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Educational India

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No. 7

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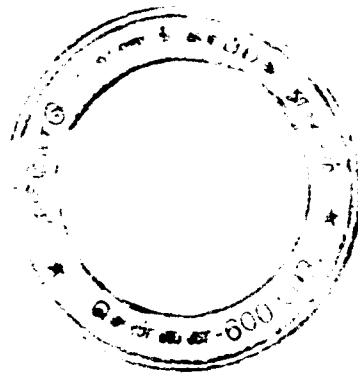
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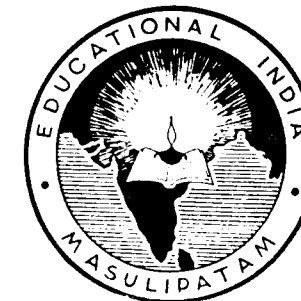
Vol. VIII: No 7

January, 1942

EDUCATIONAL INDIA

A HIGH CLASS MONTHLY DEVOTED TO TOPICS OF
EDUCATIONAL AND LITERARY INTEREST

Edited by Prof. M. VENKATARANGAIYA



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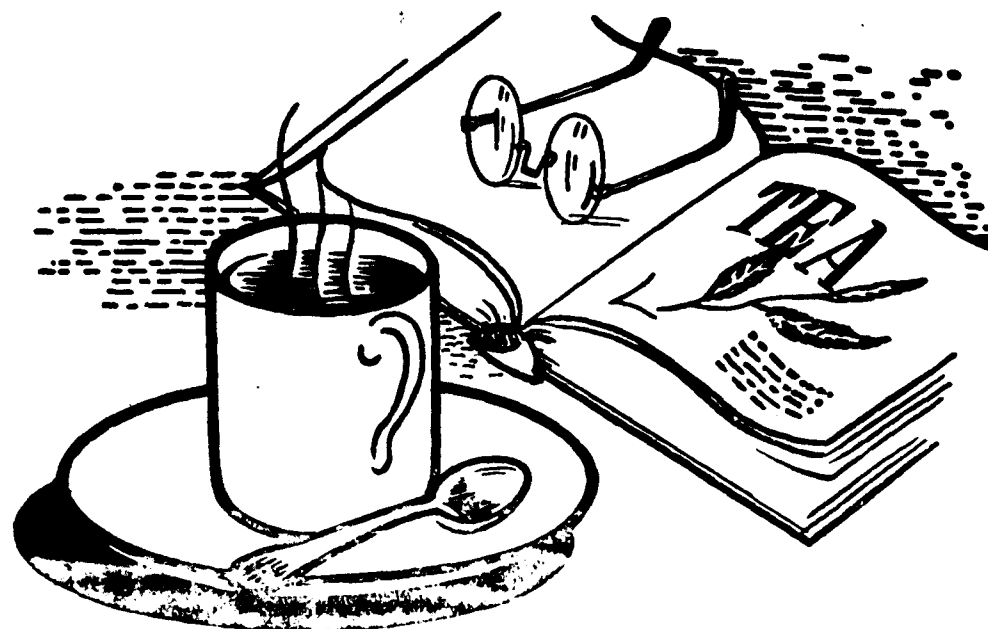
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ENGLISH IN SECONDARY SCHOOLS

By Mr. KALIA PANIGRAHY, B.A., L.T.

ONE of the chief reasons of the popularity of Buddhism in India was its propagation in the language of the people. The high philosophy of the Upanishads which was confined to the learned few and therefore had no effect on the day-to-day life of the generality of mankind was diffused and broadcasted by Buddha in the people's own language. He was followed by Asoka the Great who took the role of the religious head of the Buddhist Sangha and spiritualised politics by means of his several edicts on rocks and pillars which were planted throughout the length and breadth of the country. These politico-religious royal orders were inscribed in the language of the people. The classical Sanskrit language which was too difficult for the general mass to understand was given up by Buddha and Asoka not because they were not alive to its high dignity and lofty austerity but because they thought that the ideas of the heart would be better expressed and best understood in the language which was as natural to the people as their food and water. Buddhism saw its downfall soon after the Hinayana system revived the Sanskrit medium for its expression and propagation. Sankara and Ramanuja who had their *digvijaya* from one end of the country to the other touched however only the apex of the population. Their commentaries and annotations, their systems and preachings did not penetrate to the heart of the people who, taking their words as gospel truths, simply followed their systems mechanically as automatons.

The Mohamedan and the Moghul periods gave birth to the Indian culture of the middle age on account of the assimilation of Islam and Hinduism. The intellectual jugglery in the realm of religion which used to be expressed and explained

in classical Sanskrit gave place to the beautiful religion of the heart and Sri Chaitanya was the incarnation of this revival. His early treatises on logical systems, his previous tutoring in classical Sanskrit and his lofty scholarship in the Vedic lore dimmed into insignificance when he opened later in life the flood gates of his religion of love. The *Vaishnava Dharma* of Sri Chaitanya was preached in the country in the language of the people. One who goes through the Bengali and Oriya literature concerning medieval *Vaishnavism* will be able to realise the growth of vernacular literature during that period. One will also be able to realise how the old untenable theory that high philosophical ideals could be given vent only in the Sanskrit language was exploded. The followers and admirers of Sri Chaitanya in Bengal and Orissa have contributed richly to the literature of their respective countries. It is at this time and later on that the medieval mystics, preachers and Bhaktas like Tulasi Das, Nanak and Mira Bai chanted the holy name in their beautiful songs through the medium of the mother-tongue. It should be noted that in spite of the alien rule for long centuries by the Musalmans and the Moghuls, Indian culture had its unperturbed development on account of the use of the popular language of the people.

There was a rude shock given to this regular growth of Indian culture by Lord Macaulay and his friends who introduced the English language to educate their Indian subjects. At this distance of time we cannot give our judgement on the justice of this move on the part of the government of William Bentinck. But this much we can boldly assert, that even in those days there were learned men with enough foresight who opposed the desirability of

introducing or rather transplanting a foreign system of education through a foreign medium. For instance Brian Hodgson had said : "In the absence of political freedom the employment of a foreign language like English as medium of instruction will not only not benefit the masses but give rise and confirm servile intellectual habits among those few whom it will benefit." There is not the least ground for contradicting the fact that the foreign system of education in India during the last one hundred years and more has given rise to, in the educated minds, an inferiority complex which always looks upon the West for its least inspiration and looks down upon the East if there is the least disagreement between the two. No doubt high minds are far above such narrow concepts. But such exceptions only prove the rule. Rabindranath Tagore was of the opinion that "the introduction of this education (Western education) was not a part of the solemn marriage ceremony which was to unite the minds of the East and the West in mutual understanding. It represented an artificial method of training specially calculated to produce the carriers of the white man's burden. This want of ideals still clings to our educational system." Macaulay and men of his thinking had in their brains classical Sanskrit and classical Arabic when they were making comparison with modern English. They were not aware of the existence of the much developed Indian vernaculars which, had it not been for the criminal negligence of the authorities, would have risen to a higher stage by this time. Though Bentinck's despatch of 1835-36 thought of "The formation of a vernacular literature to be the ultimate object to which all our efforts must be directed," yet the statement remained a pious wish for many years to come and in the onrush of the English language and English education the vernaculars received a step-motherly attention. The impossibility of Macaulay's move to educate a nation by means of a foreign system and through a foreign medium had been pointed

by another Englishman, Mr. Adams, who wrote in 1838, "It is impossible to express the confirmed conviction I have acquired of the utter impracticability of the views of those who think that the English language should be the sole or chief means of conveying knowledge to the natives. In the language of Tagore, English education in India is like a running railway compartment flooded with light which keeps the country around totally dark.

After bitter experience of one hundred years and more it has been agreed on all hands that there must be reorientation of the whole system of education, that it must be national and natural and that it should be conveyed to the people through their own language. The reorientation is on its progress and the first step is the vernacularisation of studies. The introduction of the vernacular medium for educating the boys and girls of a secondary school is no longer a debatable subject for discussion. If, in spite of all that is done, the foreign medium is still continued in some schools in certain subjects, it is due to those types of persons whom Brian Hodgson had prophesied the foreign system of education would produce. It is on account of their "servile intellectual habits" that they still stick up to the old orthodox way of thinking that vernaculars are not yet suitable to impart instruction. Teachers of this type bring in several kinds of obstacles to the introduction of the vernacular medium simply because they themselves are not accustomed to it. Alas, poor souls ! They are themselves foreigners in their own homes. They know more of Milton and Shakespeare than of the poets and authors of their own country. In spite of the presence of such individuals who are fortunately very few in number, the vernacular medium in secondary schools is going to be a success and the optimistic hope of Gandhiji of imparting Matriculation knowledge without English during a course of seven years will not be an impracticability in the near future.

Now the question arises as to the standard of English that should be required of a student in a secondary school, when all the non-language subjects are taught through languages other than English. Should the standard be required as before? If so, what steps should be taken to make good the loss the boy sustains in his English language on account of his reading other subjects in the mother-tongue? Should English be given the same importance in the curriculum of studies as before or should the importance be reduced in view of the greater importance which the vernaculars require for their proper development in order to become suitable enough to be the vehicles of the different subjects of the curriculum? Now English occupies the first position among languages taught in a secondary school and the mother-tongue of the boys is relegated to the position of the second language. This state of affairs should come to a stop. Otherwise, there is no meaning in vernacularising the studies. English in a secondary school in India is no doubt required for various reasons. We are all aware of the necessity and importance of that language in our country. Even nationalists like Jawaharlal Nehru are not unwilling to have it for higher studies in our country. Nehruji is of opinion that "English will inevitably remain an important language for us because of our past associations and because of its present importance in the world." But with all that, it cannot be taught in any school at the expense of the mother-tongue. A few sentences from the writings of an advocate of Basic English in India will convince the reader how much damage is done to the smooth development of the mother tongue on account of the undue importance given to the English language. He agrees with the theory that there is strong connection between mental "cramp" and an oppressive language burden. He says, "It is the cry of all those nations which find themselves, educationally speaking, crippled and thwarted by the burden of a foreign language, which never-

theless they cannot do without. The evils arising from the use of a "foster mother-tongue" as the medium of instruction in higher education are too well known to need repetition. Everywhere there is a demand for vernacularisation and the reduction of English to "second language status." The above quotation proves, if proof be needed, that vernacularisation of studies, the continuation of English as the first language in the curriculum and the relegation of the vernacular to the category of second language are contradiction in terms. Hence, there is no meaning in the wild cry that the standard of English has diminished on account of the introduction of the mother tongue medium for imparting education. It is a foregone conclusion at which no right-minded educationist need feel disappointed. Immediate steps should therefore be taken by the authorities concerned to minimise the importance of English in the curriculum of studies, to reduce its standard and to raise the mother-tongue to the status of a first language. As long as these changes are not effected in the system of education, the vernacularisation of studies cannot have a smooth course to follow.

In their report on Indian education published a few years back, Messrs. Abbot and Wood made similar suggestions regarding English in secondary schools. They are glad to note that the boys in the village schools "have not been hampered by the grinding of learning English." In their opinion "they are better educated than their fellows of the Anglo-vernacular schools." They are also aware of the great disadvantage boys are forced to labour under on account of English even in the high schools. They say that "the use of English as the medium lies at the ineffectiveness." "Boys in the high schools are responsive and educable but hampered at every turn by having to handle an instrument which comes between them and spontaneity." They do not advocate the total absence of English in a high

school. But they are definitely of opinion that "the teaching of English should be simplified and made more domestic." This view has not at all been considered by the education authorities of any Province in India till now. "Critical study of difficult English prose and suitable English poetry" still remains the fashion of the day even though it has been condemned by the educational experts of England. A working knowledge in English is quite enough for the product of a secondary school. His Shakespeare and Milton are quite unnecessary for him. The Narendra Deva Committee of U. P. have observed: "The teaching of English should aim at giving a practical knowledge of the use of that language for purposes of ordinary personal and business communications of understanding simple spoken and written English, of consulting simple English books and journals for information. English language and not English literature should be the subject of instruction." As for inspiration and literary enjoyment he can get it from his Rabin-dranath or Tulasidas. Messrs. Abbot and Wood have said that those who want to learn more of English can attend optional English classes. But compulsory English examination at the High School stage should mainly consist of an essay and an exercise in precis-writing. The present curriculum of English, the text-books prescribed for the School Final or Matriculation in English and the time and energy spent for the teaching of English require immediate overhauling in the light of the remarks referred to above. After this is done, the case of the mother-tongue will automatically be taken up and Cinderella will meet her prince in the right royal style. It needs to be repeated that no one is disparaging the importance, worth and beauty of the English language. But as Abbot and Wood say, "it is quite out of the question to burden the millions with an early study of English for the sake of catching the few to whom it may be an advantage."

