

347

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116
347
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PRINCIPAL CONTENTS

THE ROLE OF INDIAN YOUTH. BY
SRI P. R. KAIKINI, M. A.,

THE CHILD IN THE NEW WORLD. BY
SRI S. SANTANAM AYYAR, M.A., L.T.,

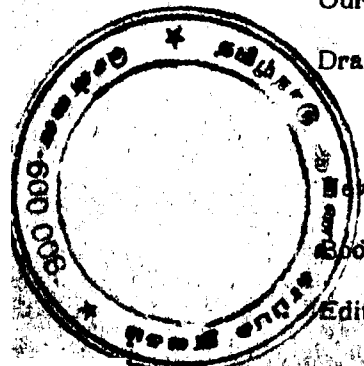
PLAY & THE SUBJECT OF THE CURRICULUM.
BY SRI G. V. TAGARE, M.A., B.T.,

A DRAFT CHARTER OF TEACHERS' RIGHTS
AND OBLIGATIONS.

Hon. Editor : Rao Sahib Sri C. S. SRINIVASACHARI, M.A.

CONTENTS

	PAGE
The Role of Indian Youth : A Plea for Re-Orienta- tion of Education. By Sri P. R. Kaikini, M.A., Bombay ...	39
The Child in the New World. By S. Santanam Ayyar, M.A., L.T., Kuttalam ...	92
Play & the Subjects of the Curriculum. By Sri G. V. Tagare, M.A., B.T., Bhore (Dist., Poona) ...	94
Talks to a Son. By Sri P. S. Vaidyanathaswamy, B. A., L. T., Madras ...	96
Balu the Truthful Boy—Short Story By Sri R. B. Pinglay, Seshadripuram, Bangalore ...	99
To Graduates. By Mr. K. G. Saiyidain, Director of Education, Jammu and Kashmir State ...	100
Speech Training. By Margery M. Brooker, Direc- tor of Modern Language Training, Dept. of Education Canada ...	105
Education in India in 1938-39. Report of the Government of India ...	108
Our Contemporaries. ...	112
Draft Charter of Teachers' Rights and Oblig- ations. Issued by the Bombay Provincial Secondary Teachers' Federation ...	115
News and Notes ...	121
Book Reviews ...	128
Editorial Notes ...	129



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THE ROLE OF INDIAN YOUTH: A PLEA FOR RE-ORIENTATION OF EDUCATION

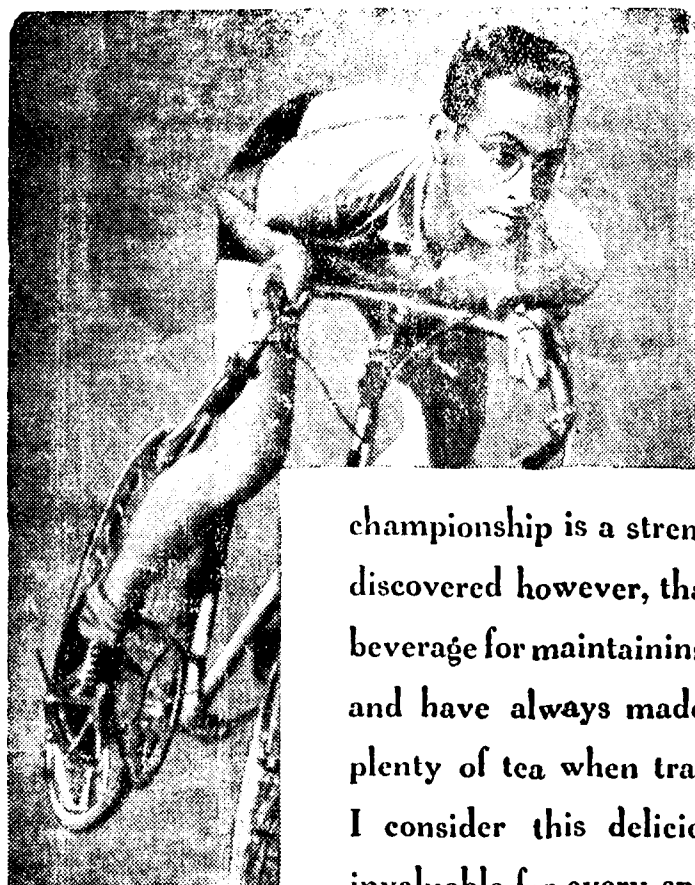
BY SRI P. R. KAIKINI, M.A., Bombay

The air is full of vague talks by the heads of states, leading politicians, eminent divines and so forth, about the common ends of civilisation, the brotherhood of mankind etc., etc., but it is impossible to regard that kind of stuff as anything but iridescent humbug until something like an honest willingness is displayed to bring these loose, cloudy aspirations to the cutting edge of an explicit statement — MR H. G. WELLS

NEVER before in the history of the world have people been made to think so vigorously, so much in dire earnestness as perhaps today. No one can place his finger on the right cause, the real forces making for these conditions of life. Everyone wants to feel important at the moment and no one will evidently take lying down being left out of account when a new political state will be on the anvil during the post-war years. Things have demonstrated beyond the shadow of doubt that our existing arrangement was neither equitable nor stable (German children are taught to refer to Versailles as "the Treaty of Shame"), for it was built hastily on the quicksands of distrust and disbelief and an inner spirit of deep rancour and intense embitterment arising out of the misconceptions that led to

and led the conflagration of the Great War for four long years. The state of much of the world to-day is far from satisfactory, in fact it has caused some of our sensitive spirits the most acute mental agony—that fine, brave spirit, Herr Ernst Toller, in whom Pandit Jawaharlal Nehru recognized a fiery and fierce personality glowing with noble idealism, could not bear to continue to live in it: it led him to offer his most precious sacrifice at the altar of a new free world.

Under the circumstances, the responsibility that devolves upon the youth of every country to take a decisive and major part in shaping the future cannot be exaggerated too much. In England, for example, there is evidence of a growing youth movement that will soon be nation-wide in its influence



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and activities; the main object is to prepare the young men and women of to-day ably to shoulder the burden of building the coming structure of society and help evolve the best type of political organisation that will ensure us long years of peace and progress and at the same time eliminate most, if not all, of the possibilities of leading men to war with each other even on the most vital and important issues. This attitude is clearly actuated by the widespread horror and the ignoble shame caused by the needless butchering of innocent men and women, the wholesale burning and gutting of homes and other establishments without mercy or even a touch of secret remorse.

The transitional period from a time of hostilities to an era of peace will in essence be one of immense difficulty and disappointment; and it may not be far removed from what may be roundly called disaster. Yet it only means that we must come together here and now to discuss, in outline though, the sort of new order we all so passionately desire. We shall probably prefer to vote with that most eminent of contemporary thinkers, Mr. H. G. Wells, and our choice will fall sooner or later on true political democracy which he distinguishes from a totalitarian state thus: 'The essential difference between democratic and absolute rule is, I suggest, that in a democracy a revolutionary movement need not be the violent insurgent upheaval that it necessarily becomes under an absolutism. This is because in every Parliamentary country there exists, as a necessary part of the political organization of that country, an Opposition. The existence of an opposition is the funda-

mental political distinction of democracies. The democracy is a government with a potential revolution incorporated in its structure. In a genuine democracy, the opposition stands prepared to get rid of the existing regime and to change the domestic or foreign policy of the government without limit.' To-day we hear on all hands of the continuous flouting of public opinion not only as regards foreign affairs and policy but also in the matter of internal government. For this we shall need men and women of vision and sound training, of good education and with the elements and capacities of leadership. They will have to go to the legislatures and make them amenable to the will of the people, the tax-payers and the peasants, not merely to that of the higher and rather aristocratic strata of society. 'We shall want people who will recognize true leadership, who will be bold enough to speak out the unpalatable facts, prepared to accept discipline and sacrifice, a directive core in the body politic, impelling it towards finer and more splendid ends,' in the words of the Headmaster of Bishop Wordsworth's School, Dr. Happold.

But people who are advocates of the democratic ideal detest the notion of leadership: they consider this group which is likely to become an exclusive set in the course of time as carrying the seed of oligarchy or its various evil offshoots. As shown by Wells, this danger is unreal and the opposition will see to it that the ruling set are alive to the will of the majority. The price of liberty, it is said, is eternal vigilance; but to-day we see the need of another qualification; all those who would

remain free must bend themselves to the fresh demands of a changing civilization. Our young citizens must practise the virtue of adaptability, an intelligent mastery of the everflowing tide of time. Stephen Spender's description of a psychologist describing the pathological condition of his protege may be aptly applied to most men and women of our own younger generation. 'He is shut out from the surrounding world, because he lives in this closed-in world he has created for himself. Yet another though terrible way of describing this is to say that he is the world, or that in him a very important part of our world reveals itself. In him is incarnated the moment when a civilization really begins to lose grip, when violence becomes an end in itself, history rushes, the boundaries of nations alter so rapidly that there is an inflation in the printing of maps, the bristling turreted forms of battle-ships with their cargo of destruction and hell copied from the nightmares of mediaeval artists.'

Well could many of us say with Mikhail Sholokhov, famous author of *AND QUIET FLOWS THE DON*: 'What a long night, and no way out!'

But there is no cause for disappointment or dismay. We have a nucleus of the desired sort of ideal grounds of preparation in those of our schools which accord as adequate a place in the curriculum to physical as to moral education and which can be described as modern and progressive, institutions where recent theories and experiments in educational practice are being eagerly tried. The new education calls for a new concept of the educative process.

Indeed, it is essential that the aims of our educational system ought to be clearly put into practice by those upon whose shoulders has fallen the responsibility of fitting out our future men and women for the world as it is taking shape at present.

It is needless to add that such a form of training can never be dictated from above; it must be initiated and developed in the arena of our schools principally and colleges and universities. It has to be a deliberate, designed process, consciously and wisely planned by our numerous eminent educationists and teachers and directors of educational institutions in general. Every boy or girl who enters these schools must be constantly made aware of the accepted standard of social values, and the life of the schools as a social community has to be better understood by everyone inside and outside them. The success of the latter will be measured by the degree of realization, on the part of the pupil, of the fact that only through discipline and sacrifice can a better social order be brought about, through an ever-increasing conviction that the duties of the citizen matter more than his rights, that every privilege carries its own responsibility and obligation. Moreover, the sense of loyalty to his school which a scholar acquires ought in later life to be translated into an adult loyalty to the larger society outside which is the state.

To-day I do not perceive a single man or woman whom I consider entirely healthy: we are all sick with the poison of our Industrial Civilization. Man must master the instrument, the machine which is his own invention. It is useless to appeal to

faith which has time and again broken down in the past, sometimes in the midst of the most trying crises; the false gods of earth and mud have at last crumbled down; but all of us have not eyes to see the truth, we lack the courage to adventure and to explore. We must hark back to a more humane view of life and civilization in which the ideal of service of humanity must prevail proudly and ultimately. Our schools

must place the ideal of social dedication in the forefront of their educational aims. That way lies the path to lasting peace on earth and goodwill to men. 'A nation of men and women possessing vitality, courage, sensitiveness, and intelligence, in the highest degree that education can confer,' is what, according to Bertrand Russell, we must strive incessantly to produce.

THE CHILD IN THE NEW WORLD

BY S. SANTANAM AYYAR, M.A., L.T., *Kuttalam*

THE Committee of the Central Education Week did well in making all people interested in education think and talk of "Education and Post-war Reconstruction." Thereby they show their faith in the bringing about of a better world after this present titanic war is fought out and peace is established once again. The huge destruction of life and property, wonderful treasures of art and other memorable monuments of human skill and civilisation must necessitate a period of serious thinking and acting on the part of the best brains and the future great men of the world towards the reconstruction of the world in ruins, chaos, confusion and utter sorrow and despair on account of the miseries caused by the war.

Certainly the world will witness a reconstruction. It is, however, doubtful whether that will be done by education and educationists. The experience of humanity so far in all its long history does not guarantee any great hopes of the chances

the educationist, per se, will have in the reshaping of the world. The reconstruction is and has always been effected by the victors and their ideas and ideals hold sway in that matter. The educationist does not get any voice in it and the statesmen who run the administration of the different countries and empires do not heed the counsel of the educationists at all; on the other hand, the educationists are only ordered to impart that education which, the statesmen think, should be done.

