at the last session of the All-India Educational Conference.

Alluding to the importance of education in shaping the national life of a country, Mr. Sargent said, "If we are determined, and I can only assure we are, not merely to avoid any recurrence of the appalling catastrophe which has overtaken us twice within the space of one generation but also to try to make a better world for all men wherever they may happen to dwell, there can be no doubt whatever that we must place our main reliance in the establishment of a more soundly conceived and more widely diffused system of public education."

Concluding, the Education Commissioner said, "the reconstruction plan must cover the whole field of education, aiming at the cause of world peace, and not merely a few here and a few there but every man and woman, every boy and girl, capable of thinking for himself or herself. Our post-war system must be national in the sense that it must provide for all, irrespective of caste or creed. If the ultimate goal of our post-war reconstruction is permanent peace, our plan will obviously, having regard to the conditions peculiar to India, must be in harmony, so far as general principles are concerned, with those of other nations whose objectives are the same as our own."

SIR RADHAKRISHNAN ON THE FUNCTION OF TRUE EDUCATION

Declaring open the buildings of the Bharatiya Vidya Bhavan at Bombay on the 6th instant Sir S. Radhakrishnan referred to the purpose of education in life and said that some looked upon education as the means of adjusting the individual to the environment or fitting the individual into the economic system or training the individual to be a good citizen. All these were important, but the most important aim of education was to help them to see the other world to which they also belonged, the world invisible and intangible, a world beyond space and time. Their citizenship was in heaven. They must be fitted into a feeling of sonship in the Kingdom of Heaven. Education was to give them a second birth. To help them to pursue truth was the aim of all true education.

There were some to-day, Sir Sarvepalli added, who felt it their duty to impose on them their own debased standards of truth. They looked upon men as cattle to be driven or clay to be moulded. This sort of regimentation abolished the distinction between man and animal. But then it was not wise to declare "hands off!" It was not wise to deprive the young of leadership, training and guidance. The true ideal of education was brought out in the *Bhagavat Gita* where the teacher put before the pupil all that he had to say and left it to him to make the final decision. To help the individual to see through for himself, to help him to grow as a free man was the function of true education. The spirit could grow only in an atmosphere of freedom.

MR. SATYAMURTI ON EDUCATION AND CITIZENSHIP

In the course of an address in Madras at the South Indian Education Week, Mr. S. Satyamurti said that he had no patience with those who wanted to cut down expenditure on education. The Director of Public Instruction in the province held the view that there should be no compulsion here so far as ele-

mentary education was concerned. What was good for Mr. Statham's (the D. P. I., Madras) own country where such education was compulsory was apparently, the speaker said, not good for ours. If we were to have good citizen-



ship in the post-war period, there should be a school in every village, and there should be compulsory attendance of boys and girls from the fifth to the twelfth or fourteenth year of the boy. He considered any Government uncivilised, almost criminally neglectful, if it did not provide as a first charge on its money, for the education compulsorily of all children of school-going age. He was hoping that things would soon change and that those who were responsible to the people would lay down the policy, wisely, patriotically and with vision. The attempt to separate the students at the fourth form stage, he thought, was a foolish attempt. Up to the sixth form all boys and girls should have a sound general education. He wanted more colleges, more universities, and added: "Do not kill our universities, but let them grow in number, strength, influence and power. That way lies our salvation, that way lies good post-war citizenship."

MR. JAYAKAR'S PLEA FOR THE STUDY OF SANSKRIT

Presiding over the Founder's Day Celebrations of the Annamalai University on the 7th September, the Rt. Hon. M. R. Jayakar went at length on the virtues that Sanskrit

culture enshrined and said that one could not be a true Indian or Hindu without knowing Sanskrit very well and having learnt what it stood for.

While urging that study of Sanskrit should be made attractive, he exhorted the students to take to it not merely for linguistic attainment, but for the much greater benefit of its literature and the ideals it inculcated. The daily behaviour it taught and its influence in shaping life on national lines and fitting one out as a first rate Indian national were its other values. "You cannot be a true Indian, and, if I may say so, a true Hindu unless you know Sanskrit and have learnt what it stands for", said Mr. Jayakar. Sanskrit, he added, developed qualities which in modern political polemics were apt to be disregarded and which it was necessary for university education to emphasise. These qualities were tolerance of the opposite view and intellectual independence and dogged pursuit of truth, fearless of consequences.

Then, referring to 'co-education', he said that it was a much abused word, but he believed that the presence of cultured women helped to establish perfect equipoise and mutual respect and esteem. Such contact should grow more and more, so that, when they went out into life their activities might be marked by a spirit of sportsmanship so lacking in the public life of the present times.

QUICK SERVICE

Six tea cars are reported to have served tea in 40 minutes to 15,000 troops who took part in a procession in aid of London's War Weapons Week. This feat of quick service, the report adds, took place in the leisurely confines of the Tower of London. While the troops relaxed after their march, voluntary helpers filled 15,000 cups of tea—messengers bringing up fresh urns—until there was not a thirsty soldier left.

—*Tea News & Views*, 1941-42: No. 1.

Letters to the Editor

EDUCATIONAL IDEALS

SIR,

Education in a politically dependent country is swayed and influenced by the dominating ideals of rulers. It is so moulded and fashioned by those in authority as to reflect national genius and be useful for the country's progress and prosperity. The air is astir with proposals and programmes for reform in the right direction, as education plays a prominent role in the building up of a strong, united and progressive Indian nation. Education of to-day has been often criticised as a source of intellectual stagnation, physical deterioration, moral degradation and educated unemployment.

The end and aim of the educated is to draw out all that is considered best in God's noblest of all created objects. Mere acquisition of knowledge regarding a variety of subjects of different values based on a number of voluminous text books and note books can never be looked upon by any one interested in the cause of education as a means to an end or as an end in itself.

The subjects of study must be such as to instruct the young in general knowledge suited to the requirements of the time. Pupils should study Mathematics, Sciences, History, Civics and World Geography with particular reference to India in their own mother-tongue and suitable texts of about a hundred pages on each subject of study should be prescribed with a ban on the use of note books and dictation of notes in Elementary and Secondary schools. Specialisation of subjects or bifurcation of courses in the secondary stage should be absolutely tabooed, as pupils of tender ages cannot be expected to choose once for all, what courses would be most conducive to their future careers. In the University stage besides dissemination of knowledge, discovery of research may be encouraged to give a new orientation to education and make a contribution to Indian culture and a study of humanities should not be lost sight of in craze for Sciences. Text books dealing with the lives and contributions of national heroes, historians, scientists, poets and artists should be prescribed for compulsory study and general reading.

Anniversaries of saints, scholars and administrators should be organised and celebrated in a fitting manner to inculcate feelings of service, sacrifice, mutual help and universal fellowship among the future citizens of India.

The proposals to establish separate vocational and technical schools and separate the pre-university and vocational courses do not appeal as sound propositions in view of the fact that they do not benefit all pupils. They may prevent misfits from wasting their slender resources in higher education but they may not be of much use in enabling every pupil to learn and practise the dignity of labour and eke out his living with the vocational training given to him at school. Every pupil should be given a training in some useful vocational subject of his choice, so that he may be in a position to maintain himself without undergoing the ordeal of slavery in public services. This would create a class of literates who may be of great use in improving village industries, handicrafts and industrialising India.

Education should have a moralistic aim. It has to discipline the will and character. Teachers should instil into their minds ideals of love, truth and non-violence whenever possible, obedience, honesty, chastity and simplicity based on the teachings of Great Prophets. A common prayer at the beginning of every day's work, and religious discourses once a week to all students in batches on some moral precept, and celebration of prophets' days would be of some use in preventing young boys and girls from becoming indifferent in regard to religion and ethics.

It is often said that education of to-day has been sapping away the vitality of pupils and reducing them to the condition of physical wrecks. In spite of compulsory physical training much progress in the standard of physical features is not in evidence. Provision should be made for a periodic medical inspection of pupils, rectification of the defects of sight, hearing and for a proper training in Indian games, sports and gymnastics which are less costly, more refreshing, attractive and strength-giving than foreign games and amusements.

The period of study in a school may be made more interesting and instructive by organising picnics, excursions, scouting, literary and debating clubs and by making a free use of the radio, magic lantern and cinema whenever desirable to make the pupils evince an intelligent interest in their subjects of study. —C. B.

Correspondence

Education Week Celebrations

1. NUZVID

Under the auspices of the S. R. R. High School Teachers' Association, the Eleventh South Indian Education Week was celebrated at Nuzvid on the 6th, 9th and 12th October 1941.

The celebration was inaugurated by Sree Rajah M. R. Apparao Bahadur, M. A., Kumara Rajah of Vuyyur and Member of the Andhra University Senate. Sri T. Venkatappiah, B.A., L. T., Headmaster of the Local High School, in the course of his address said that the wrong use of education imparted in schools of most countries, specially in Germany, was responsible for the war and that a great responsibility lay on educationists to see that post-war education is so framed as to make war impossible.

On the 9th, a meeting was held with Miss E. Binder in the chair. Dr. V. Anantachary spoke on the necessity of imparting instruction on balanced diet among children and Sri D. S. Prakasarao on the need for reverting to the ancient discipline in education for preserving the health of the children.

On the 12th, a meeting was held with Sri K. Varadarajeswararao Bahadur, B.A., in the chair. Sri Ch. Butchiramayya in a speech emphasised the cardinal principles of Brahmacharya and showed how they can be adopted to modern conditions so that the pupils may show Physical, Mental and Moral improvement. The Film Advertisement of the *Times of India* on the production of a Newspaper, kindly lent to us by the Proprietors of Times of India Press, was exhibited and the show was much appreciated.

With a vote of thanks by Sri T. Sitharamarao, Secretary of the Association, the celebrations came to an end.

HINDUPUR

Mr. P. H. Krishnamurti, B.A., B. Ed., Secretary, E. C. M. High School Teachers' Association, Hindupur, writes thus:—

The Teachers' Association of the E. C. M. High School, Hindupur, celebrated the Education Week for this year from 6th to 12th October 1941. Six lectures were arranged on three days. On the 6th, Siromani Sri T. V. Varadachariar, Avl., our Sanskrit Pandit spoke on "Religion and Post-War Reconstruction" with Sri R. Varadadesikan, Avl., B.A., L.T., Headmaster in the chair.

Then, Sri K. B. Krishnamurthy, B. A., B. Ed., delivered an interesting lecture on "The Place of Science in Post-War Reconstruction".

On the 9th, there was a meeting with Mr. P. M. Mathew, B. A., L. T., in the chair when Sri N. Brahmanandam, B. A., L. T., spoke on the child in the new world. He expressed that religious, vocational and secular education should go hand in hand and that the child should be given freedom of thought, word and deed within proper limits.

Then there was a lecture by Sri D. Krishniah on Education and Post War Citizenship. He traced out the duties of a citizen and also how the school could help to make the future citizens.

On the 12th, there were 2 lectures by Sri T. Gurumurthi and Sri V. Venkateswara Rao, B. A., L. T., on "the Home and the Post War Education" and "Vocational Efficiency and Post war Education", respectively. The former emphasised that the home industries and crafts of the old system should be revived. The next lecturer referred to the Wardha Scheme and proposed that every school should have at least one or two vocational subjects compulsorily, suited to the locality, particularly in the Elementary Education Scheme.

Sri P. H. Krishnamurthy, B. A., B. Ed., who was the President of the evening, in this concluding speech said that the present western system of education was too materialistic and that was the cause of greed and grief as seen in the frequent wars. He said that the spiritual aim should predominate and that the school and the home should be wedded together, for it was the home that was the first school for the child the mother being the teacher.

The celebrations came to a close with a vote of thanks by Mr. D. Krishnayya.