When the mother tongue is the chief language of the curriculum and the only medium of instruction for non-language subjects, the nomenclature "High English School" or "Minor English School" as different from vernacular schools becomes a misnomer. In provinces outside Madras these names occur. Under changed circumstances such names become absurd and misleading. High School or Minor School is quite enough. The intervening word "English" may be conveniently dropped as in Madras. The entire atmosphere should change in order to breathe into the school the effect of the overhauled system. The attendance registers need no longer be maintained in English. The time-table can be drawn up in the language of the boys. The Headmaster can send round his notices written in the mother tongue. There will be no difficulties at all in introducing these changes. They are no doubt simple but not unimportant. There is again the question of time devoted to English. It may safely be reduced and the time thus saved utilised for the teaching of the mother tongue. When the mother tongue occupies the first place in the school it is necessary to see who teaches it. The present system of entrusting the vernacular teaching to two or three pandits will have to go. Every class-teacher should teach the mother tongue also and he must be made qualified for it, if there is any such necessity. The existing pandits can become class-teachers by adding to their qualifications, the ability to teach non-language subjects. All these details can easily be worked out when once the principle is accepted.

Now-a-days one of the Indian languages is made a compulsory subject in the degree examination of the Indian Universities. As such, graduates are quite fit to take up the Indian language class in the high schools. This will not only improve the method of its teaching but also be an incentive to better and more effective organisation of vernacular studies in the

Universities. Vernacularisation of studies in secondary schools will collapse in no time if university studies also are not vernacularised in the near future. There will be no insuperable difficulties to introduce this desirable change. The University is the highest centre of learning in the country and it is natural to expect to get the right lead from it for the proper dissemination of knowledge among the people.

At present the teaching of English begins in a secondary school rather too early. It is begun in the primary stage when the boy is not more than eight plus. This is rather unscientific and hampers, the free growth of the child mind. A foreign language should be taught to a boy only after he gets a thorough grounding in his own mother-tongue. The most suitable age for it seems to be 11 plus when the boy passes his primary stage and enters the secondary one. Before beginning to learn a foreign language, he should have "a secure hold in his own." Gandhiji who holds strong opinion against the use of English in the Wardha school until the age of 14 says, "I never thought that English could ever find place in the primary stage..... To inflict English on children is to shut their natural growth and perhaps to kill originality in them.... Learning of English from the beginning is an unnecessary tax on a child." On account of such views no provision has been made for the teaching of English in the Wardha System of education. It is thought that English can be learnt at this stage only at the expense of the mother-tongue. It is necessary that the foundation of the development of the boy has to be laid on the solid rock of the mother-tongue. But no harm will be done if English is begun as a foreign language at the age of 11 plus of the boy in a secondary school. It is with such a view that the Kher Committee had proposed the branching off from the Wardha school at a certain stage to a secondary school where the boy may learn English. The United

Provinces Education Committee presided over by Acharya Narendra Deva made a similar suggestion. The report says, "The total length of Basic and College education will be only eleven years, for the last two years of College (secondary) education will be identical except for one important difference namely, that English will be a compulsory subject for those who join "College" after completing the first five years' course at the Basic school. As Basic schools will not undertake the teaching of English, special arrangements will have to be made to remove the deficiency in English of those who choose to seek admission to "College" after taking a full course at a Basic School." In Madras English is not a compulsory subject in the Higher Elementary Schools. Only those who have a desire to continue their secondary education in a High School learn it as an optional subject. Even this is not as it ought to be. In Orissa there is a tendency to convert all Vernacular Middle Schools into Minor English Schools and to teach in them English as a compulsory language. There is a false notion that thereby the status of the school is made higher than before. This is going to kill the very aim of the spread of elementary education throughout the province. The contagion has spread to South Orissa where attempts are now made to convert the Rural Higher Elementary schools to High schools and make the teaching of English compulsory. This is not a move in the right direction and is most antiquarian in its outlook. Such attempts are deplored by the Government of India Education Department in their last quinquennial report wherein they observe, "the most disturbing news comes from North Orissa where, it is stated, the vernacular middle school has almost become extinct and has been replaced by English school." To do away with the evils which are due to unacademic thinking it is necessary that the authorities should check this wrong move, give the right guidance to higher as well as lower

elementary education and curtail the predominance of the English language in the secondary schools of the country. The importance of English has to be reduced with great effort in order to revive the popularity of the mother-tongue in a national system of education. The early teaching of English should cease and it should be taught in a secondary school only as a compulsory second language when the boy reaches his VI class.

Vernacularisation will get a good help from other departments also if they can introduce the use of the mother tongue or the language of the province or sub-province in their official correspondence. When all the officers, clerks and other employees belong to one language group there will be no difficulty in doing it. But in places where men of different languages work, there is the fear of creating some difficulty. Still wherever and whenever it is possible there will not be any loss if the vernacular is made use of instead of English. In a judicial court where the clients, the advocate and the judge know one common Indian language, there is no reason why the proceedings should not be conducted in the language of the locality. The proceedings of the provincial legisla-

tures as far as possible can be conducted in the mother tongue of the members. In the District Boards of the districts where there is no multilingual difficulty, there is no reason why the language of the district should not be used in matters of correspondence.

The effort of vernacularisation outside the school is demanded simply to impress on the people the importance of the mother tongue in government business also. Otherwise they are led to think that vernacularisation makes their children less fit for work in Government offices where a knowledge of English and not vernacular is necessary. Therefore neither they nor their children take to this new change either with hope or enthusiasm.

The constant use of the mother-tongue inside and outside the school, the new importance given to it in the curriculum of studies, the usefulness of it in offices and departments other than the school and the quick, easy and impressive grasp of the subject matter through the natural medium will create in the school as well as in the country a healthy view of education. That way lies the solution of the educational problem of the day.

A CHARTER OF EDUCATIONAL LIBERTIES

"Just as politicians, members of many political parties, have decided that there must be established an Indian Constitution setting forth Indian rights and liberties, so must there be a Charter of Liberties of the Indian child. It may take us long to achieve, to reach it, make it real, but we ought to have for our own sakes and for the sake of the world a Charter of India's Educational Liberties, so that the world shall see what a country India is and what she can give to the advancement of education and culture in every part of this distracted universe."

—DR. G. S. ARUNDALE.

HEREDITY AND ENVIRONMENT

By Mr. L. M. NADGIR, B. A., B. T.

THE cry for adjustment to environment is as diffusely spread throughout the educational world as the dust particles in the actual world. Every great thinker has plunged himself in 'Environment' and cries for adjustment to it. Dr. Nunn may say it, every one may say it, I have my own say. I don't agree to adjust myself to environment, I want to adjust the environment to me. We should use it as we should use machines. We must be its masters and not their slaves. Man does not live for environment, environment lives for man. Why environment, everything on earth, nay, the whole creation is for man. It is even the boast of God that the highest and the most perfect form of His creation is man—man born to rule. Our's is not to be ruled by, but to rule and die. Man can justify his existence only by his ability to rule the creation—to rule environment and to rule himself. This is what distinguishes man from the other creations of God, not simply laughing, or talking, or reasoning or erect posture, or any other biological or physiological angularities. To err may be human, but to err to realise this is non-human, if not inhuman.

You must conquer it, you must be able to ride on its wings, you must be able to steer it. Say not the conquest is impossible. You have the power to change the environment, to organise it. You have conquered air, you have conquered the earth, you have conquered water. Conquer yourself and you will conquer environment. Then rule it. Remember, "The art of obeying is the art of governing." Learn to obey environment that you may learn to govern it. Everywhere we are surrounded by the sandpaper of environment; when we rub our mind against it, it (mind) gets polished, and with the brighter brain and the polished chin climb the throne and rule it, ride

on its wings and guide it; but see that you control it, lest, it should throw you off and get the better hold.

But, beware, Oh man, of thy limitations. Even today only by dramatic intervention a relentless nature may make us painfully aware of the uneasy terms on which human groups occupy and utilise the surface of the earth. The common boast of man that he has become the master of the world has a hollow ring when we recall the recurrent floods and famines which afflict the peasants of Northern China, the devastating floods of The Mississippi in 1937, the more recent destruction by Ice of View Falls Bridge across the Niagara River, the assertion that in Central Africa, "The desert is on the move," the widespread soil erosion in parts of Africa and in the middle west of the U. S. A. and finally the continental threat of draught which hangs over the great lands of the world,—alike in the U. S. A., Canada, S. Russia and India. These and similar happenings or forebodings serve to emphasise the fact that even for peoples who have reached high levels of material culture, the physical environment remains a veritable Pandora's Box, ever ready to burst open and to scatter its noxious contents.

In the beginnings at the primitive stage of culture and for countless millennia, the folk lived on the sufferance of an omnipotent nature which they were powerless either to modify or exploit.

If they never learnt to control nature, they have succeeded by understanding it, to make better and better adjustments to it.

It is not so much by its violent manifestations—its earthquakes, and volcanic eruptions, its hurricanes and floods,—as by the expression of its normal everyday

personality that the physical environment has left its mark on human progress. The environmentalist does not assert foolishly that he can detect, still less explain, all the intricate and confused patterns of Nature's tapestry. He does assert, however, that the physical environment, like the wicket in cricket, owing to its particularities from place to place and from time to time, has some bearing in the course of the game of life.

Mr. C. E. Brookes in "The Evolution of Climate." (1922), says, "The districts where civilisation began probably had at that time the most stimulating climate in the Northern Hemisphere." And Toynbee in his, "A Study of History", Vol. 2. (1934), rightly remarks, "Ease is inimical to civilisation,—the greater the ease of the environment, the weaker the stimulus towards civilisation." But these two statements though contradictory in opinion go to prove one common principle,—the inter-relation between environment and civilisation.

So an American Psychologist once startled the world by claiming that he could take any child, and by completely controlling his environment, could make him whatever kind of child he liked. He held that a boy lives and grows by responding to the influences of his surroundings, and, therefore, these surroundings determine his mental and physical developments.

Some strict disciplinarians only may accept this view in so unqualified a form. They may tell a boy exactly what to do, assuming that if he obeys he will develop as they desire. But there are others who hold that a boy can originate as well as respond and can make changes in the world as well as adapt himself to it. Hence they maintain that a boy chiefly grows by exercising his initiative and being freely active. So Dr. Nunn says, "Nothing good enters the human world except in and through the free activities of individual

men and women, and educational practice must be shaped to accord to that truth."

There are extremists who are enthusiastic about freedom in schools, and advocate the minimum of discipline and denounce all compulsion and interference.

The mistake of the ardent advocates of either view is that they tend to look upon the boy and his environment as opposed to each other.

The upholders of strict discipline assume that civilised life is a kind of Procrustean bed which a boy must be made to fit into even at the cost of stretching his limbs or even chopping off his feet. The prophets of freedom think that a boy acts only when he is uninfluenced by those about him.

As a matter of fact, a boy's environment is neither a Procrustean bed, nor a hermit's cell, but a wider life which he shares with others and as he grows older makes more and more his own. By responding to the claims of the world around him, and accepting the discipline which it imposes on him he brings order into his own life. While by sharing the thoughts and feelings of others he broadens his outlook and increases his power of achieving his wider purposes. Boys and girls, like older people, draw strength and inspiration by sharing the life of others and the world at large. While we are learning or playing or discussing with others we are absorbed in a wider life than our own and are thereby lifted above our separate personal selves by our fellowship with others. In such experiences of our higher moments we are undergoing a process that is characteristic of human life, and which it is the purpose of education to render more effective.

But this does not mean that environment is the only factor which influences the life and development of an individual. There is another factor, namely heredity, which is equally, nay, more important as it plays a greater part in determining the

nature and development of the life of an individual.

Each of these factors has its peculiar significance in the complicated scheme of life. The forces that appear to be independent are inter-dependent, the forces that appear to be contradictory are complementary. The apparent antithesis of diverse forms and forces has melted away under the new light, and we realise that there is the harmonious co-operation of all these factors towards a definite end.

And these factors,—endowment and environment,—have cradled two schools of thought, "The Galtonians," and "Neo-Herbertians" holding two extreme views, the opposition between which is unmistakable, and which are as completely contrary as two theories of the same facts can be. But it will do well to note here that their unity is more fundamental than their difference. At bottom the Galtonian and the Herbertian views are both variants of the mechanistic conception of life. According to the former if you provide a child with a happy selected ancestry it makes comparatively little difference how we educate him; according to the latter, if we educate him properly his ancestry is of negligible importance. (Viz. BARNARDO HOMES). The Galtonians hold that the child's being is determined irrevocably by 'nature' no less firmly than the Herbertians hold that it is fatally moulded by 'nurture.' The child remaining constant in the form of clay, the potter disguises his form, once identifying himself with the forces of heredity, working pre-natally, that are

held out in bright light by the Galtonians, and again with environment, in three forms,—natural, social and moral,—markedly with the post-natal influences of home and school and the like.

In distinction from both these views Dr. Nunn asserts that "*the living organism has a principle of autonomy, of self-determination, which indeed, does not make it independent of endowment and environment, but does enable it to give its own characteristic form to, and make its own original use of what it derives from these sources. And thus this living organism is a centre of creative energy which uses endowment and environment as its medium.*"

On critical consideration we find that the Galtonian view under-estimates the importance of "Social Heredity", (a term on which I am going to dwell at large at a later stage), and so tends towards a pessimistic view of the possibilities of average humanity,—the backward peoples, like the Murray Islanders and others.