After the war is over, the Committee believe that our world will become a 'New World.' How and why? No one will dream that the war will change the geographical nature of the world, especially in its physiographical character. The continents and the countries, the world's political units will suffer a good deal; the boundaries of states in the pre-war world may change beyond recognition and some of them may lose not only portions of their territories but may entirely disappear and get absorbed in

others. If that is all, the world cannot be said to have become new at all. Perhaps earthquakes and volcanic eruptions may also alter the face of the earth. Even that cannot be regarded as a sufficient cause for calling our world a new one. Discoverers and explorers have little chance in the future to reveal and settle new Americas. Even when that is done, the world cannot really become new.

What, then, can empower us to call this world of ours a new world? Only that world which has succeeded in eliminating wars altogether, in which human beings have found the ways of avoiding quarrels and discord, so that they may live a noble, free and happy life of love and harmony, in which each child is allowed to grow up to its full stature of greatness built upon service to all, irrespective of all national, communal, colour and creed barriers, in which the educationist is allowed perfect freedom to make an angel of every child entrusted to his care, so that the world will become a heaven for all to live and work, in which the educationists are the greatest men of the world and are regarded and honoured as such, so that they will not be driven to beg for favours of a living wage and smaller favours of transfers to congenial places, promised increments, deserved promotions to higher posts according to right and well accepted principles of service, and will not be forced to dance before clerks and authorities of far lower qualifications and to give galling explanations asked without reason or rhyme, in which the education to be imparted is not rigidly bound to a cast-iron curriculum of studies and syllabuses leading

to a soul-killing system of examinations for judging both the taught and the teachers by the result produced, in which education does not aim at preparing pupils for posts of fat salaries in government service from which they can look down at their preceptors with all their higher qualifications, but aims really, as is often avowed, at the all-round development of the child, so that it can flower into the highest and most beautiful manhood and womanhood that the world can see,—only such a world can be called a new world.

In that new world, the child will be or must be the greatest object of love and attention on the part of not only the parents but also the state. All the attention of the statesmen and rulers will be given to the art of making children grow progressively better in every way, healthier, more long-lived, cultured and capable of doing nobler and grander deeds than men have done so far. Civilisation of a finer type than what is now so-called will then prevail, and the name will no longer be appropriated by people and states which have succeeded in inventing, perfecting and mastering material means of production and engines of destruction and in coming up to the top of human glory at the expense of other peoples and states, very often ruthlessly kept down and even exterminated by fierce wars and oppressive domination following them. The child, in all countries and of any race, colour or creed, will then receive a sympathetic, impartial and just treatment wherever it may be born and bred. A progressively improving stock of children and more intelligent methods of

upbringing and education shall have to be the aims of the rulers of the world, if it is to become a new and better kind of world. The child is father of the man, says the poet; I like to add, 'and the angel that is to be, in the heaven that is come on Earth.' All this can only be through the culture of education that can be imparted through the teachers, enabled to make better men and women of the children coming under their

influence. The state's duty is first and foremost to create better men and women through better teachers and methods of education. Who knows what fine things will happen if the rulers can understand the problem of the New World and the Child correctly in the manner pointed herein? Let the child and his preceptor get better recognition than now and the world will really become better and thus New indeed.

PLAY & THE SUBJECTS OF THE CURRICULUM

BY SRI G. V. TAGARE, M.A., B.T., *Bhor (Dist., Poona)*

MR. DE'S article on play (in the *Educational Review*, Dec. 1941) naturally leads us to consider the relation between child's play and the subjects of the curriculum. In the present paper I shall briefly state their relations and their educational application.

Without repeating the various theories and definitions of play (a number of which can be found in books on the theory of education), suffice it to say that play is a typical and pronounced form of manifestation of the creative activities of youth. It is marked off from work and all serious occupations by its spontaneity, its freedom and its want of serious attitude which accompanies them. It is continuous with art which is nothing but a joyful, spontaneous, creative activity in literature, music, painting (and even in science) resulting in masterpieces of beauty and truth. As William Morris has pointed out, "beauty in craftsmanship is a play-phenomenon as it is simply the disciplined expression of the maker's delight in a

process carried out with the ease of mastery."

Now the subjects of the curriculum, from the democratic point of view, are the meanings supplying content to existing social life. With the increasing complexity of social life, the factors increase in number and import, creating a need of special selection, formulation and organization for their adequate transmission to a new generation. Thus history and geography enlarge the significance of a direct personal experience. As Dewey says, "History makes human implications explicit and geography natural connexions. These subjects are two phases of the same living whole, since the life of men in association goes on in nature as the material and medium of development" (*Democracy and Education* Ch. XVI). Science is nothing but the fruition of the cognitive factors in experience as it aims at a statement revealing the sources, grounds and consequences of a belief, thus giving a

logical character to the statements (*vide Ibid* Ch. XVII).

The individualistic view, looking upon the subjects as the child's attempts to reduce this 'big, booming, buzzing confusion' to order is too widely known to require any discussion.

This gives us a clear idea of the individual and social aspects of "the subjects" which are primarily based on the psycho-physical activities of the child in the course of his growth. It is through play that children get control over their body and become skilful in the manipulation of things with their limbs and get a sense of their power and its steady increase and the community feeling in the child's mind is raised to the recognition of rights in others. In building houses, castles etc., children get an outlet for their hoarding and constructive instincts and this practice in doing and learning by doing is the basis of educational handwork, drawing, relief maps in clay or plaster in geography, models of monuments like the Kutub Minar or Norman castles, a host of things in science and mathematics (and needlework in the case of girls). Subjects taught in technical schools too are founded on these plays.

Play implies play materials which are the limbs of the body first and toys next. It is by handling such things as marble balls, pieces of rough stones, shells, pieces of wood tin or paper that children get their first ideas of size, shape, colour, touch etc. The importance of these notions (which the child gets while playing delightfully) is too obvious to need any elaboration. Montes-

sori's "Didactic Apparatus" for sensory training is an attempt in this direction.

Make-believe play—play wherein the child projects itself either in animate or in inanimate objects or persons (real or imaginary)—is an unconscious preparation for life. The child finds a channel for the pent-up instinct of self-assertion. Sometimes the child creates an 'alter ego', or an imaginary companion who plays so successfully on the stage of life as to produce a cathartic effect on the child's emotions. Thus imaginary literature—fairy tales, stories of Peter Pan, Hans Anderson's tales,—has a powerful attraction and appeal to the child. The child projects himself into the hero of the story and finds an emotional outlet there. Closely allied with the make-believe play is the imitative or dramatic play of children. All these are useful in developing love of literature and history.

Children's love of music is well-known. Greening Lamborn traces it to the babbling of a new-born babe (*vide: Rudiments of Criticism*). Love of music and make-believe play form the foundation of poetry.

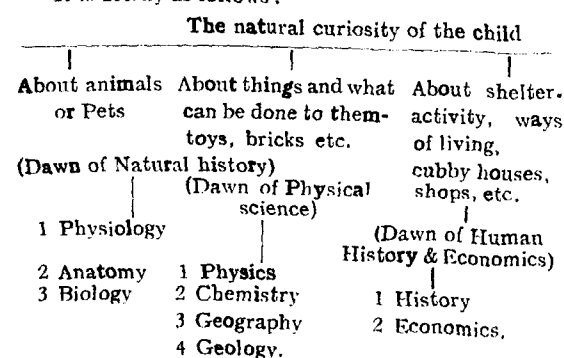
Margaret Drummond has already shown that "Word-games", "How-when-where questions", "Twenty-questions" and such other games provide children with the basis for the logical and grammatical aspects of language.

We find that children have only derivative interest in arithmetic when figures are used to symbolize number. But they begin to note the quantitative relationship between things quite early in life when they are playing with marble balls or shells. His

interest in simple numbers is direct and primary so long as they bear upon objects and processes within the range of his familiar experience.

H. G. Wells has already shown that subjects like Physics, Chemistry, History, Geography, Economics are the educative development of the instinct of curiosity* and games expressing them. The scheme of teaching he suggests is rather narrow in its outlook as it is not one instinct or one kind of play but almost all instincts (and kinds of play) that form the basis of the curriculum.

* It is briefly as follows :



We may not agree with Mr. H. G. Wells or the Teacher's Encyclopaedia about the details of the treatment of these 'subjects'; but the above discussion is sufficient to bring home the close relation between play and the subjects of the curriculum.

The educational corollary of this is obvious. A teacher should realize that "subjects" and "play" are the two aspects of the creative activity of children. His function is to understand the spontaneous interests and activities of childhood at each successive age. The child should be given ample opportunities for free unorganised imaginative play as the psychic equilibrium of a child is many times maintained by means of dramatic make-believe. So sometimes by his passive-work and sometimes by adopting play-way of teaching, the Educator can confidently say with Henry Vaughan :

Quickly would I make my path even
And by mere playing go to heaven.

TALKS TO A SON

BY SRI P. S. VAIDYANATHASWAMY, B. A., L. T., Madras

(Continued from page 27.)

ON DEATH

My dear Son,

I find myself compelled to write to you a few lines to-day on 'Death'. But do not at all get startled at the mention. Perhaps one may feel nervous why a father should tell his son of death, especially when the Hindu canons of courtesy require

every letter to begin with an auspicious wish for welfare. But the very purpose of my writing to you about death is only to save you from death; for the more you know what is death the more you will be free from it. Indeed our highest philosophy is that he alone escapes death who knows the truth about it.

We find today not only in our country, but everywhere in the world, a great panic among the common people on account of the war and many of the civilian people in various places in our own country are busy preparing to abandon their dwellings in cities and towns especially close to the sea coasts and go to up-country places. This is obviously due to their fear of death and hope of life. By leaving what they regard as dangerous places and reaching what they regard as safe places they think that they may escape death or at any rate chances of imminent death or danger. I know how you, too, are having plans of evacuation in your own way. Why, I myself am not without such thoughts.

On such an occasion as the present one, therefore, nothing is more appropriate for me to say and for you to learn than what is death. One of our daily prayers to God is to lead us from death to deathlessness. It represents the grand truth that the ordinary life of this world is only a state of death and that the aim of every good man should be to attain to a state of freedom from death. He alone becomes deathless or immortal who casts away his fear of death.

You see many people die and their bodies carried away with all signs of sorrow and tumult. Indeed one, however feelingless, is struck with some sense of pain and melancholy when face to face with a dead body. Oftentimes even a bad man thinks how useless his life is, and how in spite of all his wickedness he too may have to die one day. But alas! such feelings in him do not prevail for long. Immediately he is away from the sight, his bad tendencies seize hold of

him and he continues to act as if he were privileged to pursue his inclination for ever. Thus you see, though every one in this world has ample opportunities of seeing death and feeling it, he does not really know it and prepare himself for it. The result is, as in the case of every unready person, that he gets awfully perplexed and terribly dejected when the moment of death comes to him; and he dies completely dazed and senseless.

On the other hand, there are a few great souls whose apparent death is a glorious example of deathlessness. They always live in the fullest consciousness of death. They never think or feel that their bodies are permanent. One day or other, they are sure, they may have to give up their mortal coils. Accordingly they keep themselves completely prepared for the contingency of death, not by running away from place to place but by exalting themselves to higher and higher planes of thought and living, so much so, that when the moment comes, either on account of old age, sickness or accident for their bodies to perish, they neither get puzzled nor dejected but keep themselves calm, cheerful and bright; and one is led to believe that such great men do not fear extinction by death but are really sure of a state of deathless joy.