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— *The Hindu*

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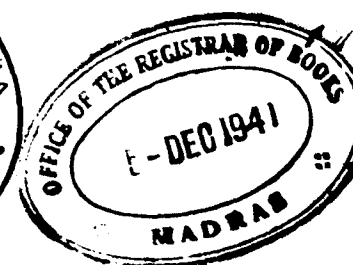
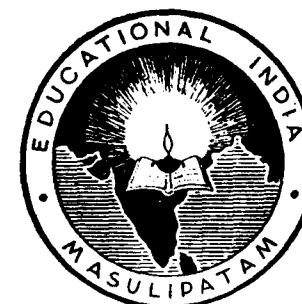
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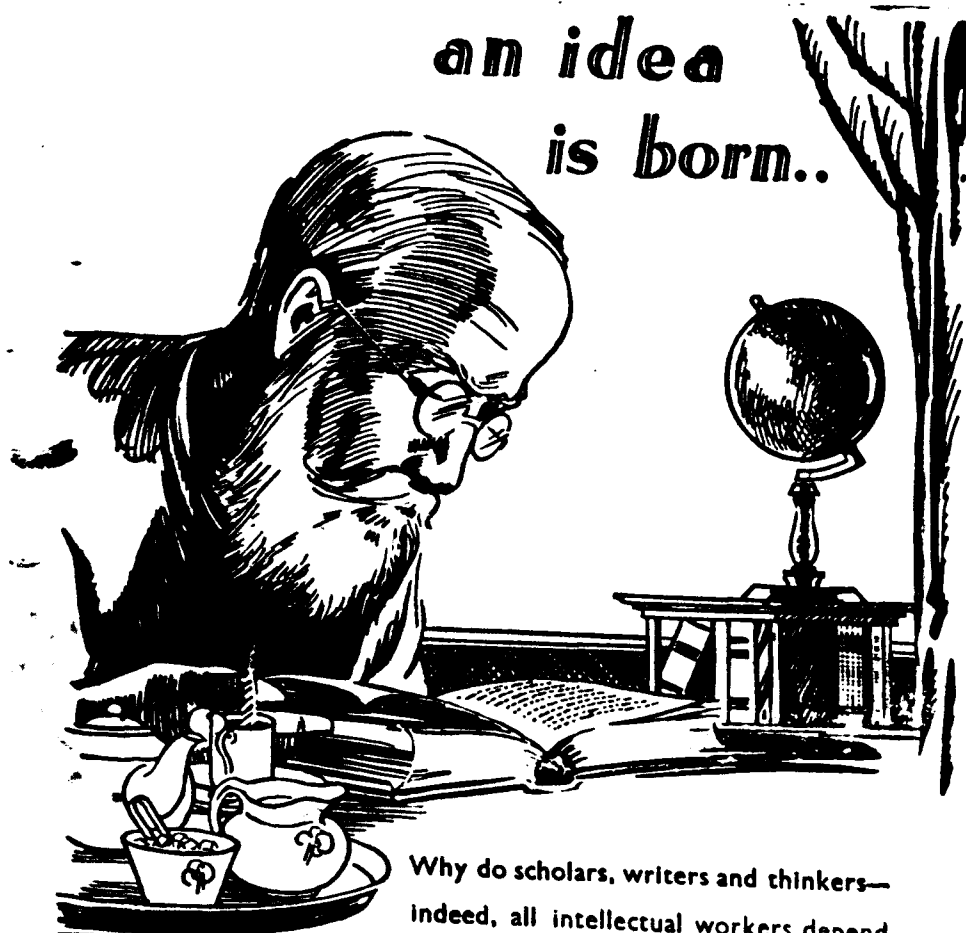
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THE SECRET OF ATHLETIC PROWESS

By Principal H. C. BUCK, M.A., M.P.E.

FROM authoritative sources we learn that the young men of military draft age in the U. S. A. are 2 inches taller and 15 pounds heavier than the young men drafted for military service in 1917. They are also a much healthier lot than were their fathers.

This vast improvement in physique and in health is attributed chiefly to the improved and constructive programmes in physical education and health education in educational institutions and for the general public.

We also hear of phenomenal athletic performances by the young men of the U. S. A. Such achievements as 6 ft. 10 in. in the High Jump, 15 ft 5 in. in the Pole Vault, 26 ft. 9 in. in the Long Jump, and new World Records in many of the Running and Throwing events make one wonder how such accomplishments are possible. One thing is certain, the play and games programme of such athletes was not postponed until they became University students. You may rest assured that from early childhood proper attention was given by parents and by teachers to see that a normal play life was provided, that proper food was eaten, and that proper health habits were developed. To be physically fit in adult life, to have athletic ability as a college student the foundation must be laid in early childhood, in the elementary schools, by providing at that time and throughout life for wholesome regular participation in well organized and well conducted programmes of Physical Education and Health Education. Play habits, Health habits, and Fundamental skills must be developed in early childhood. Adults cannot be expected to possess superior qualities unless their childhood experiences were rich and abundant.

Out of my experience and observation I would suggest that the secret of Athletic

Prowess depends upon a few simple fundamentals such as the following:—

1. A normal play life in early childhood.
2. Proper diet during early childhood.
3. The development of Health habits in early childhood.
4. Temperance in all things at all times.
5. Proper training prior to all athletic competitions.
6. Complete abstinence from alcohol and tobacco.
7. An objective outlook on life.

1. A NORMAL PLAY LIFE IN EARLY CHILDHOOD

A great amount and a great variety of physical activities is demanded by the child. This natural urge for play, for self-expression through physical activities, must be catered to if the child is to develop into a normal adult physically, intellectually, and emotionally.

The child wants to run, jump, climb, swing, hang, dig, build, throw, strike, etc. Nature demands that opportunities and facilities for such activities be provided. Fortunate, happy, and normal are those children whose parents and teachers heed the demands of nature and who make available ample opportunities for participation in all of the above mentioned natural activities. The foundations required for athletic strength and athletic skill are laid during early childhood. If we want athletic adults a normal play life must be provided for growing children. Without such opportunities athletic skills cannot possibly be developed.

2. PROPER DIET DURING EARLY CHILDHOOD

We must not get the impression that a normal play life and an abundance of

physical activity will suffice for ensuring strength and skill. In fact these may be detrimental physically if the child is not properly fed. The problem of diet is a very real one. The body must have nitrogenous food or proteins to build and to repair its structure. It must have minerals, it must have carbohydrates and fats and it must have vitamins. During the growing period of childhood is the time to give careful attention to diet. Unless a foundation of virility and strength is laid during these early days there is little on which to build in developing athletic proficiency.

All who are interested in improving their own athletic ability or who are desirous of having our children grow into adults possessing sturdy, healthy, and athletic bodies must devote careful thought to the subject of diet, and must do all in their power to bring about marked improvement in the diets of our children. Plenty of scientific information regarding diet is available to-day. Parents and teachers should study the literature, ascertain the facts, and apply them in the nature of children. A diet of polished rice will not build and repair bodies. We must make provision for more nitrogenous foods.

3. THE DEVELOPMENT OF HEALTH HABITS IN EARLY CHILDHOOD

Good health behaviour depends not upon a knowledge of hygiene and sanitation, but upon the regular practice of the fundamental laws of personal and environmental cleanliness. In early childhood teachers and parents must provide for children those experiences which require regular health practices. It is in this way that health habits are developed. Without good health habits no great degree of proficiency in athletic performance may be expected.

4. TEMPERANCE IN ALL THINGS AT ALL TIMES

Excesses even in the best things of life are detrimental. We must be rational to

work, play, eating, and sleeping. Over-indulgence in any activity is not conducive to the development of proficiency in games and athletics. Robustness, hardihood, and efficiency depend on the right amount and the right kind of activity, neither too much nor too little, but upon rationality.

5. PROPER TRAINING PRIOR TO ALL ATHLETIC COMPETITIONS

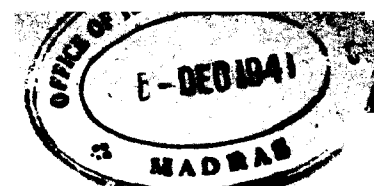
Training implies the giving of attention to hygienic living; to the eating of food that will build and repair tissues; to participation in physical exercise for developing heart power, lung power, and muscle tone; and to regular practice of the particular item or items in which the athlete intends to compete in order that he may have the special skills and co-ordinations required of that special activity. Proficiency cannot be obtained without special preliminary practices over a long period of time prior to the competitions. Good performance requires strength, endurance, speed and skill. These qualities are developed by perseverance and hard work. Good athletes train long and hard.

6. COMPLETE ABSTINENCE FROM ALCOHOL AND TOBACCO

There is available to-day scientific literature giving the facts about the harmfulness of alcohol and tobacco. The facts have been revealed by thorough-going scientific studies. In the light of these findings it is folly for the athlete to tamper with either alcohol or tobacco if he has a desire to excel and if he has a desire to be a class athlete over any appreciable period of time.

7. AN OBJECTIVE OUTLOOK ON LIFE

Finally the good athlete must live objectively. He must live outside himself and with and for others. The introspective self-centered individual is not likely to reach great heights in an activity which requires the social co-operative qualities required of games.



SCHOOL PUPILS' NOTE-BOOKS Is a Plethora of Them Indispensable?

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

IN VIEW of the difficulty of getting sufficient newsprint from abroad and in view of the abnormal rise in the cost of paper, newspapers are compelled to restrict the number of pages. Government is also taking measures to effect as much economy as possible in the consumption of paper in offices. But, apparently no restrictions of any kind are contemplated to be put on teachers in the matter of prescribing note-books for pupils in schools. The number of note-books bought by them is indeed large. A humorous Madras Weekly recently remarked, "Whereas before the War, a certain number, say eight, was required for a class or form, now sixteen are demanded!"

That there is much force in this criticism none can gainsay. It is admitted on all hands today that the present system of education is overdone with examinations. That school teaching is too bookish, too theoretical and abstract, aiming at filling the mind with knowledge which has no direct, practical utility—is what the layman thinks of the work of schools. Now, what is worse, education in schools, shows a tendency, to an alarming degree, of becoming too "note-bookish!"

EVIL OF NOTE-DICTATION

Education that is already costly is made costlier by fads among teachers who insist on too many note-books, and bound and bulky ones at that! Time was when teaching was, in the main, oral; when pupils had a much greater opportunity to think than at present; and when teachers taught to stimulate pupils' thinking. The note-books prescribed were a few in number, and these were properly utilised by pupils. All of them were really used in the course of the year, and the handwriting and execution of pupils were fair and satisfactory.

But, of late, thanks to the craze for numerous note books, the written work of school children would appear to have deteriorated. Slovenly scribbling is the average pupil's invariable performance. Oral work has receded into the back-ground. Notes-taking and notes-dictation have usurped the place of right thinking and right teaching. Even a child of the fourth or the fifth standard carries a heavy load of books and note-books, only a few of which he or she can hope to use during the year to advantage. In the case of high school boys and girls, it is simply tragic to see them bear maunds of note-books to school!

The "note-book mentality" seems to have taken deep roots in teachers and taught. Is, indeed, quite an abundance—nay, super-abundance, of note-books essential for purposes of education? Are so many of them, bought by pupils, really put to proper use? Is there not much avoidable wastage in them? The Education Department, during recent years, in response to complaints from parents and the public, sent circulars to schools asking the heads of institutions to limit the number of note-books, and even specifying the approximate number that might be reasonably prescribed for each class. But the object of the circulars does not appear to have been fulfilled in practice.