On the other hand the too easy optimism of the Neo-Herbertians leads them to under-estimate the differences in general and specific capacity that limit the possibilities of individuals with adamant rigour. They childishly minimise the influence of native capacity, variations in which can never be ignored, which have mothered Binet's hypothesis that every child has a definite fund of native capacity or intelligence that would carry him, even if he received no teaching, a certain distance forward during each of the formative years of life:

(To be continued)

"A good administrator must learn to lead by reason of his larger knowledge, and his superior power.....He must, out of his larger knowledge, see clearly what are the attainable goals of the school system and how best and how fast to attempt to reach them. From his larger knowledge too, he must frequently reach up out of the routine of school supervision of executive duties, into the higher levels of educational statesmanship. As a statesman, too, he must know how to take advantage of time and opportunity to carry his educational policy into effect."

— E. P. CUBBERLY.

Reorganisation of the Curriculum in Mathematics

By Mr. F. M. KHAN

(Continued from the last number)

DEMONSTRATIVE GEOMETRY

Geometry has maintained its present position primarily on the basis of its traditional disciplinary value and secondarily on the basis of its utility. No one can deny that through Geometry students can learn to appreciate what is meant by an abstract logical system and can improve their ability to reason out logically in mathematical situation. No one can also deny that the study of demonstrative Geometry is helpful to logical thinking so far as mathematical problems are concerned. Doubts and objections multiply if we assert that the study of Geometry improves thinking in general or that there is possibility of generalising the ability to reason out logically and transferring it to fields outside Mathematics. When we analyse the doctrine of formal discipline correctly, we find that it has got less advocates and more opponents. The doctrine if not absolutely exploded has undoubtedly been greatly undermined and hence it is definitely a false criterion for the selection of subjects. I do not want to discuss in detail what the doctrine of formal discipline is. Of course, it would be beyond the scope of this essay. For a detailed study of this topic the student may read (1) Baglay-Educative Process pp. 203-217, (2) O'Shea-Education as Adjustment pp. 246-283, (3) Thorndike Principles of Teaching pp. 235-256, (4) Starch-Educational Psychology, Chap. XIV. I would like to give you the conclusions at which some of the educationists who have analysed the doctrine of formal discipline have arrived.

(a) "To defend or retain a subject on the basis of its disciplinary effect is to take

a stand on an extremely slender support. Only intrinsic values some as valid basis for such retention or defense." (Ruediger-The Principles of Education; p. 216.)

(b) "So far as the value of school subjects is concerned it means that the content value of subject must be the prime reason and the general disciplinary value, the secondary reason for pursuing it..... A Course in Mathematics and Latin will have to stand primarily on its own feet for the content that it offers, etc.... These by-products may be useful but they cannot be the sole purpose of the effort to put into a course. The value of a meal depends upon the meal itself and not on the crumbs that fall from the table." (Starch-Educational Psychology; Chap. XIV)

(c) "It is seriously to be doubted whether the discipline of Geometry or any other form of Higher Mathematics will enable the student to reason any better in Biology and Political Economy. Indeed, the very fact that specialists in Mathematics are not unfrequently handicapped in making effective judgments in other fields would speak strongly against a general capacity for reasoning." (O'Shea-Education as Adjustment; p. 266)

(d) "Current teaching of secondary school mathematics commonly errs in expecting to take place too much transfer of mental traits exercised in the study of non-mathematical fields. It also errs in expecting such transfer as may be hoped for to take place automatically and without proper provision for fostering dissociation. Teachers of Mathematics must realise that there are no general faculties such as concentration, attention etc., which

can be developed independently of specific contentFurther they must realise that while a limited amount of transfer can be secured under almost any conditions the desired amount of transfer can be secured only when materials and methods are deliberately adapted to that end and condition fostering extensive transfer are provided. It is futile and criminal to establish the study of secondary school mathematics on the basis of extensive transfer values." (Inglis-Principles of Secondary Education; p. 499)

Hence to force every student to study demonstrative Geometry is futile. The important facts of Geometry for some utilitarian purpose can be learnt apart from the details of logical deduction common to demonstrative Geometry. The knowledge of propositions concerning parallels, angles of a triangle, congruent and similar figures, circles, area, volume, or Pythagorean theorem, considered essential for an average student can be given to him through experimentation and inductive teaching. The important outcome of demonstrative Geometry pertain not to facts but to discipline. Taking into consideration the differentiation among boys according to mental ability, I am sure that pupils who cannot appreciate an abstract logical system will find little significance in demonstrative Geometry and hence demonstrative Geometry should be excluded from the compulsory course.

TRIGONOMETRY

As we have curtailed enough syllabus in Geometry I do not find any reason why Trigonometry should not find a place in compulsory course. This branch of mathematics brings the students within sight of a long row of applications to problems of general importance in modern life. I would simply suggest the inclusion of a very elementary portion of the subject—Trigonometrical Ratios. Solutions of Right Angled Triangles as employed in finding heights and distances in survey work. This is only

a small but useful portion of the subject and it can be easily learnt by all. 65% of teachers who sent replies to my questionnaire desire the inclusion of a small portion of Trigonometry.

MATHEMATICAL PHYSICS

Elementary portion of mechanics helpful to solve questions dealing with problems of everyday life may also be brought into the compulsory course. The subject may be introduced experimentally and graphically, especially when physical science has become a compulsory subject upto the middle standard.

There are some objections to it and apparently they seem to be very sound. The first objection is that the teaching of mechanics necessitates the provision and equipment of a separate mathematics laboratory and most of the schools cannot afford to do so. (2) That the inclusion of mechanics necessitates that the teachers of mathematics must have a working knowledge of mechanics. The second difficulty can be easily overcome. The teachers of mathematics commonly employed in schools are graduates in mathematics and in their B. A. classes they have to offer a paper on Statics and Dynamics. Some of the teachers who are graduates in science offer Physics, Chemistry and Mathematics while others Physics, Mathematics and Geography and consequently are expected to have a wide knowledge of the scientific portion of mathematics. There is a certain percentage of teachers who are not graduates in Mathematics but who took up for their intermediate classes any one of the following combinations.

- Physics, Chemistry and Mathematics.
- Physical Science, Mathematics and Persian.
- Physics and Mathematics; Chemistry and Biology.
- Physics, Geography and Mathematics.

Such teachers too, do not find any difficulty in teaching Mechanics. There

remains then a very little percentage of teachers of mathematics who have never studied science. Such teachers may either study mechanics themselves or entrust this portion of mathematics to the science teachers for teaching purposes. The science master has to teach mechanics to students of the physical science. Certainly, he can give a few lessons to the whole class. Let me try to answer the 2nd objection and suggest means to eliminate the difficulties for providing and equipping a separate mathematics laboratory. Every school has made provision for a separate science room, a drawing room, a theology room, a manual training room, and even a geography room. It should have provision for a separate mathematics room also.

It is the duty of the Government to equip mathematics room in Government High Schools, rich denominational institutions can also make provision for its equipment. Schools which are not financially strong can force a proper co-ordination between the science and mathematics departments.

In an age of scientific development and industrialisation like the present age, teaching of elementary portions of mechanics is an absolute necessity. If industrialisation in India is to be successful we shall need architects, engineers, chemists, electricians, workmen and artisans and to meet that need we shall have to make facilities for the provision of such curriculum that would be helpful to students for scientific and technical education and an elementary portion of mechanics cannot be reasonably kept out of the compulsory syllabus of high school mathematics.

THE SYLLABUS

I have already pointed out that the curricula for the two groups should be absolutely different. The test for the value of the compulsory part of Mathematics is its usefulness in the life of an individual who studies it. This is the test accepted by the public. This is the only

principle upon which we shall base the formulation of the compulsory portion of the course in Mathematics.

We must bear in mind the fact that we are dividing Mathematics into two groups only in the High School stage. Upto the Middle classes all the boys are to follow the same syllabus. I have gone through the syllabus for the middle classes of various boards and I have arrived at a conclusion that the minimum which a Middle School student learns is more or less the following :—

A. The four fundamental rules in Arithmetic and Algebra; Fractions both vulgar and decimal, percentages; simple interest, profit and loss, practice, area and volume of common figures: square root, practice, substitution, simple equations and problems leading to them; the use of a squared paper.

B. The use of compass in drawing, measuring and adding lines and angles, drawing of parallel lines, general properties of common forms of triangles and quadrilaterals.

The syllabus for classes 9 and 10 should contain those topics of the various branches of Mathematics which are useful in modern life: which are within the easy comprehension of average boys of the aforesaid classes, and which have not been taught to boys in the middle classes. I would suggest the following syllabus.

ARITHMETIC

Revision of the curriculum covered in the middle classes together with

(a) Arithmetical problems as related to situations which pupils at this stage come in contact with in the home, store etc., e.g. Problems in accounts, bills, family budgets, interest, discount, insurance etc.

(b) Arithmetical problems related to social life of the community at large. These problems relate to investments, banking, rates and taxes, duties and

revenue, shares, partnership and exchange, public and private loans etc.

ALGEBRA

(1) Equations involving two or more variables and problems based on them: quadratic equations and easy problems on them (only factorisation or completing the square method to be used)

(2) Graphs :—The meaning and uses of various graphs, how to make graphs, graphs of statistics, e.g. Rainfall, temperature, population, graphs of straight lines, solution of equations by graphs, Graphical problems, curves.

(3) Easy Factors of the following types:

a) $ax + bx + cx$

(b) $a^2 - b^2$.

(c) $x^2 + (a+b)x + ab$ and $ax^2 + bx + c$.

(d) $a^3 + b^3$ and $a^3 - b^3$.

(e) $a^4 + a^2b^2 + b^4$.

(f) $x^3 + (a+b+c)x^2 + (ab+bc+ca)x + abc$.

(4) Attaining proficiency with fractions closely related to factorisation.

(5) Very easy cases of H. C. F. and L. C. M. and Binomical expansions.

GEOMETRY ETC.

(a) Developing skill in the Fundamental constructions of Geometry. These constructions are not meant to be taught only but they are to be fully applied to problems in designs, other constructions and problems in life. The boys are expected to become skilful in the use of rural, compass and other geometrical instruments. The work should be based upon congruent and similar triangles, ratio and proportion and circles.

(b) Solving problems involving areas of rectilinear figures and circles. The student must know some of the properties of these figures and must have a knowledge of the formula for finding their area. They must have a thorough knowledge of the Pythagorean theorem and its

application. Field Book, and should be able to solve problems about volumes and surfaces of solids.

(c) Trigonometrical ratios and easy cases of the solution of right-angled triangles commonly used in finding heights and distances and survey work.

MATHEMATICAL PHYSICS

Idea of force, work, moment, levers, density, hydraulic press. General conversion of units, electric metres, conversion of temperature scales. (To be taught through substitution in formulae and easy experimentation).

ADVANTAGES

The object of the reform is to make a syllabus and to adopt a line of treatment which is definitely to be framed with a view to the needs of the average boys and not based on any traditional basis.

The above syllabus need not be considered final. Changes may be made in it after trial and experiment. In my opinion it fulfils the present requirements. There is much to be said in favour of it. The chief arguments in its favour may be summed up as follows :—

1. The syllabus provides for the immediate mathematical need of the pupils in modern life.

2. Some of the important topics in Arithmetic which the traditional syllabus omits are added here and unnecessary duplication of work has been removed.

3. Some of the topics in Algebra which are not very useful in the daily life of a man have altogether been omitted.

4. Emphasis has been laid on Experimental Geometry and Mensuration. The boys are not required to learn Geometry through cramming and yet they know enough Geometry. Moreover the Geometry they learn can be put into daily use.

5. Trigonometry and mathematical physics find a proper place in the curriculum.

6. The syllabus also provides opportunities for the integration of Mathematics with art and natural and social sciences.

OPTIONAL COURSE

The optional course is to be meant for those who wish to join the profession of Engineering etc., or for those who intend to study Mathematics in their college career. Hence the curriculum for the optional paper should be framed so as to satisfy the requirements of students of both these groups. We must therefore take into consideration the following points :—

(a) Immediate application of Mathematics to Physics, Chemistry and Biological Sciences.

(b) Preparation for the work in any of these fields or in the field of statistics, finance, engineering etc.

Hence for this group of boys who are considered to be highly intelligent so far as Mathematics is concerned, harder topics in elementary Algebra, Plane Geometry, solid Geometry and Trigonometry ought to be considered of sacred importance.

The syllabus prescribed by some of the Indian Universities for an optional Mathematics course more or less satisfies the requirements. The courses in broad outlines are mentioned below :

TRIGONOMETRY

1. Measurement of angles, circular and sexagesimal.
2. Trigonometrical ratios, sines, cosines, tangent, cotangent, secant, cosecant.
3. Relation between the Trigonometrical ratios of any angle.
4. Ratio between the Trigonometrical ratio of two positive angles complementary or supplementary.
5. Trigonometrical ratio of angle of $0.30, 45, 60, 90, 120, 135, 150, 180$ degrees.
6. Sine and cosine of the sum and difference of two acute angles.
7. Solution of triangles.
8. Problems of height and distance

depending upon solution of triangles.