Such, indeed, should be the state to be aimed at by every one. Of the Hindus, especially, it may be said that such a state is being well demonstrated to them, time and again, by their scriptures, the Vedas and the Upanishads, or their quintessence the Bhagavad Gita. What shall we do to attain to a state when we may look upon death as

nothing but a gate to deathlessness? Death is construed into a state of pining away or languishing, perishing or becoming lost, while life may be construed into a state of being possessed of energy or of present use or interest. Now for one to become deathless, it is necessary that we should know that Death, as meaning extinction or getting lost, is a state to be totally scorned and life, as meaning a state of usefulness or energy is a state to be wholeheartedly aimed at. Whether people try in fact to do so or not, everyone no doubt wishes to do so. Death comes in exactly where the wish does not materialise into effort. It is that twilight period of hollow wish and indifference to effort that is filled with fear and brings about death.

You will find therefore that Death or 'Marana' is based on fear or 'Bhaya' while life is based on courage or 'Abhaya'. He alone dies who is in fear of death. He alone lives who is never afraid of death. Like a wild animal Death pursues only those who are afraid of it. Life as opposed to Death means a state of permanent existence and is based on 'Abhaya' or 'Ahimsa' or 'Anandha'. Even more than that, life is itself considered synonymous with Abhaya, Ahimsa and Anandha. Where one is entirely harmless he has no cause to fear any harm from others. This state of fearlessness is the secret of life, and joy. As a matter of fact the great doctrine of 'Abhaya-pradhana' or God's protection to his devotees implies that God endows his seekers with immortality so that they are either completely deathless as in the case of

Hanuman, Vibhishana or Markandeya or free from the consequences of death as in the case of Bhishma, Sarabhangha, or Sabari.

I do not know whether you are able to follow me. You will however do well to meditate on all that has been said. You are young and naturally loth to think of death. Nor do I wish you to do so. But I want you to know what is life and make yourself true to it every day. On an occasion like the present one, when countries are torn asunder with commotion, panic and fear of enemies' bombs and guns, everyone, young or old, is apt to be in constant fear of what may happen to him at any moment. But I advise you to know quite fully that death can never be enjoyed by a timid and selfish man. Cheerful devotion to God and constant service of man are the best ways of enjoying real life. Never need you have any fear of Death, for it comes only to those who fear it. English poets as well as our seers say that a coward dies many times before death and death has no terrors for a really knowing man. Not only that. As in the case of Bhishma a knowing man can adjust the moment of his death according to his wish. Above all bear in mind the maxim that Death is but an illusion and there is no real death to one's soul. As the Gita says, the occurrence of the so called death is but a change of clothing to the soul of man. How wonderful this truth is! How consoling to a struggling soul! Yet how true it is to a man of really noble life!

Yours affectionately,

BALU THE TRUTHFUL BOY—SHORT STORY

BY SRI. R. B. PINGLAY, *Seshadripuram, Bangalore*

BALU, an young boy of past five summers, son of a nobleman of Maharashtra community, as usual was one day playing with the top. He was playing alone and within the house in the centre of the hall. He was playing there for a long time. His eldest sister, Sona was sitting in the adjoining room plaiting the tress of her younger sister, Indu. It was about ten o'clock a.m.

It so happened that the top missed the hold of Balu in the act of flinging on the floor. The top dashed on the floor and hit the eldest sister right on her forehead. The shock was vehement. The pain was great. Sona suddenly loosened her hand and applied it to the forehead and remained for a time with her head bent down. Balu saw that. He stood at the spot where he was playing quite mute and motionless. After a while he slowly went and stood before his sister with the dusty thread in his hand. Sona did not lift her hand but she knew his approach. Balu did not know what to do. He was bewildered. He only stared at his sister's suffering.

He was silent but his heart was not. He had committed some wrong. His heart was heaving up and down like the billows on the sea. He was terribly afraid. He was certain that his sister would severely reprimand him and even punish him. He was also sure that his parents would take him to task. He became therefore nervous. Tears began to roll down his brown cheeks. Still he was silent.

Suddenly he took to his heels and hid himself in a corner of a room in the rear of the house. Till then Sona was keeping quiet and she did not even ask him as to why he had done that act. She knew full well that he did not do with knowledge. Balu was a weak boy. A slight disturbance to him meant some injury to his health. He was besides very sensitive in nature. She therefore ran to fetch him out. Not to chide him. Not to wound him by abuses. Only to bring him out of the hiding place and give him the word of excuse. And to ask him to play only in the garden and not in the hall where people sit.

Sona then sent Indu to banish fears from young Balu's heart and to say that his sister would not beat him for his rash action. He did not come out still. He was thus left alone in the corner.

It was about five in the evening. Balu was playing in the garden. Whenever his sister passed that way he would run away and hide. He was not showing his guilty face to her in any manner.

Father returned home in the evening after his office work. At that hour something troubled this young heart. He saw his father. He quickly ran inside to his mother and began to sob before her. He covered his face with his hands. Then Sona saw the grief-stricken heart. She came and stood before him. But Balu hid

his face the more. Mother did not understand what the matter was.

Balu did not find solace there. His heart was whispering something. He was not finding in his own mother the real need then. He suddenly lifted up his head. He saw his sister standing with a cheerful smile. He abruptly joined his sister and embraced her and began to weep. The mother and sister were moved. His sister took him in his arms. Balu bent down his head and rested it on her shoulders. She lifted him up. Yet he closed his eyes and tears were still oozing down his eyes.

There was something in his dumb heart. His conscience was a coward, There was definitely a great battle within his heart. An unsatisfied soul. Even the young soul that knows not much of the world felt guilty and felt miserable.

Sona took him to a table and made him sit straight before her face. Yet he was crestfallen. At last he cried with faltering tone, "Sister, I have not done wantonly. I do not know".

"Then", his sister kindly spoke, "if you've not, why do you cry?".

"I do not know", he only spoke so much,

"My dear lad", his sister said, "don't you ever play in the hall. Always play in our garden. You're a good boy. I'm not angry with you. Go and play".

"I'll not play any more in the hall. I'll play in the garden", so saying Balu began to cry hoarse. Sona left him down with tender kisses and stopped his crying. He ran away with a peaceful heart.

Well has Rabindranath Tagore said, "Repentance is a gift of God".

TO GRADUATES *

By MR. K. G. SAIYIDAIN *Director of Education, Jammu and Kashmir State*

THERE was a time, perhaps even as late as thirty years ago, when a new graduate passed out of the College full of hopes and rosy dreams. Graduates were not till then so common as they are to-day and the demoralising struggle for existence had not assumed its present acute form. As they left the portals of the College, they were buoyed up, not unjustifiably, with the hope that lucrative and possibly useful careers awaited them and the outside world was ready to welcome them and avail of their more or less trained minds. During the last three decades, however, things have radically changed. The number of graduates has phenomenally increased and College education has ceased to be the mark of social or academic distinction that it used to be; it is not even a certain passport to Government services which to-day offer but a narrow harbour for the flood of candidates that comes pouring in irresistibly every year in an ever increasing measure. Is it any wonder, then, that graduates who pass out of our Colleges to-day are prematurely weighted with the disillusionment

and cynicism which are usually the privilege of old age? And, is it, therefore, any cause for surprise that they are rather impatient of these well-meaning speeches and addresses which offer them nothing but good advice and earnestly exhort them to the service of high ideals? Good advice cannot, unfortunately, be cashed into money and high ideals appear to them to be vague and anaemic abstractions when viewed against the background of dark and sombre or blood-red realities of life. It is all very well, they think, to talk of the "Good Life", but the "Good Life" postulates as a condition precedent the satisfaction of certain economic and political needs which must be secured before an individual or a community can strive towards the higher values which constitute the "Good Life."

* * *

Such are the mental attitude reactions of an average Indian graduate towards the world in which his lot is cast—a world in which he finds himself largely deprived of political freedom, of economic opportunity, of social and communal peace and of the stimulating influence of a dynamic cultural life. Even more depressing, perhaps, is the pathetic condition of millions of his countrymen who are steeped in ignorance and superstition in an age which prizes itself on its widespread educational facilities and its scientific outlook, who are almost incredibly poor although their country possesses inexhaustible wealth and natural resources, who are obsessed with bitter communal and sectional differences—often petty in their origin but always far-reaching in their results—differences utterly

unworthy of a people who can, and do, look back upon long centuries of decent, civilised existence. Possibly in the case of many of our graduates there is not a conscious, intelligently analysed appreciation of this harassing picture but no one can escape the conscious or unconscious impact of these forces on his mental and emotional make-up. For men too—like certain insects—are subject to the principle underlying the "mimicry of nature", nature being, in their case, the social milieu in which they live and move and have their rather precarious being. Even the economically well-to-do and the intellectually emancipated individuals are not immune from their repercussions. They too feel the downward pull of the social mass struggling around them in poverty and ignorance and they can adopt only one of two possible alternatives. If they have a sensitive social conscience, they must deliberately renounce their privileges of leisure, of secluded intellectual enjoyment or individual moral perfection, identify themselves with the cause of the masses without counting the cost of this resolve and concern themselves with their miseries, their protest against tyranny and social disinheritance and their darkly lighted struggles towards better things. And may I, while on this point, draw your attention to the 1300th anniversary of the martyrdom of Imam Hussain which not only the world of Islam but the entire world that values justice and truth is celebrating this year? I refer to it because the lesson of this great and significant sacrifice is particularly relevant to the point that I am trying to make.

* Extracts from an address delivered on 23-2-42 at Sadiq Egerton College, Bahawalpur.

In the Arabia of the day, which the forces of tyranny and irreligion had once again transformed into a moral desert, his small group of friends holding aloft the banner of Islamic principles could be likened to an oasis or perhaps, better still, to a lighthouse in the surrounding darkness. It was open to Hussain to make a sort of compromise with Yazid, to let him rule over Arabia—for Hussain had no empire lust—and withdraw within his "ivory tower" of Medina and devote his great talents and energies to the guidance of the spiritual and moral life of his own small group. I say it was open to Hussain to do so but, given his nature and temperament, his vision of the issues involved, his unparalleled heroism and capacity for sacrifice, it was not possible for him to adopt that course. For him was not the life of the "ivory tower" but the life of fighting and struggle and martyrdom in the cause of Truth and Justice. Not by cherishing his own life or that of his companions as a miser hoards his gold but by giving them gladly in the service of the great cause could he re-light the lamps of reason, decency and fairplay which had been well-nigh extinguished by Yazid. And he joyously chose this dangerous but life-giving alternative and for all of us, who have a sensitive social conscience, there is no honourable course open but to throw in our lot with those who are fighting for social justice.

But there are people who do not happen to be gifted with the inconvenient appendage of a social conscience. They will, of course, resolutely turn their backs on this pathetic and depressing social situation and

either devote themselves to the all-absorbing occupation of money-making or retire into their "ivory towers" and give themselves up to the selfish pursuit and enjoyment of their petty diversions or their literary and cultural pursuits. But, for securing this artificial peace in a stormy world, consider what a heavy price they have to pay no matter what career they adopt. If they choose the life of the market-place, their interests inevitably shrivel up and their spirit turns into stone; if they take to the artistic or the literary pursuits their "ivory towers" cannot harbour a full-blooded life but only an attenuated life, mainly of self-delusion and futility.

For, life can, after all, gain meaning and significance only when it is preoccupied with fundamental social impulses and problems, and art, literature and the other manifestations of culture are dead sea fruit if they do not grow out of the exuberant soil of life but are merely the anaemic reflection of narrow, subjective, emotional preoccupations. Thus, in an essentially unfruitful social environment, even the best minds—minds enriched with creative qualities—are foredoomed to futility if they are divorced from the pulsating currents of social life.

Granted that their main problem or their first problem is that of inadequate economic opportunity, our survey suggests that the situation is not simple but complex and that it does not admit of a direct, *blitz-krieg* approach. Individual and social interests as well as economic, political and cultural problems are all inextricably bound up

together and like the living parts of a living organism cannot be separated from one another without great, almost irreparable injury. In the world of to-day, literally no man dare live unto himself alone. It has always been true in a moral sense but the growth of science, commerce and rapid means of communication and transport have invested this fact with peculiar urgency. The great religions of the world have always recognised and stressed this basic truth.

Thus there is no getting away from the fact that, even for the sake of securing one's own individual interests in an effective and abiding way, it is necessary to take a broader social view of the problems of life. Groups, communities and nations have such a richly integrated texture that their welfare can only be ensured if conditions are created which will secure the good things of life for all and not restrict them to a few privileged individuals or classes.