While one cannot take exception to an essential minimum of note-books, say, about a dozen, for a high school pupil, there is certainly no absolute need for twenty bound books, half a dozen of which are 400 pages each. On the average, a high school pupil spends about ten rupees on note-books at the beginning of the school-year, in addition to sundry stationery requirements in the course of the year. Obviously, from the poor parent's standpoint, there is room for

reducing the expenditure under the item of note-books, without in any way impairing the efficiency of pupils' work. When, in every subject, there are text-books, where is the need, the parent rightly asks, for a large number of note-books?

CAUSES OF NOTE-BOOK MENTALITY

It is not difficult to probe into the causes of this "note-book mentality" in schools. First, under the 'subject-teacher system' that generally prevails in high schools, each class is taught by a dozen or so of teachers. It is not uncommon to have three teachers doing English for a class or section of it: one teaching Prose, another, Poetry, and a third, grammar. Each teacher apparently insists on pupils having "independent" note-books for each subject or part of a subject taught by him. Like the ever-increasing home-work of pupils, the number of note-books goes on swelling, as the various teachers act in ignorance of one another's work. The result is: pupils suffer.

That teachers are very enthusiastic and well-meaning is readily admitted. But that does not minimise the harm they unconsciously do to school children by asking for too much home-work or too many note-books. Secondly, the evil of note-dictation has "percolated down to the depths of first or second form children," as Dr. Cousins put it the other day in an address to a body of teachers. And this is done under the erroneous notion of examination needs. Until the habit of working and teaching for mere examinations is abjured, one sees little hope of the type of education prevailing to-day.

A WRONG ARGUMENT

While there are good, standard text-books in use, it seems strange and incompre-

hensible that so much of "notes" has to be dictated by teachers and hastily scribbled down by pupils. There is little substance in the contention, which is often made, that the text-books do not contain all the points of a topic, that the examiner in the public examination insists upon more facts, and hence "notes" have to be inevitably dictated in addition to the text-books. This argument cannot win over any critic who happens to judge the teacher's work. If pupils' thought is provoked and exercised, and they are made to perceive the central point of a lesson or theme in a subject, he will certainly collect the facts presented in the text-book and answer adequately the needs of the public examination. Note-dictation is hardly justifiable in any subject: Geography, History, Science or Language. It is an unscientific short-cut to real teaching which is corrupt and bound to stifle the mental growth of children. In Language teaching, the pernicious habit of dictating notes will only prevent the self-expression and self-development of pupils which ought to be the first aim in teaching to encourage. It is a pity that teachers thoughtlessly pursue the wrong method under the wrong notion that pupils may fare better in examinations.

NEED FOR INVESTIGATION

It is certainly time that the authorities concerned, heads of institutions and school inspectors, took drastic steps to put down the evil of note dictation. It is also up to them to make an enquiry, a scientific investigation, into the actual, minimum requirements of school children in the shape of books and note-books with a view to lightening the heavy load under which pupils are obviously groaning today, and also helping the poor parents in the education of their children.

"Our national culture is only one form of our common human culture, as is each other national culture. How noble a thing would patriotism be if we all felt this in our bones?"

Reorganisation of the Curriculum in Mathematics

By Mr. F. M. KHAN

AT the Lucknow Session of the All-India Educational Conference I discussed the attitude of high school students towards mathematics and later, at its Udaipur Session, the opinion of adults regarding the present status of the subject for the high school examination. I pointed out that generally the students have a very indifferent attitude towards Mathematics. I also pointed out that a vast majority of educated adults belonging to different stratum of society demand a radical change in the present status of the subject for the high school examination. A group of these people desire its total exclusion from the list of compulsory subjects and an equally large group desire that Mathematics for the seniormost two classes of a high school should be divided into two groups: (a) compulsory and (b) optional. By compulsory is meant that the subject be taught to all and the optional course may be taken by a selected few who have a special aptitude towards Mathematics, as also those who either have to join some such profession as Engineering etc., or intend taking up this subject for higher studies. I have already given you the arguments advanced by members of various groups in order to support their views. (The papers have already been published in the *Educational India*.)

Personally I am of opinion that although the subject has lost the commanding position it held in ancient educational systems, it still performs unique functions and no curriculum for the high school examination is educationally complete unless it includes Mathematics.

Admitting that most authoritative recent experiments performed in the psychological laboratory prove that there is an arithmeti-

cal ability and a geometrical aptitude in addition to the factor "G" (Spearman—The Abilities of Man; Chapter xiii), however, it is most unlikely that the absence of these abilities in a certain boy would be a very serious obstacle in the way of learning elementary portions of high school mathematics.

I know several cases of students who were considered to be most backward in Mathematics, but who under suitable guidance became interested in the subject and picked up a lot. The common belief that an average man does not require mathematics beyond simple operations, easy fractions, certain weights, some problems on interest and profit and loss etc., is now no longer held to be sufficiently strong. When science has advanced so much and to be precisely intelligible, serviceable, systematic and manageable, it requires the garb of mathematics, I cannot place a man knowing as much mathematics as is given above in the category of "average people." He is surely a backward creature, unable to discharge the duties and responsibilities of a good citizen in a trustworthy manner.

Further the doctrine of individual differences prove that variations in the endowments of children are too great to be disregarded. Their natural likes and dislikes, their personal differences in capacities, interests, tastes and future activities cannot be ignored. If this is to be the only guiding principle for the construction of curriculum, then, of course, boys must be permitted the exercise of personal choice in the selection of school subjects and in that case mathematics may be excluded from the list of compulsory subjects. But the child is not a bird to flutter away wherever he pleases. We cannot allow his indi-

viduality to grow up to the extent of eccentricity. He is to become a member of society and consequently the needs of the society must also be realised. Hence the school authorities have the duty to see that no important subject be left from the curriculum. The question, therefore, to exclude mathematics from the list of compulsory subjects does not arise.

The best plan for the high school administration would be to have bifurcation of mathematics in classes 9 and 10 in two groups A and B. Group A being compulsory for all and the boys may have a personal choice in the selection of group B.

Before actually taking up the question of formulation of the curriculum for the different groups I wish to let you know the result of my experiment which I had to perform in order to determine the attitude of High School students towards Mathematics in those provinces where the scheme of bifurcation of Mathematics has already been introduced. I sent a questionnaire to students of Bihar, similar to the one I had sent an year ago to the students of the Punjab, Delhi, U. P., and Rajputana Boards. I received 553 replies from the students of Patna, Gaya, Arrah and Sultanganj.

The percentage of students placing different subject in the first and last positions respectively is as follows :—

No.	Subject	1st position.	Last position
1.	English	18	15.5
2.	Math. (Comp)	19.5	9
3.	History	6.5	17
4.	Geography	5.5	14
5.	Indian Language	45.5	5
6.	Classical Language	3	12
7.	Additional subjects	2	27.5

From the above table we are led to the following conclusions :—

1. That Mathematics comes to next to Indian Language in order of its popularity. In all the previous experiments performed

in other provinces it never gained this position.

2. That Mathematics is one of the two least unpopular subjects. The percentage of boys who dislike it does not reach even double figures. The percentage of boys disliking any other subject except Indian Language is greater than Mathematics. This is quite the reverse of the case with boys of Aligarh, Delhi, U. P. and Rajputana. There Mathematics was the least popular. Even in the case of Punjab it was next to Geography in order of its unpopularity.

3. That the number of boys who like the subject is more than twice the number of boys who dislike it.

This clearly indicates that the attitude of the boys towards Mathematics has entirely changed with a change in the curriculum of the subject. The subject was the least popular in the provinces where all the boys had to study the same syllabus and it has become one of the most popular subjects in places where the syllabus has been bifurcated.

I know for certain that boys having no Mathematical gifts hate the subject simply due to a few topics of complicated nature and as soon these topics are removed from the curriculum, their attitude towards the subject altogether changes. Complex fractions and problems on Surds etc., are considered to be terrific in their monstrosity and average boys have generally apathetic attitude towards these topics. The requirement of the study of such topics, on the part of all pupils, is simply futile.

NATURE OF THE CURRICULUM

At present the syllabus for the High School Examination comprises Arithmetic, Algebra and Geometry and nothing else. Taking into consideration the time given to this subject in schools, I can confidently say that the amount of Mathematics covered by boys in Indian High Schools is insignificant. In this essay I have tried to sketch a plan for reorganising the curriculum and remodelling the treatment of topics taught

at present so as to get time for the safe introduction of useful topics of other branches of the subject. Let me say a few words as regards the present syllabus.

ARITHMETIC

My first suggestion would be to remind you of the circumstances under which the present syllabus, especially the syllabus in Arithmetic for the high classes, was prepared. Undoubtedly those who prepared it must have been over-powered by the necessity of taking Mathematics in a foreign language. At that time the medium of instruction was English and no student was allowed to answer examination papers in a language other than English. Hence there was necessity of revising the whole syllabus from the four simple rules upto to the end in a foreign language. Now as the medium of instruction up to High School stage has been changed from English to Indian languages in nearly all the provinces (and it would change in near future in the remaining provinces) I do not think there is any necessity of unnecessary repetition in the syllabus. If we carefully go through Mathematics text-books written for the Middle Schools we see that the books contain enough exercises to give boys sufficient practice in learning various topics and it is undesirable that boys should waste time in solving exercises pertaining to the same topics in the High classes as well.

Some of us might object that the problems in Arithmetic which an average middle school boy is capable of solving are not of fairly difficult nature to testify his mastery over certain topics. To them I would say that to spend a vast amount of time and energy over purely mechanical work in solving problems involving no new principles is simply absurd and to entangle a boy in solving needlessly heavy problems on fractions and H. C. F. and L. C. M. or to engage him in working out puzzles in time and work, and pipes and cisterns or to ask him to play jugglary with Chain Rule or Compound Proportion riddles is simply useless. Don't we see that as soon as

a new problem is set in any examination it becomes a type in itself and the mathematics teacher is in duty bound to search out or prepare a few problems of similar nature and get them done by the next batch of students. Such things have reduced high school arithmetic to a mere collection of millions of different types and methods for solving all problems set by examiners since the commencement of examinations. This is simply a burden to all students and a scarecrow to weaker ones and the boys begin to realise that a mathematics room is a jail in miniature and the mathematics periods, a rigorous imprisonment. Will it not be grand, therefore, to eliminate this kind of slum from mathematical teaching and clear away these elegancies and artificialities from the course of study?

ALGEBRA

Assuming that an average man not connected with any mathematical and scientific profession finds practically no occasion in the affairs of life to enter into details of Algebraic calculations or where he may use manipulative dexterity which he is forced to attain in the school days, I think that topics involving complicated manipulative work should be deleted from the compulsory course. These are the topics which are uninspiring and meaningless to average man and a tool which he would never use.

The topics to be excluded are surds, fractional and negative indices. Harder fractions. Harder factors, square and cube roots and Harder cases of H. C. F. and L. C. M. etc.

In this connection I may mention the analysis of the questionnaire sent to the teachers of Mathematics asking them to prepare a model syllabus for classes 9 and 10. Topics and serial number of teachers who wish to get these topics excluded from the syllabus are given below and the reader is asked to realise the unpopularity of the topics even in the eyes of the teachers of Mathematics.

hood or the sports and games of youth. Pleasurable activity has a buoyant and stimulating effect upon the nervous system and this reacts in a beneficial way on the whole body. Certain feelings, in particular those related to the enjoyment of food, make the "mouth water" and stimulate the secretion of the juices of the stomach and this aid in digestion. Since the nervous system controls the chemical activity of the tissues, the reason for the profound effect of pleasurable emotion on the whole body is readily seen, and the close interrelation between health and happiness is accounted for.