9. Logarithms.

HIGHER ALGEBRA

1. Harder fractions, H. C. F., L. C. M.
2. Square root.
3. Indices.
4. Surds.
5. Harder equations, simple and quadratic.
6. Progressions.
7. Variations etc.
8. Graphic representation of a variable
9. Binomical expansion.

GEOMETRY

(a) Theorems on the following topics to be taught with formal proofs.

1. Angles at a point.
2. Parallel straight lines.
3. Triangles and rectilineal figures.
4. Loci.
5. Circle.
6. Similar triangles and proportion.

(b) Construction of a higher standard to be taught e.g.

1. Construction of circles from a sufficient data.
2. Construction of a square equal in area to a polygon.
3. Division of a straight line into Golden section. Its advantages—construction of regular Pentagons and Decagons and construction of special isosceles triangles.

- (c) 1. Area of plane rectilineal figures.
2. Perimeters and areas of similar rectilineal figures.
3. The circumference, area, chords, arcs, segments, sectors of a circle.
4. The surface area, volume of prism, cylinder, cone and sphere etc.

The whole syllabus of optional Mathematics may be divided into two groups—*Group A* should consist of Geometry, plane and solid and *Group B* should consist of Algebra and Trigonometry. In the High School Examination two papers may be set, one from each group.

DIAGNOSIS OF ANALYSIS

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

THERE are books and books on grammar available in the market. Not a single writer finishes his book on grammar without touching the topic of analysis. The topic, though tackled by many a grammarian, is not tested in its entirety. Many writers write about the topic leaving the practical subtleties to the humble teacher in the classroom. Then it becomes the forced duty of the teacher to put it to a crucial test in his classroom: for he is a man on the spot. The poor teacher too, realizing his inability in dealing with the subtleties, rounds off his lesson somehow in his own way.

SIMPLE ANALYSIS: DOUBLE OBJECT AND OBJECTIVE COMPLEMENT

To proceed from the simple to the complex, the simple analysis is not so simple as is thought by many. The topic of Double object and Objective complement puzzles many a teacher in teaching

analysis. The examples, "The teacher teaches us analysis" and "The teacher made Rama a monitor," confuse the teachers. To a superficial observer it appears that the two sentences have two objects, one direct and another indirect. But appearances are often deceptive. Many writers point out that the former has two objects and the latter has one object and an objective complement. But they do not convincingly explain why the former has two objects and why the complement, "monitor" in the latter, should not be an object. The solution is that the two objects, direct (analysis) and indirect (us) in the former sentence, must point out a 'thing' and a 'person'. The thing may be concrete or abstract. As Prof. A. Menezes clearly states in his "Matriculation English," "The Indirect object answers the question, 'to whom?' or 'for whom?'" "This person-thing-rule is not applicable to complementary sentences.

VERBS OF INCOMPLETE PREDICATION, VOCATIVES AND INTERJECTIONS

Many writers on analysis hold that the verbs 'to become' 'to grow' 'to turn' etc., are verbs of incomplete predication. They do not make out in their writings that these verbs can also be used transitively e.g. (i) The hat becomes her (suits), (ii) The former grows plants, (iii) He turned the corner. Secondly the topic about vocatives and interjections is not at all touched by many a staunch grammarian, as if the taint of the topic tarnishes the analysis. One writer suppresses the topic by coolly suggesting that "the vocatives and interjections are to be omitted in analysing a sentence." This is dodging the difficulty without solving it. The natural solution will be that the vocatives, since they extend the meaning of the subject, should be classed under the

Continued from preceding page.

In the end I say that although my suggestion may seem revolutionary, yet such a revolution is necessary both from the point of view of the teachers and the taught, as well as from the point of view of the society. The proposals made in this chapter aim to take into consideration two things—the individuality of the boy and the needs of the society. On the one hand it favours a comprehensive and substantial course of study for superior students and recognises the unsuitability of much of this subject matter for less capable students and the provision of a different subject matter for them; on the other hand provision has been made for all students to go through that much course in various branches of Mathematics as is needed by an average man in modern life.

Attribute of the subject, and the interjections should be catalogued under the adverbial qualification, since they extend the meaning of the verb.

CLAUSE ANALYSIS: DEFINITIONS OF MAIN AND SUBORDINATE CLAUSES

Coming to the clause analysis the definition of the main clause, given by writers, misleads many teachers. Thus one writer defines the main clause as that which, since it makes good sense by itself, can stand by itself as a complete sentence." To substantiate his definition, he cites the example: "When evening came, they rested." But his definition loses its hold when we take another example: "My desire is that he should succeed." "My desire is" is the main clause. But the definition of the main clause misleads us here; because the clause cannot 'make good sense by itself,' nor can it 'stand by itself as a complete sentence.' So it must also, like the subordinate clause, depend upon another clause for making its sense good and complete. That is, the definition of the main clause suffers much. This difficulty is not felt by many writers. But the difficulty disappears as soon as the definition is modified. Main clause and Dependent clause are relatively dependent. That which is less dependent is the main clause; that which is more dependent is the dependent clause. As Prof. A. Menezes puts it, "The more independent part is called a Main clause and the other part, which depends upon it, is called a Subordinate clause."

COMPLEMENTARY CLAUSES

"It appears that Germany is retreating in Russia." In this sentence some writers regard the clause "That Germany is retreating in Russia," as an appositional clause in apposition to the pronoun 'it'. But this is wrong. Because the verb 'appears' is a verb of incomplete predication. Hence it requires a complement. The clause is a complement to the verb 'appears'. The sentence does not complete

the sense if we write thus: 'It, that Germany is retreating in Russia, appears.' The next difficulty is about the objective clause and the objective complementary clause. To distinguish the objective clause from the objective complementary clause, we must find the nature of the verb in the main clause. Thus in the example, 'I made him that he should go,' the verb 'made' is a transitive verb of incomplete predication. Therefore the clause, 'that he should go,' is an objective complement to the verb 'made'. But in the instance 'I told him that he should go,' the clause 'that he should go' is a direct object (clause to the verb 'told' which governs two objects, direct and indirect.)

APPOSITIONAL CLAUSE AND ADJECTIVE CLAUSE

Not a single writer has sensed the subtle difference between the appositional clause and the adjective clause. The minor difficulty, thrown upon the teacher, becomes major in the class-room. In some grammar books the same appositional examples are cited for the adjectival examples. This perplexes both the teacher and pupil. True, that both the clauses add to the meaning of the subject or object. But the appositional clause, being in apposition to the noun, is of the same rank as the noun. Both govern the same case. This equality is not shared by the adjective clause which is merely an attribute to the noun. Hence the illustration of distinction between the two:

- (i) The news, *that he is dead*, is true.
- (ii) The news, *that is sad*, is true.

In the (i) the clause, 'that he is dead' is in apposition to the noun 'The news'. Because it shares the same rank with the noun. Besides, remove the subject 'news' and the appositional clause acts as a subject. In (ii) remove the subject 'news' you find that the clause, 'that is sad' cannot act as a subject. Hence it is an adjective clause.

ADJECTIVE CLAUSE AND ADVERB CLAUSE

Often adjective clause and adverb clause offer a difficulty. In the example 'I stood on a hill when the gentle wind was blowing,' the clause 'when the gentle wind was blowing' admits of two interpretations. First, the clause is an adjective clause, as it qualifies the noun 'hill'. Second, if we remove the phrase, 'on a hill,' the sentence sounds correct. Then the clause, 'where the gentle wind was blowing' becomes an adverb clause. Such interpretations are necessary to ward off the ambiguities.

CONTROVERSY ABOUT THE CONJUNCTION, "FOR"

Lastly there seems to be a lot of controversy about the nature of the conjunction 'for'. Because some writers, like A.

Menezes, class it under the co-ordinating group of conjunctions as it implies inference. Others, like A. Bain, put it under the subordinating group as it implies cause. From this it is clear that the conjunction, 'for', may be used in two different contexts. It may show cause in one context; in another context it may denote inference. Therefore the via media is a natural course to the teacher.

CONCLUSION

The above argument is marshalled to diagnose the analysis and cure its deep-seated diseases. As the problem bristles with difficulties and consequently bars the progress of teaching in the class-room, its diagnosis is intended to evoke interest in the teachers of English, so that they may contribute their own quota to the cause of analysis.

Indian Languages in Universities

Nawab Mahdi Yar Jung's Andhra Convocation Address

THE Hon. Nawab Mahdi Yar Jung Bahadur, Member for Education, H. E. H. the Nizam's Executive Council and Vice-Chancellor of the Osmania University, delivered the address to the new graduates at the 15th Convocation of the Andhra University on December 6.

In the course of his address he referred to the importance of mother-tongue as medium of instruction and said:

INSTRUCTION THROUGH INDIAN LANGUAGES

"The Osmania University had taken the bold step of adopting Urdu as its medium of instruction not only because it was the official and generally liked language of the State, but also because owing to its vast and mixed vocabulary it was understood throughout the greater part of India. Its adoption was one more step towards the evolution of a common *lingua franca*. This experiment—if experiment it could be called—had been successful as the students had shown a better grasp of their subjects than was possessed by those who used a foreign medium of instruction, and they

had consequently developed greater originality. This was amply shown by the series of brilliant successes attained by Osmania students at other Universities in India and abroad, and by the sound scholarly work done by not a few of them after their University career.

"The principle of imparting University education in an Indian language," Nawab Yar Jung added, "is likely to become popular as it gives a clearer grasp of the subject to the student who has not to struggle with the difficulties of a foreign tongue in the process of learning other subjects. I would not, therefore, be surprised if the Andhra University were found one day to have adopted Telugu as its medium of instruction. You would find the change conducive to original thought among the students and it would lead more surely to the realisation of your educational ideals. This does not mean the neglect of English; for I am one of those who believe that English would be better acquired if it were pursued as a separate subject by itself, its literature deeply studied and its grammar thoroughly mastered. I believe that such a specialised study would improve the

knowledge of English and save those mistakes in English being made which are only too common in India to-day. The foundations of such a thorough study of English should be laid in the schools which feed the University although it need not necessarily from the medium of instruction."

STUDY OF SANSKRIT

Proceeding Nawab Yar Jung said that the value of a classical education was not to be underrated and added "Sanskrit scholarship, like Greek, Latin and Arabic scholarship, has cultural value of a very high order. The ancients were great thinkers and philosophers; moreover some of the best poetry ever written was composed by the ancients. The fine culture derived from the study of the classics has rightly been called 'humanistic' as it humanises us. At the same time, it does not make us impractical, for men with a classical education have over and over again proved their worth in many practical walks of life. It would be a pity to allow this ancient learning to decline. Our Universities should have a strong classical side so that those who desire to pursue these humane studies may have ample opportunities for doing so."

"The cultivation of the Fine arts is often neglected in our Universities. Aesthetic taste—a love of what is beautiful—must be cultivated, for the cult of the beautiful refines and elevates human nature. There is in many people a latent talent for creative art. Such talent must be discovered and encouraged. It should be remembered that the culture of a people finds expression in its works of art. The cultural value of Art is inestimable. Unfortunately our University courses are too often dominated by examinations, and the interest of the student seems to him to lie in learning by rote such answers as he considers will 'pay' in the examination. But, given enthusiastic teachers who enter into the spirit of their subject, the present defects can be overcome and the studies made both richer and more interesting. Perhaps examinations also can be so devised as to discourage cramming."

STUDENTS AND DISCIPLINE

"The road is long and the marching weary, and we shall have to do much besides passing examinations in order to reach our goal. Submission to discipline is essential to success as no University organisation is possible without it. The vital importance of discipline has been

fully demonstrated in the present war among all nations. As for the young men in our Universities, discipline in their case should be as far as possible self-imposed. This means self-control; for surrender to one's own desires and passions is like being a slave to an evil master. A good rule of conduct is to do nothing that would bring discredit to the *alma mater*. We must judge our actions by this test. There has been a tendency towards indiscipline recently in some of our Universities which is a danger sign in University education. Our Universities have undoubtedly attracted young professors of great ability and have become centres of remarkable intellectual activity, and not seldom of original research; but what usually takes place in most Indian Universities is intensive cramming during term time followed by an orgy of examinations at the end of the term. The social amenities and cultural activities which one associates with 'varsity life are rarely to be found. Conditions, however, are now improving, and in most of our residential Universities attempts are being made with some success to interest the students in things other than their text-books. In a residential University much benefit can be derived by the students living in the same precincts with professors or dons of high character and great erudition. It should be possible for our Universities to take the lead in promoting a system of physical culture which would help our young men to become strong and capable of making good soldiers."

RELIGIOUS INSTRUCTION

"It has been well said," Nawab Yar Jung said, "that one of the surest marks of a gentleman is that he instinctively avoids hurting the feelings of others. I think this is an excellent test of the good manners that we have a right to expect from young men with a University training. Finally, I do not believe in a godless education. Religion must be assigned its rightful place in any University scheme. From a strong faith in God and trust in Him you will find that you derive great moral and spiritual strength in your daily work and support in the hour of trial and tribulation. I am sure our Universities are capable of attaining to all these ideals. If they can produce men who are sportsmen and gentlemen in the best sense of the word, and at the same time men of high culture as well as erudition, the time, labour and money spent on the Universities will have been repaid a thousandfold."