The problem before our educated young men, therefore, broadens out gradually and irresistibly from the purely individual to the social, from the personal to the collective, from the national to the international. Personal success has no substance or stability in a society unjustly and unwisely planned and even exclusive class or national interests are doomed to defeat themselves if they are exalted into ultimate loyalties, contemptuous of greater human interests.

That is why it is their business, in a very real sense, to identify themselves with all

the movements which aim at the reconstruction of the social order on a just and rational basis and equip themselves for the purpose both in the Colleges and outside.

Any institution which permits a majority of its students to pass through without quickening their conscience towards social problems and without giving them the capacity to judge and weigh the momentous issues of the present day is at best a respectable futility. And, many of them do pass through Colleges without realising clearly the nature of the world in which they are living or understanding the import of the forces of progress and obscurantism which are struggling for supremacy around them. Their education centres round a certain number of "subjects", which, viewed through the distorting looking glass of University examinations, become mere collections of dead facts to be learnt—and soon to be happily forgotten:—rather than instruments for the liberation of the mind. That is why the average graduate does not often develop a liberal mind, which educationists have rightly held to be one of the main objectives of sound education, or bring an unbiassed and critical mind to bear on the theories, ideas and social practices and traditions with which he is confronted. He is no less susceptible to the appeal of demagogic propaganda, no less addicted to the worship of narrow, class and communal loyalties, no more tolerant of the differences which make up the variegated texture of our national life than the uneducated or half-educated classes. This is a situation which should lead us to

an earnest searching of the hearts and a revision not only of the contents but the ideology of our higher education.

* * *

If, as a result of pondering over the point of view which I have taken the liberty to press before you, some of you—from the students as well as their teachers and guardians—are led to accept this position, I am sure you will find many suggestions, avenues of approach and lines of reform opening out before you. It will provide you with a touchstone on which you will learn to take your academic paraphernalia—books and curricula, methods of teaching and

learning, discipline and organisation and all other varied College activities and I am sure the crucial and the true will ring differently from the insignificant and the false. Books that do not give a true picture of the world, studies that do not quicken the social conscience, methods which arrest the free play of intelligence, discipline that does not lead to the goal of a socialised but free individuality—all these will have to go. And education will welcome whatever liberates the mind, broadens the sympathies, sharpens the intelligence and makes the individual a willing, trained and and well-tempered instrument of enlightened social service.

SPEECH TRAINING

By MARGERY M. BROOKER,

Director of Modern Language Training, Dept. of Education, Canada

THE incursion of the radio, the telephone and the sound film into our modern environment has not only forced upon the world an awareness of speech but has demanded and expanded speech activity to a degree unthought of a quarter of a century ago. Nor do children remain outside the scope of influence of the modern spread of speech communication. The teacher would be wise to consider these influences in the daily life of her pupils and to bring out their meaning and significance in the classroom. Since we are living in a talking world, the modern school must expand its speech activities. The teacher will aim at viewing speech not merely as a means of self-expression but as a mode of human behaviour. She will tend more and more to make speech in the classroom co-operative and reciprocal, for in this way pupils will use speech as a function of social living. Such a view will regard speech not as a fractional part of classroom activity but as basic in the whole educational programme. Such a view will encompass speech as the vital factor leading to a closer relationship between school and daily living.

Every teacher is essentially a teacher of speech, for through speech, that all-important means of communication, that vital tool for group living, she informs, stimulates and guides her pupils. In building foundations of good speech the significance in the classroom of the teacher's speech personality

is paramount; the responsibility for increase in effectiveness in speech communication falls in increasingly large degree upon the teacher. It is a responsibility which must give recognition to the following:

1. The teacher must, in her own speech, represent excellent standards.

2. She will aim at developing in her pupils an awareness of speech, an interest in speech, a delight in speech. She will not seek, however, to impose upon her pupils a certain manner of speech. Awareness in speech will be the initial step in the formation and control of speech habits, leading to the development of naturalness in speech.

3. The teacher will recognise the necessity for training the "speech-ear" and the speech muscles for adequate articulate speech. She will aim at awakening in her pupils the pleasure of the movement of speech, a movement of speech which comes from energetic movement of the speech muscles. Much of the inability of pupils to carry out speech instructions is due very often to a lack of muscular effort. Nor is speech a matter for the speaker only; it concerns equally the listener, for fundamental to good speech is an awareness of difference in sounds.

4. An awareness of the importance of speech education in the classroom will demand from the teacher:

(a) A recognition of the need for diagnosis of individual speech difficulties.

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(b) A recognition of the need for remedial speech work for individual speech difficulties.

(c) A recognition of the value of guidance for pupils whose speech difficulties demand a rebuilding of attitudes.

The earlier adequate articulate speech is mastered, the freer is the pupil to develop other and more complex skills in the communicative process. Such an adequacy in articulate speech, in all elementary levels, is the aim of the following practical yet flexible approach to speech training.

LISTENING.

Interest and joy in speech will result not from the pupil exhibiting speech, but from his co-operating and sharing speech with others.

1. Listening is fundamental to good speech.

2. Teachers should make use of classroom situations with varying listening needs and opportunities to make pupils aware that competence in communicating something through speech to others depends much on their ability to listen. Language games demanding interplay between listener and speaker will strengthen this association.

3. Guide pupils to listen not only to "what you say" but to "how you say it."

4. Encourage pupils to listen to "how other people sound" and to "how they themselves sound to other people."

5. Listening to material demanding in its treatment variation of pitch, tone, tempo or of movement is excellent ear training.

6. Encourage pupils to listen to and to report on the common sounds of the classroom, the many and varied sounds of the outdoor world, of the home and of the radio.

7. Encourage pupils to listen to radio programmes which you think will be of interest and delight to them.

8. Story telling and oral reading develop listening in the early grades.

9. Pupils in the early grades should have the world of rhymes, jingles and verses through "listening" and should be freed from depending upon the printed page. This will ensure not only ear training but will result in more natural speech.

10. Make use of the valuable ear training work in the music programme.

11. The control and range in the teacher's use of speech will do much to help ear training.

EASE AND FREEDOM OF MOVEMENT

Speech has a close dependence upon the motor control of the whole body; posture and movement are significant in speech.

1. Rhymes and jingles inviting response and calling for response in bodily movement develop in the pupils spontaneity, freedom and ease of movement. Make use of the valuable combination of moving and speaking. Speech rhymes which invite varied hand movements and rhythms such as walking, dancing, trotting, tripping, skipping, marching, swinging and swaying will prove of delight and of great value.

2. Make use of rhymes and jingles inviting energetic movement for periods of stimulation; those with swaying rhythms will be used for periods of relaxation,

3. Pupils should be made aware of movements that are stiff and those which are easy, for ease is a requisite of good speech.

4. The movement work in "Music and Movement" is especially helpful in promoting ease.

5. Neck and head positions for good speech should receive attention. Tension, fatigue and poor quality in the voice are often the result of poor head and neck posture. Keep the head bent slightly. Keep the chin down and in.

6. The importance in speech of good posture cannot be too strongly emphasised.

7. Particularly after the employment of energy, encourage pupils to relax completely by :

(a) Feeling very still;

(b) Feeling limp like a rag doll;

(c) Sighing very deeply.

BREATHING.

Easy, inaudible breathing is basic to good speech. Teachers should aim at developing in their pupils, at an early stage, the even rhythm of easy breathing. They should be on guard to detect any rigidity in their pupils. Breathing must not be regarded as a physical feat; aim wisely at a feeling of comfort and ease.

1. Give attention to nose drill in the early grades. The nose must be clean and clear for good breathing.

2. Make use of "rhymes to make us feel easy, not stiff."

3. Breathing games make use of smooth deep breathing.

(a) Blowing imaginary feathers.

(b) Blowing up a balloon.

(c) Smelling the perfume of flowers in the garden.

(d) Blowing out the candles on a birthday cake.

(e) Blowing the picnic fire into a blaze.

4. Breath control for easier speech will be promoted in making use of the following excellent exercises :

(a) Repeat a sequence of short phrases smoothly and easily, breathing in naturally at the end of each phrase.

(b) Repeat this exercise using a sequence of longer phrases.

(c) Repeat this exercise using a short verse of three lines. Try to say the whole of the verse smoothly and easily without a break in the breath flow.

(d) Mark into normal natural breath groups the phrases of a short paragraph or of a short story. Have the pupils in chorus read the material, smoothly and easily, so that no break in the individual breath groups occurs.

VOICE AND EXPRESSIVE SPEECH.

1. Make your pupils aware of their talking machine.

2. Make them aware of the music of the talking machine, of the music which is called "voice." The proper use of the voice is a requisite of good speech.

3. Aim at developing good tone of voice for speech. Equally important is the developing in the pupils of awareness and of pleasure in good tone. (See Training the Speech Muscles)

4. Humming is invaluable in improving the tone of the voice in speech work as in singing.

5. Encourage mouth opening.

6. Make use of rhymes and verses containing *m, u, ng* to cultivate resonance of tone; *w, and o-o* to develop round pleasing tone; *e-e* to develop bright, clear tone.

7. Since the adjusting of pupil's speech to meet the varied situations found in oral reading is a common speech problem for most teachers, make use of class situations and practice material to develop an awareness in the manifold uses of the voice. Provide opportunities for recognising and practising variation of tone, pitch, and movement through:

- (a) Language games;
- (b) Specific practice exercises;
- (c) Rhymes and verses with bold contrasts;
- (d) Reading material containing incidents with definite contrasts;
- (e) Stories marking change of mood.

TRAINING THE SPEECH MUSCLES.

Gaining adequacy in co-ordinating the many muscular movements necessary for good speech demands time and systematic training. Much of the slack, muffled, inarticulate speech we hear is the result of lack of sufficient muscular effort in using the speech muscles. Energy is one of the secrets of clear articulate speech.

1. Encourage pupils to be aware of the chin, lips, the tongue; a small pocket mirror is an invaluable aid in speech training. Encourage pupils:

- (a) to "see" what sounds "look like",
- (b) to notice that each sound has a definite position,

(c) to appreciate that chin, lip and tongue must work energetically for good speech.

2. Encourage pupils to feel sounds on lips, tongue, teeth and face.

3. For clear articulation of consonants encourage movement of the lips and of the tongue.

4. For clear enunciation of vowels encourage movement of the chin and of the lips.

—*Manitoba School Journal*

EDUCATION IN INDIA IN 1938-39

REPORT OF THE GOVERNMENT OF INDIA

THE year under report witnessed a certain amount of progress in most directions.

The Bengal report begins: "Although the economic depression, serious floods and the consequent failure of crops cast dark shadows across the year 1938-39, the level of achievement reached in the previous year was maintained and a considerable amount of thoughtful preparation was made for the

development of new schemes and improvements in the field of education". In a similar strain, the Sind report remarks that "in spite of the apathy of people in the rural areas towards education, depression in trades, unemployment and financial difficulties, the progress during the year has been satisfactory".² The retarding effect of

¹ Bengal, page 1.

² Sind, page 9.

financial stringency was still only too evident, for instance the Punjab reports that "the demand for education far exceeds the facilities provided by Government, local bodies and recognised public schools",³ and that the "progress would have been more marked but for paucity of funds".

The most important event of the year has been the inauguration in many areas of experiments along the lines advocated in what is popularly known as the Wardha education scheme. A full account of the activities of the provinces in this respect is given in the chapter on "Primary Education". The report of the Sub-Committee of the Central Advisory Board of Education, which was appointed at the third meeting held in January 1938, "to examine the scheme of educational reconstruction incorporated in the Wardha scheme in the light of the Wood-Abbott Report on General and Vocational Education and other relevant documents and to make recommendations" was considered by the Board at its fourth meeting held during the year under review (December 1938). The Board generally adopted all the recommendations made by the sub-committee, and decided that a copy of the report, together with a summary of the discussion, should be forwarded to Provincial Governments for their consideration and for such action as they might consider necessary.

As it was felt that certain points arising in connection with the Wardha scheme required further consideration the Board

³ Punjab, page 6.