Play and games which involve the big muscles of our body stimulate growth, and consequently play is an absolute essential to the growing child. There can be no question on the point that muscles are directly developed by physical activity. While the development of the muscles in general is a condition favourable to health, the development of the muscles of the trunk is of particular importance. The abdominal muscles must be well developed, and in good condition for the maintenance of upright posture and for holding the internal organs in their proper place. With poorly developed abdominal muscles the organs of the abdomen and pelvis are allowed to sag, to assume unnatural positions, and are subjected to pressures, all of which interferes with normal and efficient functioning.

Physical exercise is commonly thought of as contributing primarily to the development of the muscles, but a still more significant contribution, however, is to the development and general health of the whole body. Exercise and play are in fact the best known means for such development.

PLAY AND MENTAL GROWTH

That play has beneficial influence on mental growth was recognized by educators from the time of Rousseau. Wrote Rousseau in his *Emile* "if you would cultivate the intelligence of your pupil, cultivate the power which it is to govern. Give his body continual exercise, make him robust and sound in order to make him wise and reason-

able." Mental growth goes hand in hand with bodily growth. As long as the body is growing, physical exercise in the form of play should be afforded, for the mental growth in man is built upon a physical foundation.

The human organism is now regarded psycho-physical unit. Anything that contributes to its physical well-being tends to enhance its psychological well-being. This view is quite universally supported in the field of psychology and education to-day. One of the chief means of mental health is an abundance of vigorous play. Play aids bodily health, and bodily health is a contributing factor to mental health.

Several interesting studies have been made by educators in the relationship between mental and physical growth. Such studies have revealed the fact that on the whole children retarded in their physical development are backward mentally, and that large and healthy children are precocious in their school work. A statistical study of large number of children in New York showed that even slight physical defects brought about slower progress—approximately 10 per cent—than that of normal children. An extensive study of the children in the Detroit Schools showed that on the average children progress in school in proportion to their physical development. Those who are well developed physically are promoted more rapidly than those who are physically handicapped.

Nature has provided for the child's first education by endowing him with the tendency to be active. This self-activity of the infant in his play, an outlet in which he expresses himself as earnestly and fully as a master artist does in any of the higher arts. Educators have come to agree that the first steps in the child's education should be in the direction of his natural impulses and interests. Play changes concurrently as the child grows older and his mental outlook takes on a different aspect. In the words of Froebel "The plays of children are the germinal leaves of all the latter life." Froebel called attention to

the mental significance of play, describing it as the "outward expression of an inner life."

Through play the child gains a wide range of experiences which will have stimulating influence on its mind. While the child is playing, it is not only his muscles and their motor centres of control that are being developed; he is acquiring intellectual interests, he is forming moral attitudes, he is becoming more and more a social being.

The child's activity is nature's way of having him receive innumerable sensations. These impressions or mental pictures reach the brain through the senses. Sensations form the incentive for new activities, and in this way new sensations are continually being received. It is found that the normal child has alert and active senses, to which he responds in play activity, while the dull child usually has less sensory development and is also physically sluggish.

Play provides social contact and association with others. In a sense every playmate is a teacher. Impressions can be gained from the experiences and thoughts of other people with whom one comes in contact. Contacts with people in all walks of life makes for a versatile mind; and the lack of it for the narrow mind. Through the games of youth, boys and girls are prevented from growing one-sided and narrow minded. They learn from each other and to appreciate each others point of view. Their own thoughts and emotional attitudes are modified to make them normal social beings.

One of the great values of play is the insight it gives into human nature. When children meet in spontaneous play, they throw off self-consciousness, artificiality, and restraint and are shown in their true personalities. Their play-mates can then judge them for their real worth. Such insights into human nature are of great importance to every one especially to him who aspires to lead. In no way can a person better learn about human nature than actually to come in contact with it. Play is

social and furnishes this opportunity; and as the games grow in complexity and demand more rules, the better is the chance to observe whether a person is honest, whether he is loyal, whether he acts coolly in the emergencies, and whether he remains brave under reverses.

PLAY AND CHARACTER

The value of play in the promotion of character has long been recognized by foremost educators. Plato and Aristotle recognized and expressed their convictions on this aspect of play. Lock, Basidow and Gutmuths also credited plays and games with possessing moral potentiality. Arnold, the English Headmaster at Rugby, introduced play and athletics with special emphasis upon team games into his school.

Character has been defined and interpreted in various ways. It has always been associated with good conduct, good behaviour in the home, the school, the playground and in social life. Character has been thought of as those fundamental qualities of personality, both inherent and acquired which distinguishes a person from others. Educationists have recognized the fact that character like health is something that cannot be taught from a book or by memorising a creed or slogan or code. Character is something that grows in every child. It may be for the good or for the bad, because it cannot remain static. There is lot of truth in the saying "Character is very often caught than taught."

The playground can be a good training ground for developing the right character. But it must satisfy certain conditions. In the first place, it must be clean and wholesome and if possible beautiful. No character education can go on in an unclean, insanitary playground, however good the leadership may be. Secondly the leader or supervisor of the playground must be a person with sufficient training and education, equipped with the knowledge of child nature and its growth and development, a pleasing personality, and sound and exemplary character.

The chief reason why the playground provides situations for developing character is that play is a spontaneous activity for the child and the child expresses himself fully and completely. He must either show himself up as one who will play the game fairly or as one who will beat the game whenever possible; as a bully, selfish and self-seeking all the time or as one who recognises the rights and privileges of his team-mates and also his opponents.

The human individual is sometimes likened to an iceberg. At last three-fourths of what anyone is lies below the surface, out of sight to others and also, to a large extent, out of sight to himself. The centre of gravity or of personal stability and poise is largely in this submerged part of oneself. The dynamic power, the impelling force for good or evil of the character of each individual is in this submerged part of himself. A child's emotion in this dynamic power or impelling force. Education of the emotion is a very important phase of character education. Play and games offer opportunities for the free play of emotions and under intelligent leadership, children can be helped in controlling their emotions and leading them along right and wholesome channels.

Under proper leadership, the child may be influenced to form right attitudes and habits that will enable him to take his place in a democratic society. Opportunities are innumerable in developing leadership as well as fellowship through organised play and games. Loyalty, co-operation, taking turn, team work, sportsmanship, ability to take a defeat with a smile and a victory without boasting, obedience to the rules of the games, the captain and the decisions of the referee, courtesy to the opponent, and the giving of one's best to one's own team are some of the character traits that may be developed in a child that is provided with the opportunity to play with other children.

CONCLUSION

The conception of play as a purely physical experience has clouded the pers-

pective of its mental and character values. Supervised play and games must be looked upon as a means of developing personality, as well as happy instrument for stronger bodies. The child who plays lives in all the fulness of life. He gives expression to his muscles and to his mind. He gives expression to his slowly developing elusive characteristic called human personality. Here are some suggestions for the parents:-

1. Insist that your child be taught some sport which suited to his ability will have carry-over values so that he can continue it in latter life.

2. Teach your child the importance of stressing co operation rather than combative competition in play. Help him realize the importance of conceiving his play-partners as friends rather than enemies.

3. Keep a check on the nature and extent of the child's play activities, as well as his other educational activities. Your child's play provides his most effective education.

4. Help the child to face reality in play and not to make excuses.

5. Do not expect the child to play well, but to play hard, to experience many falls and tumbles.

6. Make your child's play an expressive and expansive activity. Never curtail his enthusiasm.

7. Realize that the most effective manner in which your child will face life and be conditioned for it is through the make-believe situations in play. Therefore, make his play soundly and wholesomely educational.

8. Make the play of the child child-centered. Children like to feel that they can have their say. Consult them about their play, get their ideas, allow them to feel the thrill of responsibility. Self play is more real.

9. However, teach the child to accept necessary restraint in play, to have regard for the rights of his play-mates, parents and teachers. Emphasize the zest of being helpful to each other.

Suggestion—Its Educational Implications

By Mr. R. VISWESWARA RAO, M.A., B.T.

In every day life, we sometimes uncritically accept or reject ideas. It may be due to lack of leisure or capacity to think for one-self about the validity or otherwise of a statement, idea or anything. In psychology, the word suggestion is used in the sense of uncritical acceptance or rejection of an idea. Suggestions may be classed under several heads.

We have to distinguish between waking and hypnotic suggestion. A person who is hypnotised or sleeping is amenable to all kinds of beliefs. Even when we are awake, suppose a person, for whom we have high respect, suggests us to do a particular thing, then we generally act up to his advice. Similarly if any thing appears in print, we generally take it as gospel truth.

Suggestions in waking life may be further sub divided into Auto and Hetro suggestions. That suggestion which arises from within one's own mind, as in scientific research is called Auto suggestion. But in the case of Hetro suggestion, it comes from outside or some external authority.

Hetro suggestion may be of two varieties. It may be personal or impersonal.

Continued from preceding page.

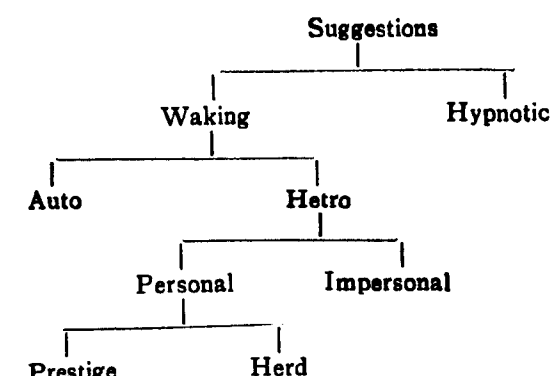
10. Insist the school in which your child spends most of his waking hours, to provide the necessary facilities for wholesome play and recreation, under educated leadership.

11. Every inch of open space is a valuable asset for a community. Use your influence to convert such places to public playgrounds and parks.

12. Organize public opinion in favour of all that contributes to the well being of the rising generation, proper food, fresh air, and plenty of wholesome out-door games and other recreative activities.

Impersonal suggestions can be sub-divided into Prestige and Herd suggestions. Prestige suggestions come from individuals who are considered to be our superiors. Ex. Suggestion by parents over children, teacher over the pupil and the preacher on the audience. There is an imagined superiority in all these cases. In the case of Herd suggestions they come from the whole group, a crowd or a body of organised society.

This tabular analysis of suggestions makes clear the various kinds of suggestions.



Thus it will be seen that suggestions can be classified from the point of view of the sources from which they emanate.

CONDITIONS FAVOURABLE FOR THEIR OPERATION

As between a father and a child, husband and wife, teacher and the pupil, suggestion plays an important role. Very often where there is love and tenderness between two persons, beliefs are induced uncritically. For the matter of that, a father may induce many emotional beliefs by means of reports or suggestions. Here one has to guard one-self against hasty generalizations, condemning suggestions. It may be noted that it is used by the leader to secure freedom from bondage, unanimity in times of national crisis, and the sort. The leader it may be noted,

plays upon mass suggestions for national purposes.

The child whose range of knowledge is limited naturally requires some guidance. It is of course wrong to suggest a course of action to the child when the child is capable of investigating and thinking about the problems for himself.

Anger also plays an important part in the working of suggestions. Again on account of the same feeling, unreasonable beliefs may be induced. Apart from emotional report, there are other sources for the acceptance of ideas uncritically.

Till now, we have discussed the impulsive background and the second background which we have to discuss is the retentive background which arises from past experiences. For the matter of that, persons determine new experiences in relation to previous experiences in the matter. That is why sometimes we are suspicious and ungenerous in our interpretation of others and their actions. We may take an example. If we are under hard-stricken and unfavourable conditions, we are not well disposed towards others.