NOTICE

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

Business communications should be addressed to the Manager, Masulipatam.



EDUCATIONAL INDIA

Masulipatam, January, 1942

The Education of Tomorrow

"OBVIOUSLY, war is the most searching test imaginable of education. It is our schools and colleges, after all, which will have given us, or failed to give us, the scientists, engineers and the doctors we need, and the moral stamina in our people, and possibly most important of all, the leaders," says Lord Elton, in the course of a recent B.B.C. talk. Really so. That is why the great educators of England and America have already begun taking stock of the situation. Differences have been drawn between the ideals of education obtaining in Democratic and Totalitarian states. Every system has its own merits and demerits and everywhere educators have begun to assess the values in conformity with their national needs.

THE world of education is now in a transition period. Though the problems and issues are recognised, finality and definiteness have not yet

been reached. Now from a practical point of view, the question has been raised as to how far education has been able to stand the test of war and what immediate reforms are required to suit new conditions.

THE conviction has gone round, both in America and in England, that humanity should be saved at all costs and that the only way to save humanity is by straining every nerve to save Democracy. They rightly feel that the achievements of the human mind are possible only under conditions of freedom and peace and to this end they have begun to discover new ways. In England, some feel that, on the whole, education has stood the test of this war in keeping up the moral stamina in the mass of the people and especially, the leaders. Says Lord Elton:

"From Mr. Winston Churchill himself down to the unknown heroes of the A. R. P. posts and shelters, the war has shown that there is plenty of leadership forthcoming, and the blitzes have unquestionably revealed immense moral stamina in the mass of the people."

But the credit does not lie, as Mr. Elton himself admits, in the infallibility of the system of education, but in the heredity of which the English people are generally proud. The only solace that they could draw upon is that they have not fallen into the error of the French, who confuse education with the mere passing of examinations.

IN passing, it may be said that just as our system of education is lagging behind the British system in several respects, the British system is lagging behind the more progressive

American and other continental systems. Hitherto, the British system has laid more emphasis on the building up of character and of human qualities than on technical efficiency and specialised knowledge. The British have little realised that in recent years several nations with less wealth and power are striving towards a different goal—'the full exploitation of all potential capacities of the whole people, entailing the maximum average of education, or at least instruction, for all'. On this new trend of modern life the educators have now focussed their attention.

BRITISH educationists have now endorsed the progressive view that the least possible education for the *whole youth* of the nation should be available without any discrimination as to the family, the wealth of the parents and social background of the child. They realise that education should be for the whole community—where the youth of the day are the constituents and the parliamentary representatives of tomorrow, thereby abolishing the Public and other special class schools. They feel that from the nursery stage to the university, education should be free, including books and other equipment, and argue that the expenditure over this would be trifling compared with that spent on national defence. The present system of examination-ridden curricula which, from a sane point of view, is nothing but a series of mere intelligence tests and competitions in the capacity to reproduce the ideas of other people, has been condemned wholesale on the simple ground that intellect alone is not enough for a successful career. They say that

importance should be attached to the reports of the teachers containing the observations made by them during their contact with pupils, though to some extent they should be supplemented by practical intelligence tests. The promotion of the spirit of 'research,' the introduction of well conducted gymnastics in place of games—though the latter are not to be totally discarded, and a carefully devised scheme of general knowledge are some other important reforms which are considered imminent. All these changes, if successfully introduced, are sure to develop a complete man who is mentally, morally and physically strong and who can withstand the test of any gigantic wars.

TO-Day, war seems to us to be more real than ever before. It has come to our very shores. Since our educational system is a poor reproduction of the British system, we too have to pause and see whether it will produce in us any moral stamina to withstand the strain of war. To be frank, we should doubt; but need not despair. Just as heredity has gone to the rescue of the Britishers, we are sure that in our country the national awakening, the spirit of sacrifice and endurance exhibited in our public life during the last quarter of a century, and the martial valour of our sturdy soldiers, fighting for the Empire in different theatres of this present war, will come to our rescue. However, it is not a solace for the educationist. Hence, let our educators, politicians and commercial magnates join together and see on what improved lines our educational system can best be remodelled, so as to have a bearing on our national life, and to be on a par

with other nations. The introduction of free and universal education, vocational and technological courses, abolition of class and communal institutions, modification of the examination system—which is only producing book-worms, imparting of instruction in the vernaculars and the introduction of well-conducted gymnasiums—are some urgent problems to be tackled by the Central Advisory Board of Education, which should be entrusted with real powers. (M. S.)

Our Convocation Addresses

THE last month in the calendar year always marks an eventful period in the history of the different universities. It breathes unusual activity owing to the fact that it is generally set apart for conferring degrees and offering advice to the young graduates of respective universities. But we find that Convocation Addresses have, of late, been transformed all on a sudden from educational treatises to political homilies. They are no longer intended to instil high notions of character and culture into the minds of the plastic youth who go out into the world to distinguish themselves in various walks of life. Their sole end and aim is to soar high into political speculations and indulge in forecasts which are out of place and undeserving of the solemnity and grace of a convocation ceremony. The difficulty often arises from the fact that politicians who have made a mark by administrative skill and carved out for themselves an honoured place in the public life of the country are invited to deliver these addresses. We wish scholars interested in a proper study of edu-

cational problems, competent enough to offer wholesome advice to the recipients of degrees, be invited to speak of academic problems and offer constructive words of advice.

SIR Sapru's address at the Benares Hindu University is a study in Indian politics, dealing with the merits and demerits of party system of government, coalition cabinets, separate electorates, functional representation and irremovable executives which can be understood, to a restricted degree, only by students of History, Economics and Politics. But in these days of passionate love for scientific, engineering and medical courses even at the expense of humanities, they fall flat on the ears of very many students. Sri Rajagopalachari's address at Lucknow looks more like the presidential address of a provincial political conference than an exhortation to the bachelors. In his zeal and earnestness to canvass support for the acceptance of the Poona Offer by the Government and the office by the leading majority party in provincial assemblies, he has gone to the extent of even suggesting a parting of ways with Gandhiji. But he has done well in the concluding portion to ask the youth to cherish and develop ideals of *Ahimsa*, goodwill, fellow-feeling and mutual understanding between the Hindus and Muslims so that they may sow the seeds for a united independent nation. Sir Mohomed Usman's address read at Annamalainagar puts forth an eloquent plea for the formation of coalition cabinets in Provinces with the object of creating inter-communal solidarity. To this we may add that every possible attempt should be made to inculcate ideals of brotherhood

and fellow-feeling by organising scouting, adult education centres, contests in Indian games, celebration of prophets' days, arranging picnics, excursions and other healthy activities.

SIR Mahdi Yar Jung Bahadur's Andhra University Convocation Address marks a sincere approach to the solution of unemployment by imparting vocational and technical training, and to the settlement of an important problem—the media of instruction to be adopted in university courses of study. His conviction that the adoption of Urdu as the medium of instruction by the Osmania University has materially helped an easy understanding and a proper appreciation of the subjects taught, by the students without serious detriment to their proficiency in the foreign tongue, should have dispelled all doubts among Andhra Senators who are faddists enough to cry hoarse whenever the motion is tabled, on the ground that the Government ought to move to bring about a uniformity in the three South Indian Universities, while the Government pleads that the initiative should have been taken by the universities concerned. It is high time that our Indian Universities should try to act up to the advice given by the Vice-Chancellor of the Osmania University by making the vernacular the medium of instruction at least in the Intermediate classes to start with. His suggestions regarding the spread of education among adults are worthy of adoption by heads of institutions and university bodies.

We hope that addresses delivered by eminent educationists in future

in connection with convocations will also offer constructive suggestions for the reorganisation of education on right lines. (C. B.)

Education in India, 1939-40

IT is not gratifying to note that, according to the progress of Education in British India, only about eleven lakhs of boys and two and a half lakhs of girls have reached the literacy stage during the year under report. The slight increase over the corresponding figures of last year do not form creditable achievement. The number of primary schools for boys increased by two and a half thousand, while the number of girls schools has fallen by more than five hundred. The enrolment of boys and girls and the number of special schools show an appreciable increase.

A TOTAL educational expenditure of about thirty crores of rupees forms a fraction of the total revenues of the country and compares very unfavourably with the amount spent by other progressive and enlightened countries on educational progress. At this rate it may take more than fifty years for the whole country to attain cent per cent literacy standard. In the absence of a five year or a ten year plan for enforcing free and compulsory elementary education, a country is destined to occupy a very low place in the estimation of the world. Democratic ideals of citizenship are bound to sink lower and lower everyday. Unless a rupee per head is spent on education and the teacher is assured of a decent wage, there can be no genuine progress.

(C. B.)

THROUGH different PROVINCES

DELHI

THE INDIAN STATISTICAL CONFERENCE

The fifth session of the Indian Statistical Conference will be held at Baroda on January 3 under the presidentship of Sir T. Vijayraghava-charya, Prime Minister of Mewar State, Udaipur. His Highness the Maharaja of Baroda will open the deliberations of the session. Besides the reading of scientific and technical papers, the Conference will hold joint discussions with the Indian Science Congress on subjects of statistical interest.

RECIPROCITY PRINCIPLE FOR RECOGNITION

The Medical Council of India have recommended to the Government of India that the recognition of medical degrees granted by certain Universities in Australia, South Africa, Ceylon, Canada, Hongkong and Malaya should be discontinued as these countries recognise Indian medical qualifications only when the qualifications are recognised by the General Medical Council in the United Kingdom.

The Government of India have accepted the recommendation. The withdrawal of recognition will affect only degrees to be granted after March 31, 1942. The Medical Council is prepared to enter into negotiations for the mutual recognition of medical qualifications with countries which are willing to recognise Indian qualifications on the basis of direct reciprocity.

TRINITY BAR EXAMINATION

The Chief Justice of India, authorised by the Council of Legal Education, London, announces that the Council has decided to hold both the Trinity and the Michaelmas Examinations 1942 in India, concurrently with the Examinations in London.

The Trinity Bar Examination will commence on May 4, 1942, and continue until May 8. The place of examination will be announced later. There will be no change in the syllabus for the examination of 1942, that is, it will be

the same as for the Michaelmas Examination, 1941.

Persons who have not already been admitted to any of the Inns of Court are not eligible to take these examinations.

MADRAS

INDUSTRIAL RESEARCH

The Madras Government have constituted a committee for Industrial Research to work in liaison with the Board of Scientific Industrial Research set up by the Government of India last year. The Committee will be composed of the Adviser to the Governor in charge of the Industries Department, as Chairman, the Director of King Institute, Guindy, a representative of the University of Madras and the Director of Industries and Commerce as Secretary.

The Committee will be an advisory body and will bring to the notice of the Central Board problems of research that might arise or be proposed in this Province, and suggestions for investigation at laboratories. The Committee will examine all schemes which are submitted to it and advise the Central Board thereon. The term of the non-official member will be two years and the Committee will have power to co-opt suitable persons.

VOCATIONAL CLASSES IN SCHOOLS

The introduction of paper-making in seven schools, one in each Taluk, mat-weaving in three schools and metallurgy, village carpentry and agriculture in three schools respectively, was decided on by the Trichy District Board at its meeting held in the middle of November.

ANDHRA SENATE REITERATES DEMAND FOR U. T. C.

At a meeting of the Senate of the Andhra University held on 6th December Mr. K. Sarveswara Sastri moved a resolution that the Government be requested once again in view of the changed circumstances now obtaining consequent upon the war situation, to provide immediately the necessary facilities for forming a

University Training Corps for giving military training to the students of the Andhra University area.

ADULT EDUCATION PROPOSALS

The opening of 23 Adult literacy centres with 43 sections in different parts of the City has been suggested by the Education Committee of the Madras Corporation Council, in approving of the draft scheme of the Commissioner for Adult Education. Out of the sum of Rs. 10,000 provided in the general budget for adult education, the commissioner has proposed an expenditure of Rs. 6,200/- for running adult literacy centres for a period of four months.

The adult education centres will teach adult illiterates to learn the alphabet in a period of about a month or two, to sign their own names, to read short stories, to read letters from relations and friends and write replies, to read interesting newspapers and periodicals and to make themselves useful and enlightened citizens.

BENGAL

WILLIAM ADAM'S REPORTS REPUBLISHED

The University of Calcutta has just issued a new edition of the reports on State Education in Bengal by William Adam, a document of more than ordinary historical interest.

It may be recalled that a controversy between Mahatma Gandhi and Sir Phillip Hartog took place after the Second Round Table Conference on certain statements in Adam's reports regarding the extent of literacy in the early years of British Rule in this country.

Mr. Anathnath Basu of the Teachers' Training Department of the University has edited the Reports with suitable notes and commentaries. The text of the present edition is based on the original editions, which were published in the thirties of the last century and which are not available to the public.