⁴ Punjab Government Resolution (1938-39), page 3

appointed another committee to examine these. This committee met after the close of the year under review and its report will be dealt with in a subsequent report.

Other salient features of the year in the field of education are recorded in the succeeding sub-paragraphs.

In Madras, Hindustani was introduced as a compulsory subject in Forms I to III in all Government secondary schools and in 100 selected secondary schools under private management; a Bill to amend the Madras Elementary Education Act with a view to establishing District Educational Councils was passed and rules were framed for the improvement of the conditions of service of teachers in elementary schools under private management; service registers for teachers were also prescribed.

In Bombay, the reports of the Adult Education Committee, the Vocational Training Committee and the Primary Teachers' Training Committee were issued during the year and three Boards were set up, viz. (i) the Board of Secondary Education, to advise Government on general questions concerning secondary education and the introduction of vocational subjects in secondary schools, (ii) the Board of Physical Education, to advise Government on all matters pertaining to the physical education of children of school-going age and others, and (iii) the Provincial Board of Adult Education, to advise Government on all matters pertaining to adult education. A special officer to organise the work of introducing the Basic Education scheme was appointed, and an Advisory Committee for Basic Education was constituted. Hindus-

tani was recognised as one of the regional languages of the province and the Hindustani School Book Committee to consider the provision of text books in Hindustani was appointed.

In Bengal, District Organisers of Physical Education were posted to all districts in connection with the Youth Welfare Movement; Physical Training Camps were established for school teachers; a revised curriculum for primary schools, covering a course of four years instead of five, was published; and a series of valuable reports on girls' education in Bengal, on the deprovincialisation of Government colleges, on new rates of pay for the subordinate educational services, on scales of pay for gazetted educational officers and on the reorganisation of the Inspectorate were issued during the year under report.

In the United Provinces, the year 1938-39 was devoted mainly to preparing reorganisation. Various committees were set up to examine the whole field of education with a view to suggesting what changes were necessary and how they were to be carried out. The first of these was the Secondary and Primary Education Reorganisation Committee consisting of members of both Houses of Legislature, educationists and officials; the second was the Universities' Reorganisation Committee. Other committees dealt with Sanskrit studies, the reorganisation of the Sanskrit College, Banarès, and the question of the type of physical training (including military training) to be given in secondary institutions.

In Bihar, an important event of the year was the adoption of a resolution moved in the Legislative Assembly which asked

Government to make adequate provision for military training in schools and colleges and to establish a separate military school.

In the Central Provinces, a Central Board of Physical Welfare was constituted and a Chief Organiser appointed. The scheme for the establishment of Vidya Mandirs also came into effect during the year.

In Sind, a committee of experts was appointed to make suggestions for overhauling the whole educational system with a view to giving a vocational bias to education in ordinary schools as well as providing some technical and industrial schools. The Orissa Government set up a Board of Basic Education during the year under report.

Satisfactory progress was recorded in other directions also. The percentage of pupils under instruction to the total population advanced from 5.18 to 5.41 in recognised institutions and from 5.38 to 5.64 in all kinds of institutions. The percentage of male scholars to male population improved from 8.16 to 8.56, and of female scholars from 2.42 to 2.52. The wastage percentage in primary classes decreased from 70 to 69 in the case of boys and from 84 to 83 in the case of girls. 22,000 additional boys and 16,000 more girls as compared with the previous year reached the stage of literacy. Enrolment increased at all stages of education, the total increase exceeding by over 2.3 lakhs of pupils the increase recorded during the previous year, which was the largest during the last nine years. The policy of eliminating inefficient and uneconomical schools was continued with success. Even more striking progress was made in adult education. Women's education also showed considerable improvement. Educationally backward communities advanced and progress in physical training, playing of games and medical inspection was also registered.

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OUR CONTEMPORARIES

U.S.A. Hospital Schools

(From the bulletin of the International Bureau of Education, Geneva, for the 4th quarter, 1940).

ACCORDING to a report of an investigation carried out by the University of Michigan and published in co-operation with the United States Office of Education, more than 800 hospitals in the U.S.A. bring educational opportunity to the children under their care, but many still make no provision of this type. For the purpose of this report, 162 hospital schools, offering academic training for the education of physically handicapped children who have been temporarily hospitalized, were studied in 33 states, Hawaii and the Philippine Islands. The schools of this type now in operation are in many cases well equipped for their purposes. There are adjustable chairs which conform to the patients' disability, desks that fit over the beds, stationery and removable appliances which can be taken from room to room, all of which are essential to a well-rounded program for pupil activity in hospital classrooms or individual's bedside training. In the majority of hospital schools a state teacher's certificate is required of all teachers, although in some hospitals there are other special requirements in addition to a regular teacher's certificate. The average salary of hospital teachers compares favourably with that of regular public school teachers, but many do not work under contract or share in pension and tenure benefits as would be the case if they were employed by boards of education.

Vocational Education (B.I.E.)

(From the bulletin of the International Bureau of Education, Geneva, for the 1st quarter, 1941, p. 9)

With a view to intensifying both the industrial and the agricultural production in free China, the Ministry of Education has devoted much attention to the development of vocational education. Already early in 1938 the University of Nanking (at present at Chengtu), in collaboration with the Ministry of Education, started to give two-months driving lessons to 200 students of no less than junior middle school education. It also offered to 100 students four-months courses for training as motor mechanics and station foremen and, in addition, it mapped out a two-year course in automobile engineering. About the same time, an institute for the training of communication workers was established at Chungking. To meet the demand for skilled workmen, there are now three vocational schools in Chungking, besides a large number of training classes and apprenticeships maintained by various factories. The National Central Industrial College, first established in eastern Szechwan in 1937 and moved to Chungking in the autumn of 1938, now has about 300 students and four divisions, namely: carpentry, electrical engineering, mechanical engineering, and chemical engineering. Each student must spend at least one-fourth of his school time in the factories so that he can handle mechanical apparatus with ease when he graduates. Hand in hand with the indus-

OUR CONTEMPORARIES

trialization program has gone a campaign for the improvement of agriculture. To train students in modern farming it launched early in 1939 a three-year plan for the establishment of 26 agricultural schools, both advanced and elementary, in the northwest, southwest, and west of China, to add to existing 41 farming institutions.

Paper Economy in Education

(Taken from the 'Education', Lahore, February issue, 1942).

The use of paper is born of distrust of the spoken word. We have to use paper in our transactions because our spoken word has not remained our bond and also because we do not depend upon our memory retaining the word that has been spoken or heard. In the ancient world the teacher taught the pupil through word of mouth and the child did not grow up to a less wise adult. But it is different now. The greater part of our teaching consists now of the printed or written word which should be capable of reference not only by the teacher and the pupil but also by their inspecting and controlling authorities. We cannot do without paper under the complicated social conditions of modern times. But we can effect considerable economies only if we can manage to be more trustful of the teacher and the pupil.

In the first place, may we encourage the use of pencil in preference to ink. Weak paper cannot submit to written work on both sides with pen and ink, but it can submit to work in pencil, and this work can be made more readable and neat only with a little more attention to the pencil. Econo-

XLVIII-15

my in paper apart, the use of the pencil would help economy in the clothing of children and in expenditure on ink, while it would certainly contribute to the neatness and cleanliness of school rooms and surroundings. The best way to encourage the use of the pencil is to permit its use in the public examinations conducted by the Universities and Departmental authorities. May we depend upon the United Provinces with its Board of High School and Intermediate Education and its five Universities to give a lead to the other provinces for a campaign in paper economy through the permissive use of the humble pencil?

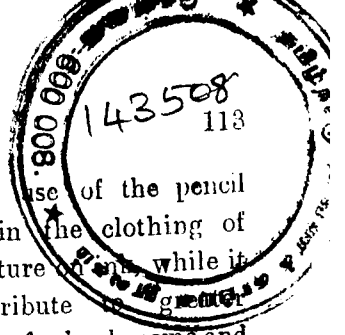
The slate and the *takhti* which dominated the juvenile life of those who are teachers now did not serve us less usefully than do notebooks our children. May we suggest that their use be revived? Work on them cannot be recorded for reference by the pupils or inspection by the Head Master or Inspector. But most of the written work that is done now needs no later reference by the pupils, while a little more of trust in the teacher by his controlling authorities would make him only more responsible than he is now.

Reform of Secondary Education in India.

By Dr. Sir C.R. Reddi. (From the *Educational India*).

Dr. Reddi says that the vocational and the literary schools may be combined in a composite type and suggests the following ideas:

If the composite type is adopted, all schools will have to be composite and cater for the double purpose; a costly scheme.



22 NOV 1942 142-583

Education should have as one of its objects the cure of our racial defects—i.e., the defects that make us inefficient as a race. We educated have a distaste for manual occupations, and technical subjects involving vigorous, diligent use of hand and eye must be made compulsory for Matriculation or S.S.L.C. If a minimum general knowledge is regarded as necessary, and all agree that it is, why not a minimum amount of manual work or technical education be also made compulsory? The curative object of education necessitates this reform.

As regards the idea of a composite High School the following scheme recommended by an authoritative Committee in Madras may be read with interest:

During the last two years of the school career, i.e., two years before Matriculation, the students should study the following five compulsory subjects:

- (i) English.
- (ii) A Modern or Classical Language.
- (iii) Elementary mathematics: (Arithmetic, Elements of Algebra and Elements of Geometry).
- (iv) General Science: (Physics, Chemistry and General Biology).
- (v) a. History of India.
b. Outlines of Geography with special reference to India.

The student should also study two of the following practical subjects:—

1. Physiology and First Aid.
2. Agriculture.
3. Horticulture.
4. Technology.
5. Elementary Mechanical Engineering.
6. Electrical Engineering.
7. Commercial Practice.
8. Book-keeping.
9. Precise-writing and indexing.
10. Domestic Science.
11. Music (European or Indian).

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DRAFT CHARTER OF TEACHERS' RIGHTS AND OBLIGATIONS

ISSUED BY THE BOMBAY PROVINCIAL SECONDARY TEACHERS' FEDERATION

PREAMBLE

WHEREAS it is necessary, in the best interests of the education of the rising generation in every stage, whether Primary, Secondary, University or Postgraduate, as also of a properly organised social system, that the status and functions of the teacher in or of every grade and stage in the educational system of the country be assured and safeguarded;

and whereas such assurance and safeguarding can best be afforded by according legislative form and sanction to the basic principles determining and regulating the said status and functions of the teaching profession collectively, as well as of the teachers in the profession individually;

and whereas the rights and duties making up in their aggregate the said status and functions have been carefully considered and embodied in the basic principles laid out hereafter, in a clear and definite form suitable for incorporation in an organic national legislation in that behalf;

The Bombay Provincial Secondary Teachers' Federation, after full deliberation, declare the following to be the basic principles relative to the status and functions, the rights and responsibilities, the duties and privileges, of the teaching profession in India collectively, as well as of individual teachers severally, for which the Federation will strive to obtain legislative form and sanction by organised endeavour in every legitimate manner.

1. THE STATUS OF THE TEACHER

1. Every recognised teacher is a public servant, engaged in the task of nation building. The entire teaching service or profession must, accordingly, be treated as a National Service of Public Utility.

2. The community, the State or Government must, therefore, insist and require that, no matter in what grade or rank or employment an individual is serving the community as a teacher, due respect and consideration should be shown to that individual as a worker and as a citizen. The teaching profession being a Public Utility Service, the incursion of the private, profit-seeking employer should be progressively eliminated from this field.

3. Only citizens of India can be recognised as teachers entitled to the rights and responsibilities embodied in this Charter. Recognised teachers shall have all the fullest civic rights, social, economic, political, which may be guaranteed by or under the constitution of the country.

4. Any infringement or disregard of these rights shall be liable to be redressed at law, at the instance of the individual teacher, or the Association, concerned; and, in appropriate cases, at the instance of the profession collectively. Suitable machinery should be organised by the profession, and recognised by the law of the land, for this purpose of enforcing, whenever necessary, the rights assured and responsibilities laid

down in this Charter to the profession collectively, or to the teachers severally.