The manner of presentation of suggestions also may be taken into account. That is why apart from motivation and retention, we consider the manner of coming of the in-coming stimuli. Suppose an Insurance Agent comes to us very frequently with a request to insure our lives. Suggestions which are repeated wear out the resistance by what is called the summation effect. That is why when we see the Insurance Agent a tenth time we will certainly try to satisfy him. Here, suggestion which is repeated goes on in a wrong way. Similarly, suppose a student reports against another student very frequently. For the first time we may not attach any importance to the report. But when repetition is properly spaced, this leads to uncritical acceptance. Travancore was till recently well known for its orthodoxy. People thought that they are averse to change. But after the Tra-

vancore proclamation throwing open all temples to Harijans, people have become accustomed to the "New Order".

The case of advertisements may also be taken into account. Sharpness or crispness or a short catch phrase or effectiveness of proverbs have a great suggestive value. Here, a funny example may be cited. It appears a particular gentleman was reading an advertisement every day that a particular medicine would "buck" a man up. He was one day suffering from fever and he thought that this medicine would certainly buck him up. Therefore he at once sent his man to the market to get the medicine. But to his surprise, he found out that it was a medicine for dysentery. Similar examples may be quoted.

Relaxation is another favourable condition. Sometimes pleasant background is also a good thing for a suggestion to have its full play. When a particular thought is conveyed through music, it makes a deeper appeal. That is the reason why, in India many religious thoughts are expressed in the form of talks. So to conclude, a pleasant experience that is created is likely to be viewed with favour. But where there is unpleasant background, they are liable to be summarily rejected. Suppose a person comes to us with a request when we are not doing well. We at once say "No" to his request. In either case either acceptance or denial is uncritical, irrational and empirical.

IMPORTANCE OF SUGGESTION FOR SCHOOL PURPOSES

The problem that now attracts our notice is whether it is desirable and legitimate for the teacher to make use of suggestions in educational matters. Generally we associate suggestions with the inculcation of false notions and beliefs. Some people say that it is the business of the teacher to develop the critical faculties of the pupil, and that he should not impress his personality upon his wards. He should adopt a tripolar attitude. To the extent that we are encouraging right thinking

amongst our pupils we can make use of suggestions. In ordinary life, we have to take things on trust. Things are taken in good faith. It is desirable if the teacher makes use of suggestions to a limited extent.

SUGGESTIONS AND EVERY DAY LIFE

In every day life, suggestion plays a very important part. Business cannot be conducted without 'good faith'. Whether we like it or not, in our social intercourse, we cannot escape altogether from suggestion. Some people may deny the operation of suggestion; but its effect is still there. The only thing that we have to guard against is uncritical acceptance or rejection of an idea.

It is desirable that we should know the technic and the principles by which it operates and guard against undesirable forms of suggestions. It may so happen that some time they may give rise to right beliefs rather than false beliefs. We have to distinguish between desirable and undesirable form of suggestions. In politics and religion, we make use of suggestions; but it does not mean that all beliefs are false beliefs. Thus suggestion can be utilised for the propagation of right ideas, ideals and attitudes. This, in short, is the mechanism of suggestions.

CONDITIONS WHEN SUGGESTION IS LEGITIMATE

There can be no leaders without followers, and if there were to be followers it is impossible for all of us to call ourselves leaders. In social life, where group action is necessary, it is legitimate for the leader to make use of suggestion. If all people like to make suggestions, leadership and group action become impossible.

In times of grave national crisis where it is necessary for us to present a united front, or in the case of appreciation of art, music etc., if every man begins to think for himself and have his own standards, then it is impossible to have consensus of opinion.

At the present time, moral instruction is a much neglected subject in our school studies. But in the moral and character training, suggestion from the teacher is of great importance, because he has to lay the pattern on which the child has to grow. Here there is the controversy between heredity and environments. Many teachers proclaim their helplessness to improve a backward student saying that all was determined even before his birth. But it may be stated that environment also plays a very important part in the improvement of the child, whatever may be his original instincts.

Suggestion is also capable of being easily abused. For example, it may be exploited for vicious purposes. So we should not make children victims to slavish beliefs even in simple matters. We must train the rising generations to think for themselves and if it need be to pronounce their opinion, without any interference from external authority.

CONCLUSION

To conclude, where group action is necessary and where we have to train the pupils in right thinking in the impressionable period of their life, suggestion can be legitimately used. Like any other scientific truth, it can be misused.

The Way to Become a Hero

MR. J. B. PRIESTLEY, the famous author and broadcaster, recently had his blood tested at a transfusion centre, where he had volunteered to become a blood donor. "The easiest way to become a hero," remarked Mr. Priestley, "is to lie on a couch for twenty minutes and have a cup of tea." All blood donors are given tea as a restorative.

— *Tea News and View. No. 2.*

NOTICE

Articles for publication, and books for Review should be sent to the Editor, P. O., Maharanipet, Vizagapatam.

Business communications should be addressed to the Manager, Masulipatam.



EDUCATIONAL INDIA

Masulipatam, Dec., 1941

Education for Inter-Communal Understanding

THE Director of Education in the State of Jammu and Kashmir has taken a right and timely step in sending round a circular (which is published elsewhere in this number) to all the educational institutions in the State that efforts should be made by teachers to devise ways and means for using education as an instrument for the promotion of inter-communal understanding. He has incidentally made a suggestion viz., "the formation of specially selected squads of senior students drawn from all communities who would pledge themselves and be trained, to render social service to members of all communities without any distinction and work in all possible ways for the maintenance of peace and good relations amongst the different communities." The suggestion is a welcome one and deserves to be given effect to without any hesitation whatever, by all those who are

concerned—as every teacher ought to be concerned—with shaping the character of the youth who are placed in their charge.

WE all recognise that the primary function of education is to teach to our boys and girls the art of living. It is, however, unfortunate that an extremely narrow interpretation is put on the phrase "the art of living" and it is made synonymous with skill in earning a livelihood. It is forgotten that what we have to learn and what we have to teach to children is the art not merely of living but of living together and that it is an art which can be learnt effectively only through constant practice. This is the greatest and the most difficult of all the arts. There is a perpetual conflict between the instinct of self-assertiveness and the social need for co-operation. And the larger the number of people with whom we learn to co-operate the greater is the extent to which we achieve the purposes of life.

IN order that this ideal might be realised it is necessary in the first place that the Departments of Education, whatever it be in the Indian States or in the British Indian Provinces, should have a firm and living faith in the idea that educational institutions should work not merely with a view to impart technical skill to their *alumni* but also to make them citizens in a co-operative commonwealth. Unless those who are in authority feel sincerely in regard to this matter nothing of much significance can be achieved. For recognition and for financial aid schools have to depend on government. And it

ought to be the endeavour of government to so shape its educational policy that more emphasis is placed on the factors that unite community with community than on those that divide them. There is no denying that factors of both kinds exist in every society. It is, however, the task of governments—if they are really interested in carrying out the real purposes for which they exist—to strengthen the bonds of unity and make it an integral part of their scheme of education. It is, therefore, necessary that the responsible educational officers should impress this on teachers and managers of educational institutions. A new day in the history of Indian education will dawn when the Director of Public Instruction in a British Indian Province makes up his mind to convene occasional conferences of teachers and managers for impressing on them the need for efforts to promote communal understanding and gets reports from them about the steps taken in this direction by them in the course of every year.

EDUCATION for inter-communal understanding should begin not merely with senior students as is contemplated by the Kashmir circular. It should commence from the earliest stage of a child's life. Psychologists tell us that it is by the age of seven or eight that a man's character practically comes to be formed, that the ideas and beliefs he is made to entertain by that age become dominant in him and they continue to exercise a hidden but all the same a determining influence on all that he does later on. Friendships formed, the common things shared,

the common plays and amusements partaken in the earliest period of a man's life leave their permanent marks on him. This naturally leads to the conclusion that the idea that Hindus, Muslims, Christians, Sikhs, Parsees, the touchables and the untouchables are all one should be impressed on them even when they are of the age of four or five. This is possible only when all communal schools are abolished. When the child enters the school for the first time he must see in it a better world than that with which he has been familiar in his family—a world where he has a larger number of brothers and sisters, elders, guides and leaders, a world which will enrich him with friendship, love and affection. All efforts for utilising education as a means for promoting inter-communal understanding are bound to fail so long as inter-communal schools are not established in the country. A great change in the mentality of the touchables and the untouchables has been brought about in the Province of Madras in recent times owing to the insistence of Government that pupils belonging to both these classes should be taught in the same schools.

WITH this as the basis, many other reforms can be automatically carried out. It has been recognised that the organisation of Scouting with its emphasis on social service goes a great deal in promoting unity. Separate schools always mean separate Scout associations—Muslim, Hindu, etc. Even in places where at present there are separate communal schools social service organisations based on inter-communal membership should be started. The idea that

all of them are one and that differences are subsidiary will be promoted among our children if all schools have some uniform dress regulations—as is the case with European schools and Convent schools attended by members of different communities. This produces a remarkable effect on the mentality of children. Schools should make it a point to celebrate Hindu, Muslim and Christian festivals in common and all pupils should be made to partake in them so that they might in course of time understand that it is only in the name they give to God and the symbols they use in His worship that there are differences and not in their fundamental conceptions. Toleration and mutual respect and regard cannot at all be learnt from books and from lectures. They must be built up into the life of each and every individual through learning to practise them. The only way of learning this is by living together. To try to build an edifice of unity in later life when in childhood the foundations are laid in separation is all a futile effort. It is from a basic unity that subsequent individuality should be developed.

It is, therefore, a courageous statesmanship that is now needed. Departments of education should give a sincere lead in the matter. They must boldly fight the forces of separatism. Palliatives will not do. It is only then that the efforts like those that have been begun by the Kashmir State will bear fruit full of richness and sweetness.

Education in Bombay

FROM the brief review of the progress of education in Bombay Province in 1940-41 published by the Bombay Government it is clear that in almost every sphere of education there was substantial improvement during the year. There was an increase in pupils under instruction in all schools. The expenditure—direct as well as indirect—has gone up. There was an improvement in the number of students that appeared at the various university examinations. A similar increase is found in the number of Secondary schools, Technical and Industrial schools and Primary schools. It is also very gratifying to note that the total number of Muslims under instruction in recognised institutions increased considerably. The same is true of the number of pupils belonging to the intermediate classes although the increase in the case of backward classes is not appreciable.

THERE has been a slight fall in the number of Adult Education classes. It is here that the government as well as voluntary agencies have to make increasing effort. At the rate at which elementary education is making progress at the present day it will take several decades before universal literacy is secured. Until a system of compulsory education is introduced this is bound to be the case. But the evils of mass illiteracy can to a great extent be overcome if organised steps are taken to spread education among adults. That the Bombay Government has recognised the importance of adult education is brought out by its

recent reconstruction of the Provincial Board for Adult education. Government has also directed the District Rural Development Boards to carry on propaganda in the districts for the spread of adult education and if necessary to appoint sub-committees in order to arouse special interest in it.

ONE other measure recently adopted by the Bombay Government to spread literacy among the masses also deserve to be noted. There are in that province a number of associations running primary schools under the mass literacy scheme. Government has been paying them certain maintenance grants. But no grant was hitherto paid towards overhead charges. The associations, therefore, were not in a position to maintain effective supervision over their schools. This is really a serious defect and Government has now recognised it and has recently decided to pay a grant towards overhead charges. Out of this the voluntary associations will be able to pay their clerical and supervising staff, stipends to their teachers under training, meet the cost of refresher courses, etc.

ANOTHER important achievement of the Bombay Government during the current year is its acceptance of many of the recommendations of the committee which went into the question of the training of Primary Teachers. This will result in the teachers in the service of local authorities becoming fully trained in about ten years and all teachers undergoing a two years' training course. Steps have also been taken to standardise the pay of all primary school teachers in the Province and this will go a

great deal in ensuring a higher standard of teaching and a decent living wage to teachers.