BOMBAY

INSTRUCTIONS TO EDUCATIONAL INSTITUTIONS

The Government of Bombay have directed that the heads of all Government educational institutions including technical or professional

institutions in the Province of Bombay, should, while making admissions to the institutions in their charge, see that, other things being equal or nearly so, preferential treatment is given to the children of those persons belonging to this Province who have performed good military duty during the present war, either themselves or in the persons of their children, provided the children in question possess the other essential qualifications for admission.

UNITED PROVINCES

SILVER JUBILEE OF BENARES UNIVERSITY

The Silver Jubilee of the Benares Hindu University will be celebrated on the 21st of this month. The Jubilee address will be delivered by Mahatma Gandhi, while His Highness the Maharaja of Bikaner, Chancellor of the University, will preside.

Arrangements are in progress for the Jubilee celebrations under the supervision of a strong committee, with Sir S. Radhakrishnan, the Vice-Chancellor, as President.

PUNJAB

TEACHING OF ENGLISH IN UNIVER- SITIES

At the second session of the All-India English Teachers' Conference held recently at the University Hall, Lahore, Prof. N. K. Sidhanta, M. A., (Cantab), Head of the Department of English, Lucknow University, presided.

The following were discussed at the general sessions of the Conference: the problems of teaching English language and literature in the Intermediate and the Degree classes; translation as a means of teaching English; and the problem of having standard dictionaries in English and the different modern languages of India.

The conference was divided into four sections: One for the Matriculation Examination, another for the Intermediate Examination, a third for the B. A. examination, and the fourth for the Honours and the M. A. Examination. At all these sections the problems of the improvement of the teaching of English at the various stages was discussed.

HYDERABAD

RURAL BROADCASTING IN THE STATE

Inaugurated experimentally in April last year, simultaneously with the opening of the Aurangabad Broadcasting Station, rural broadcasting in Hyderabad is making much headway. Originally it was stipulated that each village within a radius of 25 miles from the Aurangabad Station with a population of 1,000 or more will have a radio set, which is so adjusted as to receive Aurangabad only.

There are two programmes daily—two hours' Marathi programme and two hours' Urdu programme—and reports show that the people are much interested in them.

MYSORE

DEGREE COURSE IN SOCIAL SERVICE

At a special meeting of the Senate held at the Central College, Bangalore, under the Presidentship of Mr. N. S. Subba Rao, Vice-Chancellor, it was resolved that a degree and diploma course be instituted for the study of Civics and Social Service.

Mr. Puttiah, the mover, observed that the Mysore University had already shown a tendency to develop into a people's university, identifying itself with the cultural needs and social aspirations of the people. It would not, therefore, be difficult for the University to start a college or school for social studies and grant diplomas and degrees and thus take another step forward towards rendering useful service to the people.

BARODA

DONATION TOWARDS GIRLS' HOSTEL

The Government have accepted with thanks a donation of Rs. 1,50,000 by Sheth Mafatlal Ganalbhai towards a building to serve as a hostel for girl students. The hostel will accommodate the girl students reading in the Baroda College, Shree Maharani Girls' High School and Training College for Women with all necessary facilities for study, recreation and sanitation. The annual expenses of running the institution will be borne by the Government. The building

will be known as the "Paransukhlal Building" in memory of the donor's son.

COCHIN

EDUCATION OF THE DEPRESSED CLASSES

A review of the activities of the Department of the Depressed Classes just released to the Press, shows that the efforts as usual were continued during the year under report (1116 M.E) towards the educational advancement of the community as also the improvement of their social and economic conditions. The total number of depressed class pupils receiving education during the year was 18,353 including 7,080 girls as against 16,298 pupils in the previous year. The total expenditure of the Department during the year was Rs. 67,926 as against Rs. 65,715 in 1115 M. E.

MUSLIM EDUCATION

Important questions connected with Muslim Education in Cochin were discussed recently at a meeting of the Muslim Advisory Committee held under the presidentship of Mr. V. K. Kutty, M. L. C. The Committee resolved *inter alia* to request the Government to appoint an Arabic Professor in the Maharaja's College, Ernakulam, as also a muslim Inspector to watch the progress of Muslim education in the State or in the alternative to entrust the Arabic Professor with the latter's duties.

A memorandum prepared by the *Ad hoc* Committee suggesting ways and means of promoting Muslim Education was also approved and will be submitted to the Government shortly.

BURMA

UNIVERSITY EDUCATION

Certain lines of reorganisation of university education decided upon at a joint meeting of the Standing Committee of the Senate of the Rangoon University and the Executive Committee of the University Council have been published.

The meeting resolved that the University should hold its own Matriculation examination and that admission to the Matriculation examination should be open to any candidate.

❖ PUBLIC OPINION ❖

SIR SAPRU ON THE ROLE OF UNIVERSITIES IN INDIA

"First and foremost, we should expect our Universities not merely to impart education in modern sciences and different branches of knowledge but to bring about a synthesis of Indian culture...Next I suggest that one great service which our Universities can render to the country, is that they may encourage and foster among those who are committed to their charge, those habits of thought and conduct which alone can be the true foundation of a true democracy" observed the Rt. Hon'ble Sir Tej Bahadur Sapru, in the course of his Address at the Convocation of the Benares Hindu University held on the 30th of December, dealing with the question as to what part Universities are to play in the development of the national life of the country.

Proceeding, Sir Tej Bahadur quoted an American writer who had, speaking of the Universities of the West in the early part of the nineteenth century, said that, by fostering national sentiments those Universities played a significant role in the political evolution of the various countries and observed: "I have often wondered whether our Universities are discharging this function in the manner in which they should. There is a cultural and an intellectual side to our national movement in the development and guidance of which the Universities can play a great, honourable and enduring part. To be absolutely frank with you, I do not look upon it as a contribution to the clearing and development of political ideas or the strengthening of the national movement that we should hear so much of strikes in our Universities and Colleges or that the generous sentiments and the unbounded energy of our youth—the future workers and leaders—should be dissipated in the repetition of party slogans or the performance of peripatetic exercises necessarily involved in processions of protest...Speaking for myself I have no hesitation in saying that I should expect our Universities to become the emporiums or clearing-houses of our political ideas. I can fairly say that I have kept in touch with the output of our Universities, but if I may speak with absolute candour

I think that excepting in very rare instances, I have not seen much evidence of any effort to approach the problems that are awaiting solution in a dispassionate spirit."

MR. AUSTIN ON THE EDUCATIONAL POLICY OF THE MADRAS GOVT.

Inaugurating the Health, Education and Baby Week Celebrations at Erode, Mr. T. Austin, I. C. S., Adviser to H. E. the Governor of Madras, reviewed the educational policy of the Madras Government and said that the Madras Government was spending on education "a very much larger amount than any other Province."

After stressing the main points of Government's educational policy, namely, education of the masses, that is, elementary education, education of backward communities which included the production of a larger number of graduates of both sexes from amongst backward communities, education of girls and the improvement in the pay and conditions of service of all grades of teachers under all managements, Mr. Austin said that in July 1940 a communique was issued containing proposals for the re-organisation of secondary education. It was Government's intention to go forward immediately with those proposals and in spite of some criticism, he felt that the scheme had found general acceptance. The Government, he continued, were anxious to help the backward communities and they had recently restored certain educational concessions which had been withdrawn from some backward communities and from girls reading in certain forms. Over 13 lakhs had been allotted for additional grant-in-aid to elementary schools in the year's budget to ensure the payment of the full assessed grants to all aided schools.

Continuing, Mr. Austin said that much had been done to improve the condition of service of aided elementary school teachers and there was under consideration a proposal to fix minimum scale of salaries for teachers in aided secondary schools and to improve their conditions of service as recommended by a number of teachers' associations. A big step forward was being taken by the Government in insisting in

all Districts that the pay of District Board teachers be regularly paid; that there be no cuts in salaries and that their increments be given.

DR. C. R. REDDI'S PLEA FOR THE REORGANISATION OF MEDICAL EDUCATION

"Whatever may be the special problems with respect to medical education in Calcutta and other places where private colleges have already been organised or are likely to be organised, in most other places the problem is emphatically one of Government reorganising the medical colleges on University principles. If the two functions of the Surgeon-General, viz., educational direction and departmental administration, are kept distinct by a composite designation such as Surgeon-General with the Government and Director of Medical Education, and the medical colleges and collegiate hospitals are staffed by a special cadre taken out of the Department, while being retained under the administrative control of the Surgeon-General and reorganised properly, we shall have secured all the academic reforms that have become urgent without at the same time making too many changes in the system and dislocating financial support", observed Dr. C. R. Reddi, Vice-Chancellor of the Andhra University, in his inaugural address at the Silver Jubilee celebrations of the Carmichael Medical College, Calcutta, on December 15.

Pointing out the defects in the present system of medical education in India he suggested some principles of reorganisation and he said: "Appointments to the colleges and their hospitals should be made on different principles from those adopted for departmental services. Nor should departmental seniority be the ground for promotion to professorships. There seems to be no necessary connection between seniority and originality. Individual grants should be given to the professors who should be required to submit their plans for research. Without individual research grants it would be difficult to achieve adequate results.

Selection Committees have proved very useful in securing proper staff. The Selection Committee should be on an All-India basis with at least two ex-ante of international standing as members for each main branch of the curricula of studies, and with Vice-Chancellor, Surgeon-General and Director of Medical Education, the Director of Public Instruction and the Principal as ex-officio members. Recruitment for the

colleges and collegiate hospitals should be separated from departmental recruitment. In large towns like Calcutta and Bombay, there is scope for Honorary Professors and Honorary Surgeons and Physicians. While I want the colleges to be taken out of the Department and organised on the lines suggested I would not want the administration of the Government medical colleges and collegiate hospitals to be transferred out of the hands of the Surgeon-General."

MR. THOMPSON ON THE VALUE OF RESEARCH

"Progress in education, as in any other form of human activity, is impossible without experiment and inquiry, so that, in a sense research forms part of the normal work of teachers" observed Mr. M. S. H. Thompson, Inspector of Schools, Bangalore, presiding over the Mysore State Education and Elementary Education League Conference held at Hassan on the 6th December.

Continuing he said that the teacher needed protective armour of some sort to withstand the darts of criticism levelled against him. There was perhaps no more effective armour than that which they forged for themselves out of a sense of the dignity of their profession. With regard to imparting of education, unless the light of educational theory played around the facts of experience, individual discoveries became so many gadgets, unrelated to one another instead of what they really were, namely, milestones on the road to progress. If research in education took on a less formidable aspect than it usually did—with its graphs and mathematical formulae—more work of a constructive nature would be forthcoming.

Dealing with the problem of universal literacy, Mr. Thompson said that the first anomaly that met them there was that it did not seem to have been realised by persons, not belonging to their profession, that the problem was one for the school-master to solve by experiment in his laboratory (class-room) and not the market-place or platform. The second anomaly was that the super-educationalist had taken to descending upon the scene and making promises, but achieving nugatory results. The third was that it was often sought to import into the teaching of the reading of the mother-tongue methods appropriate to the teaching of English-reading.

Letters to the Editor

Co-operation between Teachers and Parents

SIR,

Nobody knows the duration of the present war. Everybody knows the serious economic depression hanging over. Everybody feels the pulse of it. Every day we hear the cry for the "dearness allowance." This agitation is being responded to here and there in the Presidency.

What are the teachers doing at this critical period? Are they co-operating with the parents? Have they relieved the burden of the poor parent atleast during this war period?

In your previous issue Mr. K. N. Pasupati of Kurnool has given the correct answer for these questions:— Reduction of pupils' note books. He has expressed the view in the proper time. I suggest some more points. I leave it to the readers and the persons concerned to analyse all the aspects of the suggestion and come out with their inferences through the pages of this magazine. The chief aim being the economic aspect.

Notes of lessons:— Are these notes necessary? Are these necessary for teachers of more than 20 years experience? More so, for a mathematics or a History teacher? Is it not a waste of time, energy and newsprint? On the average there are 25 teachers in a high school. Each teacher is generally supplied with a neat note book for these notes. The number of such note books comes to nearly $25 \times 400 = 10,000$ books in the Presidency. Taking the average price of each book as $\frac{1}{2}$ rupee the total amount spent for these notes come to Rs. 5000. This is not a negligible amount. My point is not concerned with the particular person or management that pays the amount. It touches the parents' pocket either directly or indirectly.

Further, these note books are not fully and properly used, nor the same notes useful year after year. These books find a solitary grave after a year. In some cases they are destroyed. Even the written notes are helpful neither to the teacher nor to the taught. In many cases it is to satisfy the inspecting officers. In some

schools these notes are scarcely written after the inspection is over.

My suggestion is that these 'Notes of Lessons' also may safely be abandoned during the war period as an economic measure and thus help the poor parent.

No. of Examinations: In many schools there are three examinations, the Dasara or Mid-term; the Christmas or Half-yearly and the Annual, besides a number of slip tests. The first examination usually held in the latter part of September may be given up, though not permanently, atleast during the war-time.

The teacher is the pivot of the whole educational system and so he has a right to express the desired change. If the above changes are given effect to, we will be doing a great service to the nation by earning the gratitude of many parents since their sons are our students. The practical application of these and similar other items will certainly help the parents economically.