5. Teachers shall be assured an appropriate place, *ex officio*, or by secured election, in all cultural activities in every village, or primary unit for the organisation and carrying-on of the national educational system, and in initiating, organising, or performing such activities. Where deemed proper, specific bodies should be established for this purpose; and teachers be assured due representation on such bodies.

6. For the effective enforcement of the rights and responsibilities of teachers as laid down in this Charter, it is absolutely necessary that the teaching profession be closely organised all over the country. Formation of Teachers' Associations by local divisions should, therefore, be required by law in every place where educational activities of any sort are being carried on by recognised teachers as a public utility service. These Associations should be linked up, *inter se*, by some sort of a federal chain, connecting and combining the Associations of each smaller regional unit into the next larger regional unit, till the whole country is covered by the National Federation of Teachers' Associations.

7. In every State and Province, an Advisory Council of Education must be established by law, to deal with matters connected with public education within that area, including the policy and technique of education, as also due observance of the rights and responsibilities of teachers as laid down in this Charter.

8. Suitable representation shall be accorded to the Teachers' Associations, in each regional unit or division, on such local governing bodies as are primarily concerned with education. Similar representation must, likewise, be accorded to the Provincial or State Federation of Teachers' Associations within a State or Province, on the Local Government's Advisory Council for Education within their area or jurisdiction.

9. In cases of dispute or difference between any teacher and his employing authority, or in matters relating to the conduct or discipline of individual teachers giving rise to differences as between the individual teacher or teachers concerned, or their Associations, and the authority representing the local Government, the Advisory Council of Education must seek the aid and co-operation of the Provincial or State Federation of Teachers' Associations to investigate into and adjudicate upon such dispute or difference.

10. Contact shall be maintained, in an appropriate and effective manner, between the local Federation and its federating Associations, so as to keep the teaching profession active, alert and progressive in regard to the policy, objective, or methods of education. For the same purpose, contact should also be maintained between teachers and the parents and guardians of their pupils, so as to adapt the education and training of the young as much as possible to their environment. Every endeavour should be made to organise and make interested as well as vocal the parents and guardians of those undergoing systematic education.

II. THE TEACHERS

11. None but citizens of India, over 18 years of age and duly qualified for the purpose, should be recognised as teachers entitled to serve under the National Educational System.

12. Any citizen of India, duly qualified to serve as a teacher in the national educational system, shall, on application, be entitled to be registered, whether actually engaged as teacher or not. Only those on the Teachers' Register shall be entitled to be employed as teachers under the National Educational System.

13. Subject to the preceding clause, no discrimination shall be permitted, on any ground, such as that of race, sex, creed or community, in regard to the recruitment, appointment, promotion, transfer, etc. of teachers.

14. The State or Provincial Advisory Council of Education must prescribe the qualifications needed for the several grades or stages in the system of national education without prejudice to the provisions of this Charter. The test for the fulfilment of such qualifications shall, as far as possible, be conducted by a public institution, at least in respect of the first appointment.

15. In making any appointment in any rank or stage under the National System of Education, every care must be taken to see that the individual appointed possesses the required qualifications. It must be the aim of the Provincial Council of Education to see that, within a prescribed time limit, only those who are duly qualified are allowed to teach in the public institutions devoted to education and training of the youth of the country.

16. Every teacher, employed under the National System of Education, must be guaranteed a reasonable standard of living, with due regard to his qualifications, experience, and grade and place of employment. In each State or Province, the local Council of Education should help in defining a "reasonable standard of living" appropriate to the several grades or ranks of teachers as well as their places of employment. The standard, thus defined and prescribed, may be open to revision, from time to time, by the same authority that defined it. Until the standard has been thus revised, it shall be enforced by the local Government: and shall be obligatory on all bodies, authorities, or individuals employing teachers, and carrying on the work of educating the youth of the Community.

17. In addition to the guaranteed standard of living, as required in the preceding clause, every registered and recognised teacher shall be duly and adequately protected or insured against sickness, invalidity, accident and any disability either temporary or permanent arising therefrom, old age and unemployment due to no physical or mental defect of the individual concerned. The State or Provincial Council of Education must help to organise a comprehensive system of insurance for this profession, preferably on a contributory basis and mutual aid principles, which would provide for all the common contingencies of a teacher's life.

18. Once appointed to a post in the teaching service, and subject to such conditions regarding probation or the period of appointment made at the time of the

appointment, every teacher shall be guaranteed security of employment. No teacher shall, subject to the foregoing, be dismissed or dispensed with from his post or employment without adequate and sufficient cause under the rules made in that behalf by the Provincial Council of Education.

19. The Provincial or State Council of Education must prepare, for enactment by Provincial Legislature, an Education Code, containing, *inter alia*, rules for the recruitment to the education service or profession; the nature and conduct of the public test for judging the qualifications and fitness of individuals intending to be teachers; the discipline, promotion, transfer and superannuation of teachers; the contributions and benefits under the teachers' insurance system; conciliation, arbitration or adjudication in disputes between the teachers and their employers, or superiors; and the like.

20. No one shall be employed as a teacher, after the prescribed period of transition is over, who is not duly qualified, and certified as such, by some public statutory authority. Subject to such provisions of the Constitution as may concern the guaranteed rights of minorities in respect of initial recruitment for such posts, all promotions, transfers, etc., must be made exclusively on grounds of merit.

21. The right to the freedom of speech, thought, worship, or expression, is guaranteed to every citizen of India. Teachers have also these rights, individually as citizens, and collectively as an organised profession or service. All due regard will be expected of teachers, in view of their

guaranteed status in the community, to propriety in expression and behaviour.

22. The right of association, for any purpose not declared to be illegal, must also be guaranteed to teachers as to all other citizens of India.

23. Every teacher shall be entitled to participate in any public activity, which has not been declared to be illegal, subject to the efficient and satisfactory discharge of his duties as teacher.

24. All other civic rights of voting at elections to, or standing as candidates for, election to any public body or authority will be assured to the teachers in the same measure and on the same conditions as to any other citizen of India.

25. A teacher, once appointed to a substantive post in the National Education System, has the right to be still further trained, so as to enable him to discharge his duties with the utmost efficiency, and to improve his position and prospects in the profession. Facilities must, therefore, be provided for such additional training, as well as for travel and research, to teachers actively engaged in the profession or service.

26. The community, guaranteeing to every teacher a reasonably decent standard of living, has the right to expect that such teachers shall devote their whole time, attention, and energy to the specific tasks and duties assigned to them. Without the permission of the immediate superior in each case, no teacher shall accept any "spare time work", or be engaged in any subsidiary or supplementary occupation

likely to affect prejudicially the efficient and regular discharge of his normal duties.

27. As far as circumstances permit, every educational institution shall be conducted as a self-governing unit in regard to such activities as relate to the social and cultural life of the institution. Teachers as well as pupils in every such institution are equal members thereof for this purpose. Every teacher must participate in the self-governing machinery devised for the institution, so as to train and habituate the pupils to the tasks of government and the responsibilities of citizenship in a democratic community.

28. The right of teachers, collectively or severally, to have an effective voice in the shaping of the country's educational policy, and working its administrative and controlling machinery for this purpose, must be guaranteed.

29. Every teacher shall have the right to demand proper enquiry, and arbitration or adjudication, in cases of dismissal, supersession, retrenchment, or other alleged inequitable treatment.

30. Every recognised educational institution is entitled to, and must be provided with, adequate space for Physical Training.

31. Every recognised educational institution shall be afforded adequate protection in times of civic commotion.

III. RESPONSIBILITIES OF TEACHERS

(a) *To the community as a whole collectively*

32. The principal aim of an organised system of public education is not only to

train up the youth of the community in the arts, sciences, or crafts needed for life; but also to bring them up as good citizens. The teacher is the most important means of realising this objective in its fullest sense. It must, accordingly, be among the foremost duties of every teacher, not only to attend to the immediate programme of the regular instruction and training, but also to help in that wider process of education to the utmost of his capacity which would make of persons so educated, clean in habits, healthy in body, sound in mind, good citizens and social, civilised human beings.

33. Every teacher, set in authority above the youth of the community, and placed in a status commanding the respect of his neighbours, must ever remember that his charges are the hope of the community in the next generation. Just as the rights and obligations of teachers, collectively and individually, are outlined hereby, the corresponding rights and responsibilities of the pupils must also be defined; and the teacher must discharge his duties in due recognition of those rights. Every child is entitled to such personal attention from his teachers, in a programme of systematic mass education, as the staff in each institution, the facilities of equipment, etc., will permit.

34. Teachers should, severally as well as collectively, help to establish and maintain regular contact with the parents and guardians of pupils under their charge, in order more fully to study and understand the needs, peculiarities, or circumstances and environment of each pupil; and so to adapt the instruction and training they

provide to the conditions and requirements of the pupils.

35. Every teacher must so conduct his regular work as to further the objectives of the fundamental national policy, as laid down by the proper authority, in regard to public education.

(b) *To the Institutions he serves in*

36. Every teacher owes it to the institution he serves in to discharge his normal duties diligently. Habits of truthfulness, punctuality, cleanliness and hard work are necessary as much for the personal advantage and efficiency of the teacher, as for the advantage and efficiency of the institution he works in.

37. For the faithful and uninterrupted discharge of his duties towards the institution a teacher works in, it is of the utmost importance that no needless interruption be caused in the normal work of the institution by any teacher proposing to leave the institution in the middle of a scholastic session, or without adequate notice.

38. In the interests of the institution as well as of the efficient discharge of his own immediate duties, every teacher, while serving as a teacher, must refrain from being actively engaged in activities declared to be anti-social, without prejudice to his guaranteed right of freedom of thought and expression or association.

39. Every teacher must, in his exposition of controversial subjects included in the normal course of instruction entrusted to him, use temperate, scientific expression; and cultivate, as far as possible, an objective and dispassionate attitude while imparting such instruction.

40. Every teacher should, in his dealings with his superiors, colleagues or fellow citizens use politeness in speech and modesty in behaviour, maintaining at the same time his self-respect and personal dignity so as to become a worthy model to the pupils in his charge. He should always observe due professional etiquette, maintain harmonious relations, and foster a perfect *esprit de corps* in the institution he serves.

41. Every teacher must whole-heartedly co-operate in the extra-curricular activities of the institution he serves in.

42. The teacher is, by the very nature of his calling, the observed of all observers who forms inevitably and unconsciously, the standard of conduct and model of behaviour. It is, therefore, incumbent on every teacher to lead a blameless life, and offer no ground for complaint, no occasion for suspicion, no excuse for distrust or misgiving.

—*The Bombay Teachers' Journal*

NEWS AND NOTES

STALAG PRISONERS WORK FOR ENGLISH HONOURS DEGREES

B RITISH prisoners of war in Germany are working for honours degrees at London University.

In all, 1,832 of them there are now preparing for their return to civil life as engineers, accountants, geologists, book-keepers', poultry raisers and for other careers. They are studying French, German, Chinese, Japanese, even Provençal philology.

This unique educational departure has been made possible by a feat in organisation working from the New Bodleian Library, Oxford, where Miss Ethel Herdman, M.A., of the Red Cross Book Department, is arranging these and similar courses of study for these prisoners of war. In a long room lined with tables are the sections for each prison camp to which material for study is sent and from which letters have arrived asking for vocational, cultural or educational advice. Engineering is the most popular subject, than modern languages. Wireless is very popular, too, but books on it have been prohibited.

In addition to the arrangements made for prisoners by London University to work for honours degrees, many trade and craft institutes are co-operating with Oxford—the College of Estate Management, Pitman's College, the Gordon College, Aberdeen, the grocers and others.

The plan is run through the Camp Leaders who act as general administrators

and the work is arranged to enable prisoners to advance towards specific examination when the war is over and they all come home.

THE TEACHING OF HYGIENE IN SCHOOLS

In a recent meeting of the Central Advisory Board of Health held at Calcutta, it was decided to commend the Report of the Joint Committee appointed by it and the Central Advisory Board of Education on "The Medical Inspection of school children and the teaching of hygiene in schools" for the consideration of Provincial Governments. It was also stated that although there were difficulties in the way of giving effect at once to all the recommendations of the Committee, it was pointed out that the problem could not be deferred indefinitely and that a beginning ought to be made now for its inclusion.