Reform of Secondary Education in Madras

IN our last issue we made a reference to the proposals put forward by the Madras Teachers' Guild for reorganising secondary education in the Province. We are referring to them again because the subject has been recently considered by the South Indian Teachers' Union which is representative of a large body of teachers than the Madras Teachers' Guild. The Union is agreeable to the bifurcation of secondary education into a vocational side and a Pre-University side which is the cardinal feature of the policy enunciated by the Provincial Department of Education. Controversy, however, has arisen in regard to the subjects to be included in the vocational and the Pre-University courses. The apprehensions entertained by many people are that the vocational courses might be made too narrowly vocational without any attention being paid to liberal and general education and that the Pre-University courses might become too narrowly academic without any reference whatever to the practical needs of life and the realities of our environment. The proposals put forward by the South Indian Teachers' Union attempt to remove these apprehensions. They include in both the vocational and the Pre-University courses a certain number of subjects for compulsory study—subjects of basic importance for a sound liberal education. These are an Indian Language, English and

General Knowledge. We think that by an "Indian" language they mean the mother-tongue of the pupils in the large majority of cases. For no one can conceive of the possibility of a sound liberal education unless the pupil is well up in his mother-tongue; and this is all the more necessary as the Union is emphatic in its view that the medium of instruction should be the mother-tongue in both the vocational and the Pre-University courses. Elementary Mathematics is included as a subject of compulsory study in the Pre-University courses but not in vocational courses. We think this to be a serious defect as a knowledge of Elementary Mathematics while being good in itself is necessary for those who wish to take up several of the subjects—Book-keeping, Engineering, Radio, Teachers' Training etc.—included in the optional group of vocational courses. It should, therefore, form a part of both the vocational and the Pre-University courses.

ANOTHER point on which some elucidation is required is the reason why many subjects like Shorthand, Type-writing, Book-keeping, Teachers' Training, Photography, Office work, Precise and Engineering are included in both the vocational and the Pre-University courses. These are all mainly of a vocational character and when once the principle of bifurcation is accepted it is best that they are included only in the vocational course. Otherwise the attempt at bifurcation will lose much of its significance. It is also desirable that subjects like Agriculture and Horticulture which the Union has included in the Pre-University courses must find a place in the vocational courses also.

THE Union has proposed that there should be provision for the migration of pupils from the vocational course to the University and *vice-versa* at any stage in their career. If it is understood that the bifurcation commences only after the fourth form stage and that it extends for a period of only two to three years, it is not desirable that interchange like the one proposed should be permitted. This will defeat the purpose which the bifurcation system is expected to serve.

THE proposal of the Union that secondary schools should maintain a school record for each pupil throughout the school course, so that reliable *objective* data might be available at any time for giving suitable guidance to the pupils, requires further consideration before it is put into effect. For the whole science relating to intelligent tests and other means of estimating the ability and achievements of pupils who are immature and who are growing is so inexact that more harm than good might result from the application of its tentative conclusions. Moreover we do not as yet have many among our teachers who are qualified to apply such tests.

Personal Notes

PRINCE MOAZZAMJAH BAHADUR AND GENERAL WALASHAN have been awarded the hon. degree of Doctor of Laws by the Osmania University at a special convocation.

Dr. A. LAKSHMANASWAMI MUDALIAR, Principal, Madras Medical College has been the recipient of the Fellowship of the College of Surgeons at the convocation of the American College of Surgeons held at Chicago on Nov. 3.

THROUGH different PROVINCES

DELHI

CHEAP BUILDINGS FOR SCHOOLS

The Building Sub-Committee of the Central Advisory Board of Education which met last month at Delhi put through some useful recommendations. School buildings need not, according to the Sub-Committee, always conform to the rigid orthodox patterns evolved by the P. W. D.; simpler models and more use of cheaper materials—even bamboo structures where bamboo is plentiful—would go far towards solving the problem of school buildings. The Sub-Committee paid considerable attention to such points as hygienic surroundings and proper lighting of class-rooms and the psychological effects of these on children.

Another matter which roused interest was the form of Government assistance in erecting school buildings.

The Committee will submit its report to the next annual session of the Board at Hyderabad, beginning from January 14, 1942.

TEACHING OF HYGIENE IN SCHOOLS

The joint committee of the Central Advisory Board of Health and of the Central Advisory Board of Education appointed to report on the dual question of the teaching of hygiene in schools and of the medical inspection of school children met at New Delhi on November 3 and 4, under the chairmanship of Lt.-General Sir Gordon Jolly, Director-General, Indian Medical Service, and discussed the problems of the medical inspection and treatment of school children, the improvement of their nutrition, their physical education and the provision of facilities for the teaching of hygiene in schools and for the development of healthy habits by the children through the practice of the principles taught. The report of the committee will be considered by the Central Advisory Board of Health at its next meeting in January 1942.

INTER-UNIVERSITY BOARD MEETING

It is understood that the annual meeting of the Inter-University Board will be held at

Annamalainagar on January 6, 7 and 8, under the auspices of the Annamalai University.

MADRAS

MIDDAY MEALS FOR SCHOOL CHILDREN

The beneficent results of supplying mid-day meals to the school children of certain deserving communities are disclosed in the Government's review of the Labour Department's Administration Report for 1940-41. The Government state that they have, therefore, ordered the continuance of the scheme.

With a view to encouraging children of the eligible communities to study up to the fifth standard and thus becoming permanently literate, the Government ordered, during the year, the provision of free midday meals as an experimental measure in eight labour schools in particularly poor areas in the districts of East Godavary, South Arcot, Trichinopoly, Chingleput and Nellore. The scheme which was at first restricted to the Hindu pupils of the eligible communities, was towards the close of the year extended to the Christian convert pupils studying in the eight schools. From the reports of the Collectors of the districts, where the experiment was tried, it appears, that the strength of the schools, especially in the first standard, increased considerably, that there was regularity in attendance and that the pupils looked more cheerful and seemed to be interested in their lessons. What was aimed at was regularity of attendance and improvement in physique and intelligence, not an increase in the "creche" class.

The Government have ordered the continuance of the scheme of free midday meals in the eight labour schools during the year 1941-42 in order to test whether it does increase the proportion of pupils proceeding to the higher standards. The question of extending the scheme to more schools is under the consideration of the Government. On the whole, the Labour Department has spent Rs. 8,57,786 on "Education" during the year as against Rs. 8,47,221 during the previous year.

STUDY OF ANTHROPOLOGY

At the last ordinary meeting of the Senate of the Madras University which was held on the 1st November a resolution moved by Begum Sultan Mir Amiruddin that the Academic Council be consulted in regard to making Anthropology one of the optional subjects of study in the B. A. examination was carried.

Another resolution moved by Dewan Bahadur K. S. Ramaswami Sastriar that a 'Diploma Course' be instituted in the University was referred to the Board of Studies in Economics and Commerce to report on the desirability of having a diploma course and also on the question of revision of the syllabus of the Degree Course.

BENGAL

TRAINING IN AERONAUTICS

Practical training in aeronautics will be one of the alternative subjects of a scholarship, proposed to be established by the University of Calcutta out of a bequest. The bequest, which amounts to Rs. 25,997-6-9 has been made over to Dr. Shyam Prasad Mookerjee, a former Vice-Chancellor, for creating an endowment for the award of a monthly scholarship of Rs. 75 for three years, to be named after the donor's father. The alternative subjects for the scholarship, mentioned in the bequest, include practical submarine training and practical military training. The Syndicate of the University has recommended to the Senate that the bequest be accepted.

TRAINING COURSE FOR TEACHING THE BLIND

The training course in the education of visually handicapped, which was inaugurated at the Teachers' Training Department of the Calcutta University in July, 1940, has made remarkable progress in the course of a year. Last year, 41 students—36 men and 5 women—took this course, and 25 of them—22 men and 3 women—appeared at the examination held last April.

In the current year, 55 students—30 men and 25 women—have been admitted to the course.

The Calcutta University is the first in the country to incorporate a course of this nature into its curriculum. In the United States, six universities, including the famous Columbia and

Harvard Universities, started this course several years ago. In Great Britain, three centres are carrying on this sort of education.

PUNJABI LANGUAGE RECOGNISED

The authorities of the Calcutta University have, it is learnt, decided to recognise the Punjabi language as an Indian vernacular language for the Matriculation, Intermediate and B. A. examinations of the University from the year 1944.

BOMBAY

EDUCATION IN THE PROVINCE

A slight decrease in the next number of educational institutions in the Province in 1940-41 and an increase in the number of pupils by 50,320 to 18,32,393 are noted in a review of the progress of education in Bombay Province in 1940-41.

Of the 21,668 towns and villages in the Province, 13,769 possessed schools, the average area served by each town or village with a school being 5.6 square miles. There were over 22,149 educational institutions spread out throughout the Province.

The total number of pupils under instruction in recognised institutions increased by 52,642 to 18,06,343.

There was an increase in the number of technical and industrial educational institutions. The number of these schools increased by three to ninety and 6,006 pupils were undergoing instructions in such schools.

CORPORAL PUNISHMENT IN SCHOOLS

The Government of Bombay have reconsidered the question of corporal punishment in schools and in view of the opinions expressed by various educational authorities in this respect, have decided that the ban which was imposed on corporal punishment in Secondary Schools for boys should be removed. The former order has, however, been revised as follows:—

"Corporal Punishment shall not be inflicted, except by the Headmaster, and by him only, in the case of serious and repeated misconduct. Only a light cane should be used when corporal punishment is inflicted, reason in writing should be recorded by the Headmaster."

INDIAN ADULT EDUCATION CONFERENCE

The third session of the Indian Adult Education Conference will be held in Bombay on the 27th and 28th of this month.

The Conference will be organised by the Indian Adult Education Association in co-operation with the Bombay Presidency Adult Education Association. The name of the President of the Conference will be announced shortly with the venue of the meeting.

All information relating to this Conference will be available from the Honorary General Secretary, Indian Adult Education Association, 136 Apollo Street, Fort, Bombay 1.

UNITED PROVINCES

CHAIR OF INTERNATIONAL RELATIONS

H. H. the Maharaja Holkar of Indore has, in response to the appeal of the Benares University, endowed a Chair of International Relations to the value of Rs. 24,000 a year (recurring) and the first instalment has been received by the University.

The first year's contribution, it is understood, will be utilised for the construction of the Holkar International House, the foundation-stone of which was laid by the Maharaja on November 30, during the Convocation of the University.

The purpose of the endowment is to promote international fellowship and, under this scheme, men of international reputation will be invited by the University to visit Benares and deliver lectures.

PUNJAB

A NEW SCHEME FOR TEXT-BOOKS

The Punjab Government have approved a new scheme for the selection, publication and prescription of text-books for boys and girls reading in the primary and middle school classes in the Province. The scheme completely overhauls the existing curricula and syllabus. The present list of approved text-books will be cancelled. All the new text-books will be written according to the detailed scheme of studies approved by the Punjab Government.

SIND

MASS LITERACY CAMPAIGN

The Sind Government have launched for a second time a literacy campaign on the 16th of last month. The campaign is launched in the rural areas, and one taluk in each district has been selected for the purpose. Each taluk will serve as a unit, consisting of a group of 40 adult education centres in suitable villages where the rural reconstruction work has already been done. In these centres, permanent night schools will be established where males between the ages of 12 and 45 will be taught reading and writing. There will be no age limit for women.

For each taluk unit a District Committee, consisting of both an official and non-official element, has been formed. The functions of the Committees, whose Chairmen will be the District Magistrates, will be to collect funds and stimulate general interest in education besides doing propaganda work.