The mere talk of co-operation between the parents and teachers is of no use without helping the parent. Of course pedagogical aspect is different from economical aspect. So a drastic curtailment may be made in pupils' note books, teachers' notes of lessons, and papers for examinations.

TADPATRI.

—T. Chidambarayya.

A GOOD IDEA!

THE entire staff of a large London commercial firm—from Managing Director to office boy—went down to the shelter during a day-light air-raid. Before fifteen minutes had passed somebody missed the Managing Director. A search was made, but he could not be found. After a little while the lift door opened and the missing director appeared, grinning all over his face and pushing a tea trolley loaded with cups and teapots. He had made tea for the whole office!

—From *Tea News and Views*, No. 3.

PERIODICALS

EDUCATION FOR SOCIAL WORK

"Social work has now come to be a profession and skilled knowledge is as much required in it as in any other profession. Commonsense alone will not solve problems demanding special knowledge..... Till recently it was thought that the proper method of training in social work was to be an apprentice in a social service agency, but now with the growing complexities of problems, it is being admitted everywhere that the problems require scientific tackling, and for scientific tackling a proper training is essential" writes Mr. J. P. Gupta of the Sir Dorabji Tata Graduate School of Social work, Bombay, in an interesting article contributed to the *Modern Review*.

After dwelling at length on the three aspects of training in social work—viz., Academic curriculum, Clinical social work or field work, and Social research, Mr. Gupta suggests several chances of employment of trained social workers in several lines.

"Finally one word should be said" he concluded, "about the opportunity of the university to provide the men and women who wish to serve their kind, not as social workers, but as members of other professional or business groups, with a competent understanding of the social service field. The public servants of the future—the members of future legislative assemblies, country boards, and city councils, are passing through our university halls today. It is important that they should learn while they are here that the failure in the past to apply scientific leadership to the needs of the poor has wasted the tax-payers' money and left behind a trail of good intentions and futile efforts. In social welfare work the university represents not only the scientific interests of the community but it also represents disinterested and non-political motives of humanity and generosity and university will not grudge her services nor the service of her sons and daughters in assisting the average citizen of the modern state who wishes to offer the most constructive kind of help to the destitute widows and her dependent children, the feeble-minded girl, the delinquent

boy, the neglected child of an immoral mother or a degraded father, the vagrant, the criminal, and finally the unemployed. I admit that social service is of course nothing new for our universities. We have something of it in every university in such subjects as philosophy, history, economics, psychology, law, etc. But in its modern conception the study of such subjects is not to remain only theoretical as in the past but should be linked up with practical and concrete propositions so that one may use the knowledge for the good of his needy neighbours."

THE RESPONSIBILITIES OF THE PARENT

"It is an appalling thought that, despite the teacher and the parent, the Indian child gets very meagre food for his growth," observes Mr. M. G. Singh, Vice-Principal, Central Training College, Lahore, in the course of an article in the current number of *Teaching*. Continuing he writes:

"The teacher gives him a little intellectual food, badly cooked, indifferently served, quite often rammed down his throat when his soul is sick and without appetite. The physical food that the home provides is no less thoughtlessly provided. It is the food that the grown-up and perverted palate of the parent craves for, not the simple, wholesome fare that the child's growing body needs. For the rest, the child goes about feeding indiscriminately, both in mind and body, on the fly-blown viands so generously displayed by the hawkers of life. It is from them that he gets his choicest bits, that child of yours whose occasional sickness of mind and body leaves you so puzzled, and asking—Where could he have got it from? If school and home do not provide all that his nature craves in the form of work and play, he must go forth and get it where he can and as he can."

Proceeding he said:

"It is easy to be a father, a little more painful to be a mother, but it is a most responsible thing to be a parent. The New Education exacts this responsibility to the full. It implies the fullest recognition by the parent of the undivided responsibility to educate himself or herself before he or she undertakes the grave and vital duty of educating the child. There is no real substitute for parental responsibility.

But the modern parent, for ever evasive of his own obligations, has discovered one in the nation. Today the nation values its citizens more than the parent values his children. The very existence of the nation depends on citizens, but the happiness and well-being of the parent can hardly be said to be contingent on children, for both the parents and the child are growing self-centred and detached from each other.

"In our country the nation has yet to take charge of its children, to visualize ideals for them, and to devise ways and means for their realization. For the present every parent has to be entrusted with the task of fashioning the lives of his children. It is a serious task, but—when you make up your mind to do it—not a difficult one. You must find a little time every day for your children, observe them and their little ways with sympathy and understanding, and utilize to the best advantage this newly-gained knowledge. Within a few days, you will be surprised how little you knew about your children, how much you can know, how fascinating can be this whole business of educating yourselves to educate your children."

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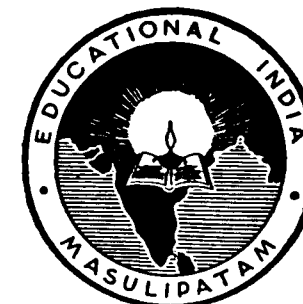
Vol. VIII: No 8

February, 1942

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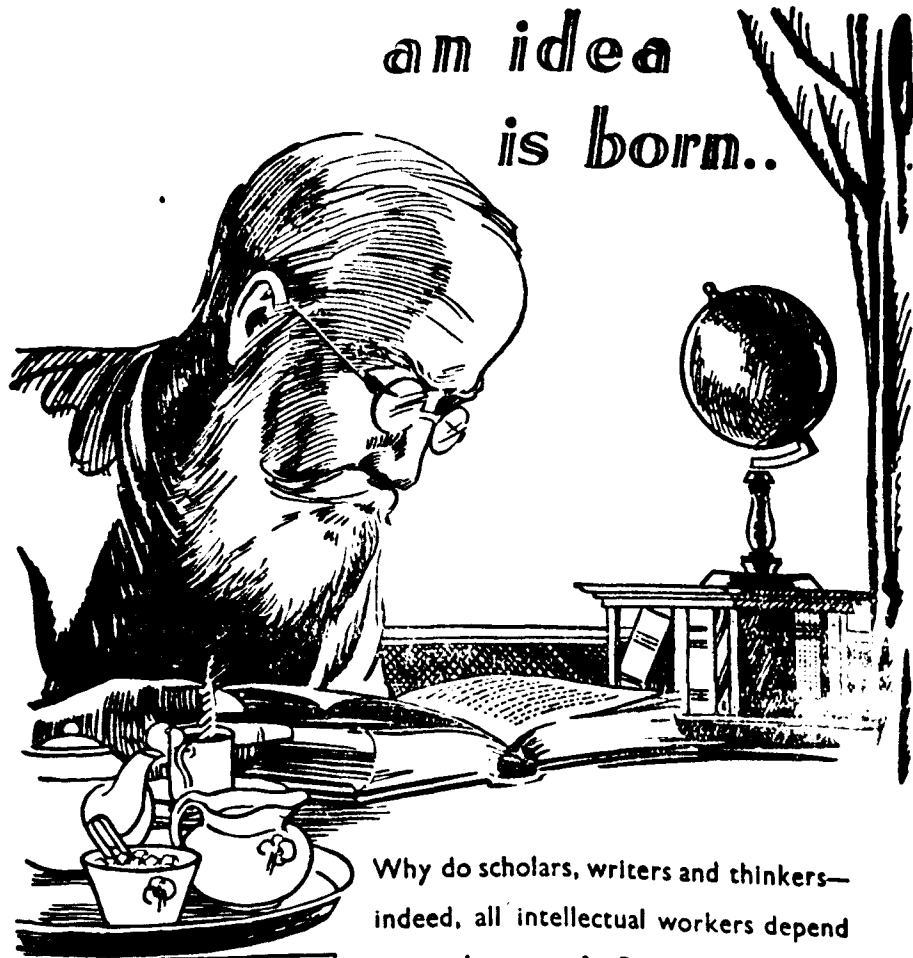
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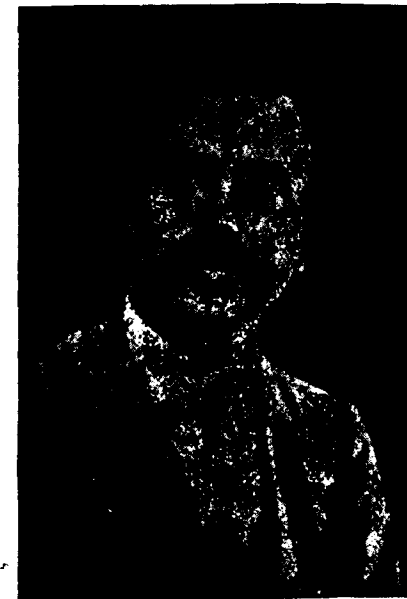
By Mr. K. G. WARTY, M.A., B.T.,

Member, Bombay Provincial Board of Education.

WHENEVER we talk of education and the different stages therein, as elementary, secondary or university, or even as vocational or professional, it is of absolute importance that the fundamental idea of education as a whole should be first recognised and the aim of education should be considered as a unity. It should also be recognised that education is only a means to an end. The Committee for Reorganisation of Educational System of Bombay, or what is known popularly as the Joshi Committee, has laid down as the first principle in education, namely, "educating children through purposeful creative activities leading on to productive work" and this principle has been accepted as sound by the Provincial Board of Primary Education of Bombay. There has been some controversy on the soundness of this principle, particularly, on the words "leading on to productive work" which is interpreted to mean "work which would bring in a part of the expenses incurred on education". This interpretation has been now abandoned fortunately even by the author himself and therefore we may interpret the phrase to suit our own convenience. The Board, while accepting the principle as sound, conveys perhaps the idea of preparation for life. One may not take objection to this statement in that case. We may rather, re-state the principle in different words: that of educating the children through purposeful activities leading on to

preparation for life. This may include the theoretical as well as utilitarian view point of education.

THE INITIAL STAGE



Three questions crop up to begin with. What should be the duration of the whole course of education? What subjects should the children be taught and how? And lastly when should we begin educating? These questions have been fully dealt with so far as elementary education is concerned by the Primary Board in their report on Joshi Committee's recommendations. The process of education has to be divided into stages, which by common consent are recognised as three. The first

is initiation or the first acquaintance of the means of acquisition of knowledge. If this is taken as the aim of the first stage in the process, one does not, then, hesitate to accept the recommendation of the Board when they say that the duration of the elementary stage should be of four years. It is unfortunate that education in India has no definite objective before it. The history of the educational system shows that we are simply drifting; the development of methods in education shows that we simply imitate some others; the content of education shows equally that we are trying to show to the world outside that we have efficient educational institutions in the country. Are we achieving any result of real value? A pupil securing 30%

of the knowledge prescribed for a stage is considered to have passed that stage. To be true to ourselves, we should prescribe only as much as is required for a pass and see that every pupil who passes that stage knows the subject matter fairly well, if not fully well. The Primary Education Board tends towards this ideal in simplifying the course of studies and doing away with the farce of examinations. One of the recommendations of the Board in their report on *Wastage and Stagnation* is that if a child is detained the child should be taken as having failed and the teacher called upon to explain the failure, which should be attributed to the teacher's unsatisfactory work. With four years as the duration of the course and with simplification of the course itself with a view to make the pupil learn well, whatever little that is to be taught, we may be able to make substantial progress in our objective of literacy.

AGE OF ADMISSION

One important question that deserved the careful consideration of the Board was the age of admission to an elementary school. Pupils are at present admitted at the age of five as a rule. The Joshi Committee has recommended that this should be raised to six. There are countries where this age is eight. But in view of the special drawbacks found in India, such as poverty of the people, uneducated parents with a sort of apathy towards education of their children, and want of nursery or kindergarten schools, it is difficult to say which age would be most suitable. Many parents are prepared to send their children to school at an early age of 5 because mothers want to save themselves the trouble of watching them at home. But 6 plus may be for the present fixed as the minimum age for admission to schools. Though the Board would like to fix it at seven plus, which view seems to have been based on sound principles of understandability of the children, they agree to have six plus two begin with be-

cause of the special circumstances. But they hold that the age for compulsion should not be less than seven. I personally believe that the age of admission to an elementary school should be 7 plus with a whole school course of ten years upto the end of secondary stage. But unfortunately public opinion in favour of ten years duration of school course is yet to be formed. The joint meeting of the Primary and Secondary Education Boards also decided in favour of an eleven-year course; and therefore instead of wasting one year more at the end we may support the admission age to be lowered to six plus.