The Board endorsed the opinion of the Committee that satisfactory arrangements for Medical Inspection and treatment of students in schools formed an essential part of an efficient system of education; and so steps should be taken to ensure school children, both boys and girls, attending schools were healthy and kept healthy. The Board also agreed that any system of medical inspection without provision for treatment was of little or no use; and also pointed out that any scheme of treatment should include the provision of supplementary nourishment to under-nourished children. Another important feature emphasised was the importance of hygienic school

buildings and of a high standard of personal cleanliness on the part of teachers in promoting healthy habits among the children.

The importance of all children attending school being given a mid-day meal, whether it was brought from their homes or provided at the school, was also pointed out.

COMPULSORY EDUCATION

The National Association of Labour Teachers in England, in a Memorandum on Post-War Education, state among other things as follows:—

“Education should be compulsory without exemptions to the age of 16 and the employment of children below this age should be prohibited by law. Places for the training of extra teachers should be prohibited by law. Places for the training of extra teachers should be made at once. Maintenance grants should be available for children staying beyond the statutory leaving age. The Association have no hesitation in recommending the provision of a free mid-day meal and free milk for all children as a properly organised service and part of the educational system. Footwear and clothing, where these are required, should also be provided. Compulsory attendance at well-provided day continuation schools should be required up to the age of 18 for a minimum of two half-days per week.

“A unified system requires a unified teaching profession. Two scales, graduate and non-graduate, would represent an important step towards the unification of the profession.

“There should be compulsory provision of Nursery Infant Schools for children between the ages of two and seven without any sharp break when the child reaches five, from which age attendance should still be compulsory.”

EDUCATION IN INDIA 1937-38

This report (1937-38) should be studied in close connexion with the Quinquennial Review (1932-37) on Education in India.

It was stated in that Review that “probably at no period in India’s history has there been a livelier interest in and concern for the future of education than at the present moment”.* The year under review, which coincided with the advent of provincial autonomy and the coming into power of popular Governments in the provinces, gave a further impetus to educational reconnaissance. From this point of view the outstanding events of the year were the publication of two important reports. The first of these was Report on Vocational Education in India by Mr. A. Abbott, C. B. E., formerly Chief Technical Inspector and Mr. S. H. Wood, M.C., Director of Intelligence, both of the Board of Education, England, who had been brought out to advise the Government of India with regard to this particular aspect of educational reorganisation. The second document was the report of the committee appointed by the All-India National Education Conference, Wardha, under the chairmanship of Dr. Zakir Husain, Principal of the Jamia Millia Islamia, Delhi. The system of education embodied in this report

* 11th Q. R., page 35.

was the well-known Wardha scheme which owed many of its special features to the inspiration of Mr. Gandhi.

Both these reports, which have this in common that they stress the urgent need for giving a more practical bias to the aims and methods of instruction, were considered by the Central Advisory Board of Education at its third meeting held in January 1938. So many issues emerged during the course of discussion that a more detailed examination of the proposals was felt desirable. Accordingly, the Board appointed a special committee to examine the system of educational reconstruction set out in the Wardha scheme in the light of the Wood-Abbott Report and other relevant documents and to make recommendations.

At the same meeting the Board also had under consideration reports from two of its standing committees, viz., the Vernacular Education Committee and the Women’s Education Committee which met in September 1937 to consider certain questions connected with the administration and control of primary education, and the curriculum of girls’ primary schools in India respectively. The recommendations contained in these reports which are of considerable importance are dealt with more fully later in this report.

Provincial Governments also carried out investigations mostly of a comprehensive character into the general organization of education. In Bombay, four special committees were appointed to report on physical education, adult education, vocational education, and the training of primary school teachers. The Bihar Government

set up one committee to advise them on the question of educational reform and another to consider the possibility of using Hindustani as the common medium both for instruction and the preparation of textbooks. Orissa, emulating the example of its parent province, also constituted two committees, one to consider certain questions relating to the reorganization of secondary education including the deprovincialisation of Government high schools, and the second to explore the desirability of establishing a separate University for Orissa. The Punjab Government gravely concerned at the ever increasing unemployment of the educated youths appointed a committee to study this problem. In the Central Provinces there was inaugurated the ‘Vidya Mandir Scheme, which contemplates that “every village or group of villages within a radius of a mile having no schools and where about 40 boys and girls of school-going age are available shall have a ‘Vidya Mandir’”. *The novel device embodied in this scheme for liquidating illiteracy without adding seriously to the burden on the provincial exchequer by obtaining gifts of land to be utilised for the support of the schools has rightly attracted considerable attention. Generally speaking it is exposed to the same criticism as that levelled against the self-supporting principle in the original Wardha scheme, viz., that sound educational practice is unduly subordinated to economic considerations. Schools which are worthy of the name must cost money and cannot be expected to pay for themselves by the products of their pupils. Education which is

* Central Provinces, page 1.

cheap is almost bound to be nasty. In any general system of popular education, the cost of the instruction provided for his children will be far beyond the means of the average parent. The balance of the money required must, apart from private munificence which is never likely to be adequate, be found by the State. Finance or the lack of it is the obvious explanation why in this country so many futile ideas and so much enthusiasm produce such incommensurate results. High hopes were entertained that the new popular Governments would address themselves earnestly to the solution of this problem but although the best intentions were in many cases apparent, it is permissible to regret from the educational point of view that they were committed to other policies which so far from increasing the revenues available for educational expansion were calculated seriously to deplete them. This year has been referred to with some justification as marking a distinct advance in the process of reconnaissance but reconnaissance is not an end in itself. Its sole justification is to supply the information in the light of which a successful attack can be planned and launched. One can only repeat the platitude that special committees and their reports should be regarded as the preliminaries and not the alternatives to action.

Within the prescribed limits, however, it is satisfactory to be able to record some definite signs of progress during the year under review. The percentage of pupils under instruction to the total population has advanced from 5.01 to 5.18 in recognised institutions and from 5.21 to 5.38 in all

institutions. The wastage per-centage between classes I and IV in primary departments has decreased from 72 to 70 in the case of boys and from 86 to 84 in the case of girls but this can only be regarded at the best as a slight amelioration in an appalling situation. Enrolment has gone up in all classes of institutions, the total increase being the largest during the last nine years, but more encouragement may be derived from signs that in some areas inefficient and uneconomical schools are being systematically weeded out. There has been some progress in women's education, particularly among those communities which have been traditionally backward so far as the education of women is concerned. Successful attempts have also been made to rationalise curricula to improve the standard of teaching though there is less evidence of that improvement in status of teachers upon which any permanent raising of the level of instruction must ultimately depend. The pages which follow contain gratifying indications of progress in certain directions but these it must be admitted only touch the fringe of the main problem which is to revolutionise an admittedly topsy-turvy system so that the educational structure of the future may be based on a solid foundation of primary and middle schools.

LIBRARY DAY AT HINDUPUR

The library day of the Municipal Public Library, Hindupur, was celebrated on 23-1-42 with Kalaprapurna Sri Seshadri Sarma of Cuddapah in the chair. Dr. C. Narayana Rao, M. A. Phd., L.T., of the Ceded Dts' College, Anantapur, spoke at length, in an interesting and illuminating way, 'on the importance of libraries'.

The speaker, pointed out the popularity of the library and read out the opinion given by the Director of Public Instruction, District Educational Officers, The Hon'ble C. J. Varkey, B. Gopala Reddi, Sri G. Harisarvothama Rao M.A., and other distinguished visitors, who visited the institution.

With prize distribution to the winners in Essay and Elocution competitions and the vote of thanks, after an interesting programme, the function came to a close.

Their First Need: Four R. A. F. sergeants were rescued after they had spent nine days at sea in a rubber dinghy. The first thing they said to the skipper of the launch was: "We are glad to see you—can we have some tea?" They had rationed themselves to a tablespoonful of water a day, but on the seventh day it was all gone.

Tea As Usual: When a Services canteen was bombed in the South of England, four helpers were seriously injured and one killed. Yet the next day the remainder of those running the canteen came along and built coke fires to make tea for the men. "We could not let them down," they said.

TEA IN THE FRONT LINE

Quentin Reynolds, the well-known American War Correspondent, recalls a night he spent with the women ambulance drivers in London's East End during one of the last big air-raids:

"It was a bad night. Let me tell you about it. Things were active in the East End this night. Occasionally we heard the planes over us and then we'd hear the angry symphony of the air barrage rising to a

crescendo. Through the sharp roar of the air barrage we heard the sound of the bombs. They were fairly close and then there was a terrific explosion and the dust from the sandbags filled the dugout, which was an ambulance building, and got into our eyes.

"No one said anything. The noise and the concussion from a bomb that falls close stuns you for a moment.

"A slightly-built girl walked it to the dugout. She took off her blue service hat and said to the woman in charge: 'I'd like to work tonight.'

"'But Ethel dear,' the woman said, 'this is your night off. Why are't you at home in bed?' Then she looked at Ethel and stopped. And for some reason everyone stopped talking.

"When I got home this morning,' the girl said, 'I found I didn't have any home. I want to work tonight. Let me be first out, please.

"The woman in charge said casually: 'Yes, you and Pringle go out next.'

"Ethel sat down on the wooden bench. No one asked her any questions. In the silence the kettle began to hum. Tea is more than a drink in London; it is a symbol of sanity and a reminder of days that were normal—and days that will be normal again. One of the girls handed Ethel a cup of tea."

An American correspondent, with entertaining irrelevance has added an illuminating tailpiece to one of his reports on the fighting in the Lybian Desert. He said:

"A strange thing about the British, even in the middle of a battle is that they will manage to make their cup of afternoon tea."

CITY TEACHERS IN WAR
EMERGENCY

Madras, March 21.

A deputation of the Madras Teachers' Guild waited upon Mr. R. M. Statham, Director of Public Instruction today and presented a memorandum regarding the problem of continuance of teachers' services in the Aided Secondary and Elementary Schools in the City. The deputation consisted of Rev. D. Thambusami, and Messrs N. Subramanya Aiyar, Ghouse Badsha Sahib and S. Natarajan.

Mr. Statham replied to the deputation to the effect that the Government felt that all teachers should be retained in service, and that they contemplated making advance grants early in April to enable managements of secondary school to pay the salaries of their teachers for the months of April, May and June.

Mr. Statham added that, in the event of schools reopening with a depleted strength, and consequent heavy loss of fee income, the Government would consider favourably the award of further financial assistance, independently of the provisions in the grant-in-aid code.

Referring to the other suggestions of the deputation, the Director of Public Instruction is reported to have stated that he would consider favourably the question of opening a register of teachers of City schools and circularise managements of schools in safer areas that appointment of teachers during the period of emergency should be from out of this register; and that he was examining the question of amending the rules with a view to reducing the maximum strength of

a school section from 40 to a considerably lower number.

In regard to advances from Provident Fund, Mr. Statham informed the deputation that Government have agreed to include 'evacuation expenses' as a legitimate purpose for which an advance might be sanctioned. He promised to examine the question of sanctioning advances from Provident Fund for the same purpose to subscribers who might otherwise be ineligible for an advance.

As regards Elementary Schools, Mr. Statham mentioned that Government had passed orders making it possible for the Director to sanction grants towards the rent charges to managements of Aided Elementary Schools in the City. He observed that the rules relating to aid, such as strength and attendance, to Aided Elementary Schools were being liberalised with a view to enabling Managements to retain the services of all the teachers.

—Report in the Hindu.