The scheme which is intended for six months only and applicable to 160 centres to begin with, will cost the Government a sum of Rs. 24,366.

ORISSA

EDUCATION IN THE PROVINCE

From the review of the Government of Orissa on the progress of education in the province for the year 1939-40, it is learnt that there is an appreciable increase in the number of elementary and secondary schools.

A new development in primary education took place by the campaign against illiteracy of the adult population. The first wave of enthusiasm gradually died down and the impetus given by official leadership to the literacy movement could not long be sustained owing to lack of voluntary and popular support. There was also a noticeable rise in the number of upper primary schools showing evidence of the desire of parents to give their children fuller primary education.

The Government closed the 16 basic experimental schools this year having regard to the fact that the results of similar experiments conducted in some neighbouring provinces under more satisfactory conditions would be available to them without themselves incurring the very expenditure involved in an experiment of their own.

The education of Indian girls made steady progress during the year showing an increase in the number of pupils in all classes of institutions. Steps were taken to spread literacy among adult women by the opening of literary centres and the employment of Zenana and peripatetic teachers at Government expense and the move was successful.

MYSORE

TRAINING AND SECONDARY BOARDS OF EDUCATION

The Govt. of Mysore have passed orders establishing a new Secondary and the constitution of a Board for Training Examinations.

At present, in the Department of Education there are several Boards and committees functioning, such as S. S. L. C. Board, Local Examinations Board, Text-Book Committee and its several sub-committees.

The Government, as suggested by the Director of Public Instruction, have directed the abolition of the present Text-Book Committee and the S. S. L. C. and the Local Examinations Boards and have ordered the formation of a new Secondary Board and the constitution of a separate Board for Training Examinations. The Secondary Education Board, consisting of 27 members with the Director of Public Instruction as President, will attend to all work now done by the S. S. L. C. Board and the Local Examination Boards, in so far as the latter is concerned with Middle Schools and also deal with the question of selection of text-books with the help of sub-committees of specialists, who will be on the Board. The Board for Training Examinations will consist of 16 members, including the Director of Public Instruction, who will be the Chairman.

BARODA

ALL-INDIA PHARMACEUTICAL CONFERENCE

The second session of the All-India Pharmaceutical Conference will be held along with the session of the Indian Science Congress at Baroda on January 3 and 4, 1942. Rai Bahadur Dr. K. N. Bagchi, Chemical Examiner to the Government of Bengal, will preside over a symposium to be held in this connection on the "Role of Chemistry in Science." Dr. B. C. Guha, Ghosh-Professor of Applied Chemistry,

Calcutta University, is the Chairman of the Reception Committee of the Conference.

TRAVANCORE

HIGHER EDUCATION IN THE STATE

With a view to facilitating corporate life among the University students, it has been decided by the Travancore University to shift the College of Arts from its present site and amalgamate it with the College of Science. It is said that the scheme is proposed to be brought into effect from the beginning of the academic year 1942-43.

Dr. K. L. Moudgill has been appointed as the amalgamation officer, in addition to his duties as the Director of Research, and an Advisory Committee with the Pro-Vice-Chancellor as the Chairman, has been constituted to advise the amalgamation officer on his special work.

TRAVANCORE LEADS IN LITERACY

From the point of view of literacy figures, Travancore takes the first place in India both among the Provinces and States, the figures being 47.68 per cent according to the latest Census Report.

The figures relating to women's literacy, that is 36 per cent, are even more striking, and Travancore has a higher relative place among the Provinces and the States than in regard even to men's literacy.

COCHIN

MALAYALAM LANGUAGE AND LITERATURE COMMITTEE

The Cochin Government have appointed a Committee to submit to the Government, within two months from the date of the formation of the Committee, a detailed plan showing the works for which the interests of the funds endowed for the development and improvement of the Malayalam language and literature could be devoted for the next five years and also the way in which the works can be executed.

With the submission of the report the Government state, the Committee will automatically stand dissolved, but the President, Secretary and Mr. P. Sankaran Nambiar will continue as a small committee to see the works carried out directly under the orders of the Government.



PUBLIC OPINION



DR. C. R. REDDI ON THE FUTURE OF SECONDARY EDUCATION

"The problems of Secondary Education are indeed many and varied. I do not presume to suggest solutions to them. The history of education shows that solutions are being suggested almost every year. In fact, education is like an aspect of life. As life grows and develops and as new factors come to influence us, whether as individuals, societies or states, education also undergoes or ought to undergo necessary adjustments. There is no finality about these solutions," observed Dr. C. R. Reddi, Vice-Chancellor of the Andhra University, in the course of his presidential address to the Bombay Provincial Secondary Teachers' Conference held at Belgaum on October, 29.

Continuing he said: "Whereas much attention has been devoted to the Universities and primary schools, the same amount of interest is not forthcoming in respect of the secondary stage of education. In fact, the secondary grade has been treated as second grade education. The politician is interested in the primary grade because he believes that if mass education spreads he would be able to establish democracy or an improved administration in the country. This of course is a fallacy, for we know that to think right is not to do right; it is not for want of knowledge that character lags behind, but for various other things. After Asutosh Mukerjee started his reforms, University education is also receiving the necessary consideration though not the necessary funds. But secondary education has been lagging behind as the Cinderella of the scheme. It is secondary education that deals with the adolescents of our country, and from the point of view of the formation of character it exercises the greatest influence which ought to be for the good."

Proceeding Dr. Reddi said: "Your educational system is to a certain extent determined by your ideal of what you want to be as man or woman, and more especially as a people or a race. To say that education is a member of a bigger organic unity, I need not go further than mention two facts of cardinal historic impor-

tance. The father of education in theory is Plato and he treated his educational views as part of his Republic. Aristotle, too, developed his theory of education on a realistic line. In our own country attempts are being made—not always conscious—to correlate ideals with educational reforms."

SIR C. P. RAMASWAMI IYER'S ADVICE TO STUDENTS

Addressing the 3rd Convocation of the Travancore University on the 18th October, Sir C. P. Ramaswami Iyer, Vice-chancellor of the University said:

"Intellectual rust is even more destructive in its effects than the rust that consumes iron and steel. It is relevant to emphasise this aspect, because it is too often found that the habit of study is given up when the need for it ceases. The life led by you in schools and colleges, in debating societies and clubs and playgrounds, has fitted you to take the rough with the smooth, to comprehend and make allowances for your neighbour's attitude and point of view and to preserve good temper and a sense of humour in your activities. Nevertheless, it is a fact that you have emerged from a period of life during which you have lived in a kind of cloistered seclusion away from the acerbities and the rough jostles of competing groups and the bitterness of unemployment and the non-recognition of talent and good work. But this is also a period when you have possessed both the time and the inclination to dream your dreams and to fashion your inner world, which may not correspond with the outer but which ought to be a true refuge. The qualities and equipment necessary for the world's battles are different in nature and in direction from those required till now, but you have, or at least may acquire, the essentials of true culture, and it has been said that a real man is one who can dream and not make dreams his master, who can think and not make thoughts his aim; who can meet with triumphant disaster and to treat those two imposters just the same."

MR. R. M. STATHAM ON LITERACY FOR WOMEN

Addressing a distinguished gathering of ladies, representing all types of educational work in the Madras Province, at Madras on the 25th of October last, Mr. R. M. Statham, Director of Public Instruction, Madras, referred to the criticism that, in aiming at literacy, the cultural and social aspects of education had been neglected and said that personally he was very happy to put the attainment of literacy as the primary point of the Government's educational policy. Obviously the aim of literacy for all did not exclude attention being paid to the development of a general satisfactory cultural education for all who entered educational institutions. With regard to women's literacy, Government was firmly convinced that making women literate would result in, and had, in many cases, already resulted in, a silent and sometimes almost unrecognised revolution. We all knew that the real problem of women's education lay in the rural areas and in the villages. When he became the Director of Public Instruction, women's literacy in the Province was only 25 per cent; fortunately a very great effort had since been made to increase literacy and especially its rate of progress.

Referring to the question of girls' education, Mr. Statham said that if an ever-increasing number of persons, whose actions and opinions carried weight, became fanatical in regard to it, he would personally feel happier and a fine record of educational progress in this Province could be shown the quicker. The Government could, at any rate, take legitimate pride in the fact that its policy in regard to girls' education was not defeatist in attitude and in fact would not admit the possibility of defeat. In the battle against illiteracy, the Government was determined that, willy-nilly, girls would and should get education, even if for a time it meant a slackening of effort in regard to the education of boys.

In conclusion he earnestly appealed to the ladies "on our legislatures, on our local bodies and on the committees of so many public institutions," to "assist us more actively and more fruitfully in achieving the aim which should be the heart's desire of every woman in South India, that no girl of whatever community or however backward or poor, should be robbed of her birthright, namely, the minimum of a primary education course. A little sustained propaganda and a very little outlay of money

can produce wonderful results, but these tasks cannot be left only to the members of my Department which includes, if I may say so, all those who are working directly and officially in the field of education."

MRS. RAMESHWARI NEHRU ON RELIGIOUS INSTRUCTION IN SCHOOLS

"Owing to the policy of religious neutrality of the Government, also to the desire of keeping clear of sectional religiosity no attempt has been made to introduce ethical, religious and moral teaching in schools and colleges. I am not in favour of giving sectional theological training in public schools, but ethical teaching with religious back-ground, is quite different from theological instruction. I recommend that a demand for the introduction of such teaching in the schools from the Primary stages to Matriculation and for the comparative study of religions in the University stage should go forth unanimously from the Women's Section of the Conference," observed Srimathi Rameshwari Nehru (President of the All-India Women's Conference) presiding over the Women's Section of the last session of the All-India Educational Conference held at Srinagar.

Continuing she said: "The subject of inter-cultural and inter-communal understanding which is the central theme of this Conference is closely allied to the subject of religious and moral teaching. During the last two decades the Hindus and Muslims, the two great communities of India, have considerably fallen apart in their intellectual understanding of each other's lives. That spontaneous co-operation which was given by each community to the other on the occasion of festivals, the appreciation of their respective cultures which was the natural result of familiarity with each other's religion, literature, traditions, habits and practices is on the wane, particularly amongst the higher classes. Misunderstandings started on the political field have found their way into other fields of life and have resulted in the virtual estrangement of the two communities. Old women of the last generation in spite of being uneducated in the modern sense were rich in the knowledge of each other's religious lore and traditions, and therefore, maintained a tolerant outlook. I am surprised to see the ignorance that prevails today. Women are greater culprits in this respect than men."

EDUCATIONAL REFORM IN SIND SPECIAL COMMITTEE'S RECOMMENDATIONS

A comprehensive scheme for reorganising the present system of education in Sind so as to absorb the child even before the age of six and provide full and varied scope for development, keeping in view aptitudes and trends in the choice of vocations and thus eliminating misfits as well as wastage, has been supported by the Committee which was appointed by the Government of Sind in June 1939.

The committee consisted of 14 persons experienced in education with the Hon. Pir Ilahi Baksh, Education Minister, as Chairman. The Committee signed the report at the end of March 1940, but more than a year has been taken up before it could go through the printing stage and become available for the public through the Press.

The following are the details of the reorganisation in the Education Department proposed by the Committee in its report:

The Committee starts with the preprimary stage, and observes that for financial reasons, it did not propose that the Government should undertake to run kindergarten schools. But the Government might aid such schools in every possible way.

The Committee wants to do away with the break now noticeable when a student gets into the secondary stage from the primary stages and has proposed running a series of standards from primary classes to matriculation, ten in all, thus cutting down at least two years from the present period for a matriculation examination.

The first four standards are to constitute the primary lower stage, and the Committee has proposed co-education only for this stage. Special attention is to be paid for the training of the hand and the eye and practical work is to be provided in various subjects, particularly agriculture.

The Committee has made a strong recommendation that studies should commence only after a student has completed his or her sixth year and no relaxation of this rule should be permitted. Thus a student would be ten years of age when the primary stage is completed.

Two types of schools have been proposed for the next stage, the post-primary schools with three standards, the fifth, sixth and seventh.

Special Schools for Rural and Urban areas

The first type of these schools are to be purely primary schools, upper stage, preparing students for the primary school leaving certificate examination. The second type of schools will be middle schools sub-divided into two categories, one for rural areas and the other for urban areas.

It is proposed that middle schools for rural areas should have a boarding house attached to them. English should be taught in these schools as an optional subject with other usual subjects. Manual, agricultural and occupational activities are to form an important part of the curriculum.

The middle schools in the urban areas are to replace the lower secondary schools. Emphasis is to be laid in the curriculum on manual activities suitable for urban areas. Separate schools have been proposed for girls with an "activity" curriculum to suit their particular requirements, such as sewing, knitting, etc.

High Schools covering the remaining four standards up to the tenth standard, are to be the continuation of the middle schools. They will thus provide a course for liberal, practical, hygienic and vocational instruction, untrammelled by the university—matriculation consideration.

Education is to have a vocational bias throughout, and elementary technical schools are to be provided for those of the students who might not be in a position to go beyond the lower primary stage. Such schools are to follow the pattern of technical schools now being run at Sukkur and Jacobabad, and the Committee has proposed that they should be opened at suitable places all over the Province.

For those who have to give up education at the upper primary stage, junior technical schools have been proposed by the Committee, for giving instruction in carpentry, wood carving, metal work, cabinet making, motor and electrical mechanics, pottery, tailoring, etc.

The Committee has strongly recommended that Sind should have a university of its own, and has suggested that with that end in view, graduates from all parts of Sind should form themselves into various associations.

The Committee makes the following observation on the Wardha scheme: "The Wardha scheme should not be considered for Sind as a whole, but only as an experimental measure for a few compact areas."

An Appeal to Educationists and Institutions

By Pof. K. G. SAIYIDAIN,

Director of Education, Jammu and Kashmir

The XVII session of the All India Educational Conference has just concluded in Srinagar after discussing some very important educational issues, the most significant of which undoubtedly, was the problem of "Education for Inter-Cultural and Inter-Communal Understanding." The Conference expressed the emphatic opinion that teachers and educational institutions should try intelligently and systematically to develop in their students a broad and tolerant outlook, as appreciation of the cultural achievements and traditions of all communities and a determination to work for justice and fair-play to all, rather than for narrow personal, communal or sectional interests.

Education is essentially a process of *releasing* children and adolescents from that narrowness and intolerance which are often fostered by ignorance or the pressure of an unfavourable environment. If our schools and colleges fail in this task of liberation, they will be traitors to the future of their country and their people.

As conveners of the conference for this year it is our duty, in a special degree, to try and implement the views of the Conference through our educational institutions. I would, therefore, ask all educational officers to think out carefully ways and means of instilling the right outlook and attitudes in school students and to impress upon the teachers the importance of stressing this fact not only by precept but also by the force of their personal examples. There is enormous dynamic power in the human personality and, provided the teacher is sincere, the contagion of his own example can mould the minds and the hearts of his pupil. I trust all teachers in the Department will try to pull their full weight in this noble cause.

The High Schools and Colleges will do well to consider suggestion which I placed before the Conference—namely, the formation of specially selected squads of senior students drawn from all communities who would pledge themselves, and be trained, to render social service to members of all communities *without any distinction* and work, in all possible ways for the maintenance of peace and good relations amongst the different communities. In time of communal discord, they should strive actively to promote good will and arrest tendencies and forces likely

to cause disharmony. The moral effect of students of different religious persuasions working shoulder to shoulder in this worthy cause would indeed be tremendous and if we can carry out the scheme, we shall be setting an excellent example to the rest of India.

I shall be glad to receive from educational officials and others interested in this question any concrete and practicable suggestions likely to further this cause and the reports of any work that may be done in this direction from time to time. My appeal is addressed primarily to teachers but I have no doubt leaders of public opinion will try, in their own way, to implement the resolutions of the Conference.

(Sd.) K. G. SAIYIDAIN.

Success in Basic Education

The Hindustani Talimi Sangh held its half-yearly meeting at Savagram on November 6 and 7, under the presidency of Dr. Zakir Husain. This was the first meeting of the Sangh after the Basic National Educational Conference held at Delhi in April, and reports on the working of basic education in the various provinces were considered.

In Orissa, the Government had issued orders for winding up the experiment in basic education from the 1st March 1941. The Sangh decided to conduct them as experimental schools under its direct supervision.

In complete contrast with Orissa, Bihar presented an example of the most fruitful co-operation between a Provincial Government and the Sangh. The Sangh expressed its satisfaction at the realistic attitude and earnestness of the Education Department of Bihar and its confidence that if the experiment in basic education continued to be as efficiently conducted as hitherto, it would serve as a stimulus and an example to other Governments.

The Secretary of the Sangh, Mr. E. W. Aryanavakam, presented a report covering the whole period of three years during which the work of basic education had been carried on.

It was decided to hold the third Basic National Education Conference in Bihar in November, 1942.

Letters to the Editor

Educational Reform in Madras

For a long time past, there has been a move on foot for the reorganisation of education—elementary, middle school and secondary—but in vain. The proposals embodied in the Government Communique have evoked a good deal of comment and constructive criticism. The Madras Teachers' Guild and South Indian Teachers' Union have done well in formulating their proposals in a concrete form. But now that the time is approaching for a definite change to be announced in time for the ensuing academic year, it is but desirable that the advisers and the Director should arrive at a common measure of agreement in the light of public opinion.

As regards elementary education, howsoever optimistic the Director may have been about its progress, it is to be regretted that the percentage of literacy is only 13 as against 90 or 95 percent in Japan, U. S. A., Germany and Britain, that here is no definite plan for its extension, that the state has not yet realised its responsibility in making it free and compulsory raising its standard of efficiency and the emoluments of teachers of higher qualifications. On the other hand the increase in the number of working days, the insistence on a fixed percentage of girls in boys' schools and boys in girls' schools and the closure of many schools as inefficient and unclosed have been acting adversely against economic progress. The true interests of educational progress. The case for the abolition of Higher Elementary Schools and their conversion into middle schools based on the basic system of education centred on a handicraft has received scant attention at the hands of the authorities. The sooner they will effect the desired changes, the better it is for the rapid spread of useful education in the province.

Coming to secondary education, we find that the proposal of bifurcation can as well be kept in the background for the time being and suitable adjustments may be made to compromise conflicting opinions. The division of courses into two stereotyped processes—pre-university and vocational will act as a deterrent in checking the progress of university education and developing a kind of slave mentality.

Secondary courses should aim at imparting general knowledge to and creating a vocational bias in the youth of the country, when they cannot be expected to discriminate for themselves what is desirable for their future. The scheme outlined below is a happy mean which satisfy all genuine lovers of reform and progress in the right direction:

All pupils after the completion of the Fourth form should be made to study an Indian language, English, Elements of Mathematics, Indian History, Geography and Civics and General Science with the mother-tongue as the medium of instruction. In addition they may be made to take up two subjects from any one of the following, one being literary and the other vocational in the case of those going up for university courses and two vocational subjects in the case of those going up for vocational and technological courses. Mathematics, Physics, Chemistry, Indian History, Biology, Book-keeping and Commercial Arithmetic may be grouped as literacy subjects, and Short-hand, Type-writing, Co-operation and Banking, Elements of Engineering, Photography, Radio, Music, Teacher Training, Horticulture, Journalism, Office work and precis-writing as vocational subjects. Provision may be made in the time-table for imparting physical training, moral instruction, promoting general reading and knowledge of current affairs and debating powers. This scheme may meet with the acceptance of one and all.

—C. B.

Municipal Teachers in Bombay

The recent experience at Nipani, Barsi and Bhusaval was mostly responsible for the draft rules framed by the Government of Bombay under section 58 of Municipalities Act to prescribe the extent of the authority of municipal bodies over secondary schools managed by them. The rules were published in the Bombay Govt. Gazette of the 14th Aug. and the persons concerned were asked to submit their suggestions to the Government. In pursuance to this Mr. K. G. Warty, Head Master of Gokak High School and member of the Bombay Provincial Board Secondary Education has submitted his suggestions particularly to amend rules 7 and 8 which govern the conditions of service. In the course of his letter he says that the municipality is considered to be a semi-government body and as such municipal servants deserve to be placed

under better conditions of service than are found in private institutions. We may not demand the same status as that of Government servants, who are doing the same sort of work, in respect of emoluments; but other service conditions such as leave, tenure and security of service, etc. may be the same as those enjoyed by the teachers in Government schools. The teachers in municipal schools are denied the advantages of either Government teachers or those in private institutions; but are subject to the disadvantages of both the classes. The municipalities as a rule treat their servants including the heads of institutions as persons without self-respect. They should be treated by the department at least on the same basis as others in private institutions, if not on that of Government teachers. Rule No. 7 should, therefore, be so amended as to make it incumbent on every municipality to follow the rules framed by the Department under the Grant-in-Aid Code regarding his service conditions (for instance Circular No. S/67 (c)-58-Genl. C. dated 9th July 1940) and to make provision for his Provident Fund as required by G. R. E. D. No. 933 dated 15-9-39.

Rule No. 8 deals with punishments, dismissals etc. but does not say anything about the discharge, which in the rules of municipalities does not include dismissal. A municipal teacher is many a time discharged with one month's notice on some flimsy grounds. According to the Departmental circular referred to above a teacher in a recognised aided school should be given a school term's notice if his services are to be dispensed with. Mr. Warty has earnestly requested that this rule should be made applicable to municipal teachers also.

Mr. Warty points out the necessity of an additional rule imposed on municipal authorities to take whatever action they deem fit in the removal or discharge of their teachers after a reference to the Educational Inspectors of the Divisions. The valuable advice or opinion of the educational officers should be welcome to the municipalities. A rule to the effect that a teacher who has put in five years or more in municipal service at least should not be discharged without a previous reference to the Inspectors deserves to be added to the rules now framed.

Satisfaction is also expressed that the Govt. is now giving some attention to the plight of teachers in general.

—A Municipal Teacher.

Foreign Currents

Lack of Education Facilities at Natal

A survey, carried out by the Agency in connection with the education of Indian children in Natal, a province in which over 80 per cent of the Indian population is located, revealed that there was a general lack of accommodation, long waiting lists in most schools and a noticeable shortage of facilities for recreation. The Agent General appealed to the Provincial Executive, stressing especially the need for compulsory education. He also asked for free education for girls and for medical and dental inspection in Indian schools.

The Provincial Executive agreed only to make a beginning with secondary education at Ladysmith in Northern Natal and to effect slight improvements in the scale of pay of teachers in Indian schools. The Report comments on the unsatisfactory nature of the response, and adds that so long as one out of two Indian children never goes to school, and very few of those who do reach a secondary school, the community is bound to remain in a state of economic subjection.

Education in Citizenship

A potent instrument for education for citizenship in a democracy as well as a new educational technique is found in the radio listening groups which have been organised in the United States, according to a pioneer study of these groups conducted by Frank Ernest Hill of the American Association for Adult Education and published by the Columbia University Press. Mr. Hill says:

"If the work of the group is to be compared with that of most adult education classes," Mr. Hill points out, "both the testimony we have and the results of extensive personal observation tend to show that the listening groups can hold their own. They stimulate, they broaden, they give definite information, which is pretty fully assimilated, and they get a good amount of special work accomplished as a result of what they incite members to do."

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