AIDED SCHOOLS IN THE EMERGENCY

The Director of Public Instruction has done well in making it clear that the Government do not like the idea, which seems to have found favour with many aided school managements in the City, of serving formal notices of termination of service after the vacation on all teachers in their employ, so as to safeguard themselves against possible claims for notice should they find it necessary to reduce their staffs in July. At the same time he has given them an assurance which should go far to mitigate their fears. The Government contemplate making advance grants to enable managements of

secondary schools to pay teachers' salaries for the months April to June and will also consider favourably the award of further financial assistance, outside the Grant-in-Aid Code if the schools on reopening find their fee-income shrunk. This is as it should be. The aided schools in this country are discharging a duty which, in most advanced countries, is regarded as the sole concern of the State. Many of them have little or no reserves to meet an emergency such as that which is now feared. But that is no reason for making the lot of the teachers, which at the best of times is no bed of roses, harder than it need be. If managements have little to fall back upon, most teachers have less: as a class they do more important work than most others and get less for it. It would be therefore highly improper if they were left to shift for themselves at the first hint of any trouble that might disturb the normal routine of the schools. It is too often forgotten that the teachers are the school; while buildings, equipment etc., are undoubtedly important, it is the teachers and the corporate tradition they have built up in each institution that give it its special personality. This personality should be preserved as far as possible. We are glad that the Government have viewed the problem in a sympathetic manner. We trust they will consider favourably all practical suggestions that may be put forward to make the position easy for both teachers and managements.

—The Hindu, Madras

RETAIN THE TEACHERS

With the evacuation of a large section of the population of the city of Madras, the position of the teachers in the aided schools of the city has become difficult. We under-

stand that certain managements have given notices to some teachers. And others may have to follow suit. Without speculating on what may not happen, it is clear that it is highly undesirable to re-open the schools in the city so long as the war lasts or at least the danger of invasion or air and sea raids is not definitely removed. No education is possible in a state of nervous tension and no risks should be taken with children.

If the schools are to be closed, what is to happen to the teachers? As most of the schools are largely dependent on the fee income, they cannot be called upon to go on paying teachers indefinitely after closing the schools. It is the duty of the Government to shoulder this burden. As there will be an accession of strength in many mofussil schools, they should be able to absorb some of the city teachers. But even then all kinds of difficulties about pay and status will arise. In order to obviate them, the Government should take the unemployed teachers under its protection and depute them to the mofussil schools, so that these teachers may have a lien on their old institutions.

A second solution is the opening of camp schools in mofussil centres. If any management is prepared to move bodily into them temporarily, the Government should be willing to bear all the cost of shifting and temporary accommodation.

The war has shown up the precarious position of teachers in private schools. While the existence of these schools may contribute to variety and initiative, the tenure of the teacher should become as secure as that of any public servant. The temporary measures which may be taken now may become the beginning of a far-reaching reform in this respect.

—The Free Press, Madras.

BOOK REVIEWS

DEAR SIR BY K.D. AGA. B. COM. NEW BOOK CO., KITAB MAHAL, HORNBY ROAD, BOMBAY. PP. 115. PRICE RE 1/4.

Here is a lively book with an intriguing title, without a preface and with a postscript. It is described as a "between-the-lines book on business letter-writing." It is not and does not profess to be a text-book on commercial correspondence. But as the author points out, there are a lot of things left unsaid in such books, and it is with most of them that he is here concerned. Mr. Aga starts with business stationery, goes on to analyse the component parts of a letter and points out the solecisms and lapses from grammar and idiom of the special jargon of business correspondence. *Journales*, 'clerkisms' and 'Babuisms' in turn receive his attention. Mr. Aga's main thesis is that brevity, clearness, and correct idiomatic usage are just what is required in commercial letter-writing. And he drives this lesson home with admirable wit, abundant commonsense and a wealth of practical detail. It may be that his zeal for King's English makes him sometimes more royalist than the king. It is not possible for instance to agree with all that he says about 'reiteration' or 'sensational'. But to be finicky in the use of words is only a virtue carried to excess, a virtue of which all business magnates and their toiling clerks stand so sadly in need.

So, by writing a small book of 115 pages, Mr. Aga has made himself the friend, philosopher, and guide of everyone, be he

layman or not, who has to write a business letter. We hope that it will be used widely to supplement text-books on commercial correspondence and that every business office will insist on learning its lessons by heart.

NEW STYLE EXERCISES IN BIOLOGY. BY F. WHITWORTH, JONES, M.A. J.M. DENT & SONS, LTD., LONDON. PRICE RM 1-4-0.

For some years past our schools have become familiar with a new technique in question-setting. In the place of questions requiring formal essays for answers, we have those requiring very short answers, in most cases a simple 'yes' or 'no'. Questions involving the inspection of some map, diagram of apparatus, sketch of a specimen etc. and the answering of problems arising therefrom are also coming into vogue. This book is designed to meet the situation arising out of this new technique. The pages have been perforated to meet the requirements of tests and examinations. The book can be used intact, or the various exercises, when done and corrected, can be filed for purposes of revision.

The book is frankly experimental and doubtless embodies the experience of the author, who is a master at the Rotherham Grammar School. In the light of teaching experience, and the syllabus in our schools in India, the exercises may require some changes here and there. But the book is well-planned and should prove of great value both to teachers and pupils wherever biology is taught.

All literary contributions, books for review, newspapers, or magazines, sent in exchange, &c., should be addressed to the EDITOR, 14/A SUNKUVAR ST., TRIPPLICANE, MADRAS. Articles and communications intended for publication in the succeeding issue should, as far as possible, reach the Editor not later than the 10th of the month. The Editor solicits contributions on all subjects of educational interest. Stamps should accompany the MS., if the writer wishes it returned, in case of non-acceptance. The Editor can in no case hold himself responsible for accidental loss.

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EDITORIAL NOTES

THE Report of the High Commissioner for India on the Work of the Education Department for roughly the first year of the War shows that the Indian student community in Britain showed commendable courage and calmness in facing the attendant risk and hardships especially during that phase which is known as the Battle of Britain. The majority of Indian students, both men and women, elected to stay on at their places of study in London where during very heavy air raids they did good work as A.R.P. Wardens, as Fire-Watchers and on other important Civil Defence work. 13 of them were given commissions in the R.A.F. work and 35 entered that service; 16 Indians were accepted in the army and 3 in the navy. As many as 146 were placed in touch with the Ministry of Labour and National Service and other departments of the Government. This shows a most creditable feature, namely, that the Indian student community in Britain has been playing an important part in war effort. Some students have taken good degrees in various branches of Engineering or Technology and did not wish to return home immediately after the completion of their courses, but, on the other hand, showed themselves anxious to obtain employments in which they might be of real value. Great care was taken in providing arrangements for meeting the expenses of students for boarding and lodging and thus relieving them of anxiety on account of delay in their receipt of remittances. The record of the students in academic and other successes and distinctions is also gratify-

ing. One of them gained the D. Sc. of the Oxford University, and as many as 44 the Ph. D. Degree in the several Universities. 7 obtained membership of the Royal College of Physicians, London and 14 that of the Royal College of Surgeons. At Edinburgh there were 32 similar distinctions.

We cannot help quoting here the remarks of Dr. Quayle, Secretary to the High Commissioner in the Education Department, regarding the steady and admirable courage displayed by the women students: "They have magnificently stood the strain and shared with their fellow students the rigours and risks of dangerous days. One woman student was buried under the wreckage of a bombed house in which she lived. She was rescued alive and without serious

injury, and, after a day in hospital, called at India House to report her experience, impressing all who saw her with her admirable steadiness. Other women students, bombed out of their homes, have shown similar courage and calmness."

The total number of women students was 71. One of them got great distinction in Tropical Medicine and another got a Doctorate in Botany.

In the air raid on the Indian Students Union and Hostel, Gower Street, London, on the 23rd September 1940, one lost his life and three received minor injuries. It is regretted in the Report that a large number of students for post-graduate courses in medicine come without a basic competence in the essential knowledge of medicine and surgery. It was neces-

HORTICULTURE

(Prepared according to the S. S. L. C. Syllabus)

BY

M. V. SARMA, B Sc., Ag., L. T., F. R. H. S.,

"Go back to the land" is the oft quoted slogan everywhere in the press and on platform. An elementary knowledge of Horticulture or gardening is essential to take to this important industry of India. Small and cheap books are not available on this most important and vital subject. Further, Horticulture has been included as a subject under 'B' group for the S.S. L.C. Examination. The department has prescribed a syllabus for Horticulture and this is the first book got up in close accordance with the S. S. L. C. syllabus.

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sary in many cases to stress that unless a candidate is quite sound on the essential basis of his medical work it is unwise for him to come to Britain with a view to attempting high examinations.

II

A valuation of the place of examinations in the social system may be useful. As Sir Philip Hartog says, examinations have become "an artificial nervous system of our education, of which every movement is controlled either by their stimulus or by their power of inhibition. The examination test originally corresponded in the West to the tests of utilisable skill conducted by mediaeval craft-guilds and the Universities in those days were themselves teachers. Gradually other tests of knowledge were introduced and the evaluation of such a knowledge was far harder than that of a utilisable skill. The most unfortunate thing at the present time is that apart from University bodies and Government departments each country possesses varying numbers of reputable examining bodies under such headings as accountancy, advertising, architecture, drawing, engineering, librarianship, secretarial work, transport etc. In England and Wales about 70 candidates take the school certificate examination annually and of these 75% are successful. But only 5 to 10% only proceed to Universities. It may be possible to effect some real improvements in these tests and particularly in the tests of utilisable skill as distinguished from knowledge tests. The deadening effect of failures in these examinations has been

producing a lot of literature on the subject of the transformation of the examination system from a capricious instrument of discomfort and anxiety into a beneficent and relatively trustworthy instrument for guiding individuals into careers that are most suitable to them.

III

War effort in schools is naturally engaging the attention of all concerned. Anxiety now prevails in varying measure in Madras, Calcutta and other coastal towns on the Bay of Bengal. Everybody has to help in the war, in spite of differences in our subjective idealisms. Pupils of schools can organize concerts, dramas, variety entertainments, exhibition matches and the like; and these contributions, though small, should not be des-

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pised as they have got a special novel value. School pupils may be asked to make scrap collections and the more grown up among them should be persuaded to join auxiliary services like Civic Guards, fire-fighting squads etc. All teachers should help to make their pupils understand clearly and simply what is going on in the various theatres of the conflict. They should build up an unbiassed and objective knowledge of the war and become war-conscious in the right spirit. They should imbibe more of geographical knowledge, particularly with reference to war zones; they should be taught some elementary details about the great weapons of the present day warfare viz., tanks, fighter and bomber planes, flying boats and flying fortresses, sub-marines and destroyers. Also they should be taught to know the full implications of aerial warfare, the horrors of air raids, and the meaning and objects of pincer movements, strategic withdrawals, scorched-earth policies and offensive and defensive strategy, as well as about defensive precautions against air raids, the fire-fighting services etc. The duty of the history and geography teacher is particularly heavy in these particulars. He could conveniently include relevant reference to these topics in the course of

his daily work. It is this aspect that should receive increasing attention at the hands of all teachers.

IV

We congratulate Sri K. Rangaswami Aiyangar Avl., B.A., B.L., L.T., Headmaster of the Hindu Theological High School, Madras, on his well-deserved choice as the President of the forth-coming Provincial Educational Conference at Vellore. Himself a remarkable instance of self-made idealism and of unstinting sacrifice of time, energy and resources in the cause of the development of his institution and of the nurture of the true religious spirit and social service in his pupils and having to his credit the accumulation of an orderly discipline strengthened by moral enthusiasm, which he has attempted to infuse into the life and conduct of his pupils, he will certainly bring to bear on his task as President of the Conference all those qualiteis and to help in enabling the Conference to tackle effectively the many problems that stir teachers in this phase in the present critical epoch. We are sure that the Conference would recommend substantial and practicable measures of relief for those who may be thrown out of employment in the season partly owing to closure of classes and sections in the coastal area where the scare is at its highest.



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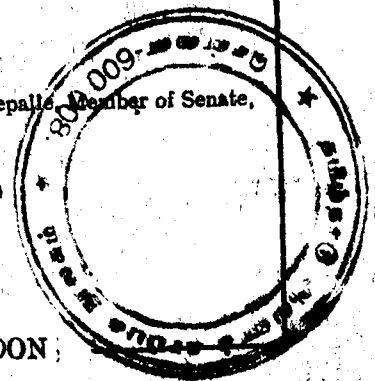
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