THE SYLLABUS

This leads us to the syllabus proposed by the Board for the first four standards. The Board deserves to be thanked for proposing a simple syllabus. It is definitely more simplified than the one in vogue. It has been admitted by educationists that the process of education should be from play to work. Actual work is the ultimate stage of life. But there are three stages through which the process should pass before it reaches the last one which enables a man to enjoy the fruits of labour. Play or general exercise of powers, which is usually pleasurable should be the first stage. Developmental results, or Power to think, feel and act is the second and the third would be putting one's powers to work-activities with a view to train himself for life-actualities. The elementary stage, which aims at the creation of love for knowledge through literacy is mostly concerned with the first part of the process, namely, play-way with a view to the exercise of powers in general. The syllabus, therefore, should be so framed as to include only such subject matter as would be taught through play. Incidentally, it should develop powers of gaining knowledge. The subject to be included in the syllabus should, therefore, be confined to Language, Arithmetic, Handwork or Drawing and Physical Training. The Board proposes one more subject of General

Knowledge. One need not be against giving general knowledge as such. But it should be given through reading lessons included in the readers prescribed for language acquisition. Text books in languages should be so prepared as to include information on History, Geography and Science to the extent of the understanding ability of the tender children. To put General Knowledge as one additional subject will definitely work as a burden on the brains of little ones. A few lessons in language books based on the essential knowledge of the world outside should serve our purpose well. I, therefore, suggest that only four subjects, namely Language (which may include lessons on History, Geography and Science), Arithmetic, Handwork or Drawing and Physical Training only should be included in the syllabus for the first four standards of an elementary school.

INTRODUCTION OF COMPULSION

The introduction of democratic institutions in India has necessitated the attainment of educational qualifications of voters. A high standard of such qualification cannot, however, be thought of in view of the teeming millions of illiterates. An attempt has, therefore, to be made to see that every person gets some minimum instruction at this stage. The first step is to provide for the initial-stage instruction for all. Compulsory primary education for the first four years has been proposed by the Board. They have, in the first place, simplified the course; secondly they have suggested short school hours; and thirdly they favour the shift system. The financial relations and implications of the whole scheme of compulsion throughout the province, excluding the city of Bombay, have also been fully dealt with by the Board in a separate report on the *financial relation between the Government and local authorities*. The history of all free nations tells us that introduction of democratic principles in the Government of the country has always been followed

by rapid expansion of literacy among the people. India has not been fortunate in that respect so far, because the first ministers in charge of education were more or less busy in distributing the spoils of the new power obtained by them and whatever little they tried to do had a great set back owing to the everlasting arguments based on financial stringency. No progress has, therefore, been made in the direction of expansion of literacy. The situation is now rapidly changing with more popular ministries and we have some hopes that with popular support and an Indian D. P. I. who understands the needs of his people, compulsory elementary education will be an accomplished fact in Bombay in the near future. The report of the Board conclusively proves that with certain economies and an additional expenditure of 90 lakhs it is possible to introduce compulsion in the province.

There is one more point which has been touched by the Board. As it stands today the number of pupils per teacher is fixed at 40. The Board has strongly recommended to raise it to 50 per teacher. This is a halting recommendation. One does not know why it should not be more than 60. The Board rightly feels that a poor country like ours should allow a larger number of pupils per teacher and accelerate the spread of mass literacy. They cite the instances of other progressive nations in support of their statement. "That this proposal of raising the number of pupils per teacher is not an innovation without precedents can be seen from the history of nations which have tried to spread mass education as quickly as possible. (Vide Chapter XIII of *Literacy in India* by Mr. R. V. Parulekar.) In England, for example, a definite rule regarding the maximum number of pupils per teacher was made for the first time in 1894 when it was fixed at 60. Prior to that date, there is reason to believe that the maximum of pupils allowed must have been even higher, because the average number of pupils per teacher varied from

62 to 46. Similarly, Czechoslovakia fixed the number of pupils at 80 per teacher when it began the reorganisation of its educational system in 1920. In the same way Poland began its reorganisation after the Great War by allowing 50 pupils per teacher. In the Philipines a beginning of reorganisation was made with 80 pupils per teacher and the number stood at 45 in 1934. In the Dutch East Indies a teacher was given 50 pupils in 1935. It will, therefore, be seen that it is a fairly common practice to accelerate expansion by allowing more pupils per teacher in the initial stage and then to reduce the number as funds and circumstances permit."

By raising the number of pupils per teacher to 60 or more and by introducing shift system, not only for the first two standards as the Board suggests but to all the four standards, we shall be rapidly achieving the purpose of expansion. If we err on this score we shall be doing so in good company.

WASTAGE AND STAGNATION

Just as the report on financial relations deserves a careful study, the report on Stagnation and Wastage in Primary Education is a study by itself. The Board has shown the faultiness of the methods employed by the department in the evaluation of wastage and also stagnation in primary schools. "We find," says the report, "that stagnation is often confused with wastage and discussion is carried on as if both were one and the same. Stagnation means retention of a pupil in the same class for the period of more than a year. This naturally involves a waste of a precious part of the pupil's life, the energy of the teacher and the money of the State. But this waste of time, energy and money is not to be confused with the technical term 'Wastage' which has been defined by the Hortog Committee as 'the premature withdrawal of children before the completion of the primary course' (as required for the attainment of literacy). Stagnation is not wastage but a *cause* of

wastage." The Board has discussed the present methods of measuring wastage and suggested new ones which seem to be more accurate than the old ones. I hope this report will serve its purpose if it is studied by every educational officer and educationist.

Among the causes of stagnation have been stated mainly: (1) irregular attendance, (2) inefficient teaching, (3) Faulty method of Examination, and (4) Faulty nature of Syllabus. The most important cause of irregular attendance is the low age of pupils admitted to school. Equally important is the unattractive appearance of the schools. The majority of primary schools are located in old dilapidated dingy houses. This state deserves to be looked into by the department first. Inefficient teaching is undoubtedly due to poor general education of our primary teachers. I hold that the minimum qualification of a teacher should be a pass at the Matriculation. I am very much surprised to find that when matriculates are available and on the same salary, appointments are not made out of the matriculated candidates. I strongly believe that matriculates will be able to change the whole atmosphere of a primary school. I may even suggest that a graduate B. T. should be placed in charge of a full grade primary school, teaching all the seven standards. The additional expenditure on such reforms will repay better than that on inspection will do.

In a primary school there should be no examination for the first three standards. Regular attendance at school and regular work done in the school by the pupil should entitle the pupil to have promotion to a higher standard. And if a pupil is detained, he should be considered as a failure, as the Board opines, and the teacher should be asked to give an explanation for the failure. It has been my experience that whenever a query is made as to why a pupil failed and was detained in a lower class, the invariable reply has

been that the pupil did not study. I have not been able to understand this reply. How can we expect a pupil of six, seven or ten to study at home? Whatever is to be taught should be taught in the school itself and whatever is to be done should be got done in the school itself. The defect lies in the method of teaching and the poor qualifications of the teacher himself. A pupil who puts in regular attendance should be promoted to higher classes till he reaches standard four. A sort of examination may be held at the end of fourth year to satisfy ourselves that the pupil has attained sufficient literacy.

We are glad that the Board has suggested a simplified syllabus for the first four classes. "We must specially draw attention to two points regarding the attached syllabus. The usual practice is to crowd the syllabus so that it generally represents the *maximum* that we expect from the schools. In practice, the teachers are never able to complete it to the letter, because of sheer inadequacy of time and materials at their disposal. But we are prepared to connive at this deficiency rather than make our syllabus look 'small'. The syllabus that we have now drawn up reverses this process. It lays down the *minimum* standard and every item of it can and ought to be completed by a teacher under ordinary circumstances. Enthusiastic teachers and

teachers in charge of single classes will be able to do a good deal more than what we have set down here. We should certainly welcome all such attempts to go beyond the syllabus and to introduce extra-curricular activities." I entirely agree with this opinion of the Board. Simplified as it is, the syllabus can still be made simpler so that the teacher is able to adopt the play-way and go at a slower speed but consolidating every step he takes in his instruction. I look upon this lower primary stage as the initial stage which initiates the child to the acquisition of knowledge and general exercise of his natural powers with the definite aim of ensuring literacy of a type such as the child will not easily lapse into illiteracy. I shall be satisfied if the child develops in him the habit of reading for pleasure. Then again I have suggested above that Drawing should be introduced in the early stages as an alternative subject to hand-work, if not as a separate subject. The object of Handwork is to satisfy the creative urge and develop the finer muscles of the hand and the eye, and Drawing can help to achieve this objective. I would also suggest that excursions and visits to post office, courts and *Kacheris*, workshops of potters, blacksmiths etc., weekly bazars and market places, and beauty spots nearby should form a regular feature of every school whether situated in a village or a town.

EDUCATION AND CULTURE

"Culture in youth consists in the unconscious development and refinement of passions into emotions amid beautiful surroundings, for the contact with beautiful objects and the evoking and the control of the emotions in response to them, and the moulding of these by Literature and the Arts, develop the discriminative which is an element in self-culture, the critical faculty which manifests as a balanced judgment, not as mere fault-finding, and lends poise, dignity and gentleness to the attitude towards life. Beauty was an essential feature of the Indian Ideal of Education and Culture, and the necessity [has arisen] for the revival of this ideal in modern life." —ANNIE BESANT.

THE SCHOOL AND SOCIAL CHANGE

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

MANY educators are of the opinion that the school is a potential factor in social planning. The school is a social institution and as such is responsible, directly or indirectly, to the society that supports it. The schools should concern themselves with character-education, good citizenship training and other social problems. Prof. Alfred Adler says: "The ideal school should serve as a mediator between the home and wide world of reality and should be not merely a place for book-knowledge but a place in which the knowledge and art of living should be taught."* The same view is put forth by Prof. John Dewey in his book 'Democracy and Education'. He states: "A democracy must have a type of education which gives individuals a personal interest in social relationships and control, and the habits of mind which secure social changes without introducing disorder."

As opposed to this there are others who regard that the school has not anything to do towards social planning. Prof. Jesse Feiring Williams, of the Teachers' College, Columbia University, in an article 'Reflections on my Educational Philosophy' (Teachers' College Record, March 1935; pp. 454-455) writes: "As educators, however, we have no major responsibility for changing an order that exists, for the very simple reason that as educators we can do nothing about it without neglecting seriously the work that we are supposed to do. The function of education with respect to the social order is to avoid the continuance of practices that are known to be superstitions, to eschew the sentimentality that clothes the aspirations of those who never get beyond the needs of particular individuals, and to interpret carefully and scientifically

changes in community ideology. In this way education may reflect the advances made in social policy by social action... A social order is not made by education and yet the beliefs and convictions of persons are influenced by all that the community teaches. The French Revolution forcibly incorporated Rousseau's ideas of equality into French citizenship and after that was accomplished educational content and method emerged with an aim of creating citizens who would have an equal opportunity. Education did not create Fascism and Fascism remained a blackshirted despotism of force until education created a large number of persons who held the Fascist ideal. The same is true of National Socialism in Germany and Communism in Russia. Thus the social inheritance which has been always the major concern of education may be transmitted without interruption through the established traditions and moves of a people, or by a social cataclysm a new inheritance may be artificially created and a new set of ideas implanted in a new generation. Both biological and social forces play upon human material. Those that are interested in a scientific approach to education will remember that the Ugly Duckling became a beautiful swan by waiting. Education had nothing to do with the metamorphosis (in the state of people): it was a matter of general inheritance and not social policy. I do not ask, for it is not necessary, whether or not we should be interested in a 'better world' to live in. But I do ask what is our part in this better world? Is it our business to reconstruct society?"

The arguments quoted above are good in their own way. They do not give any scope for endeavour and experimentation. Schools have to wallow in the monotonous traditional way till a social order begins

to develop of its own accord and then try to transmit the resultant ideals to the young. This is an extremely pathological state which requires complete reorientation.

We believe that it is possible 'to develop the requisite social understanding and intelligence under democratic control.' In the United States and other Western democracies schools and other educational agencies made the people educated in the fields of health and sanitation. There were times even there when sanitary and health regulations were considered as encroachments on individual rights. The metamorphosis was only brought about by education. In India there are areas where health regulation can be enforced only at the point of the bayonet. To bring about the welcome change needed, schools should move in the affair.

There are two agencies, of course, in bringing about this change in the nature of society. They are the dictator or the educator. We shall have recourse to the former only when we feel ourselves incompetent to develop and to observe requisite mechanisms and controls to make the people intelligent. This is the route followed by Russia, Italy and Germany. It is not necessary for us to turn over the job of social planning to the 'man on horse-back'. Education can create a condition in which there is no necessity for this substitute. It can develop a population sufficiently intelligent to appreciate the several sensible regulations to be enforced in the interest of general economic, political and social security. Education can do these things but it has not yet done so due to several obstacles in the way.

The foremost difficulty is in regard to curriculum adjustment. Several factors come into play here. The State is one such factor. The second one is the natural difficulty in keeping the curriculum in consonance with changing times and with new knowledge. But this must be faced

for otherwise 'the attitudes and dispositions will be largely influenced by the very out-of-school agencies in which there is confusion of values. Schools that do not take notice of this fact are based on a state conception of society. But society is dynamic, always in the process of evolution. Education should first concern itself with the task of "creating an intelligently experimental attitude on the part of a substantial portion of our citizenry," so that adjustment becomes possible with the dynamic society.

Therefore the development of a curriculum 'which has a meaningful relation to the present day issues of an industrial socio-economic order, which can be adopted to the capacities and needs of a widely differentiated group of pupils and which is effective in developing attitudes, appreciations, and ideals, as well as intellectual efficiency' is the imperative problem. The present curriculum in schools is continually dominated by traditional courses with major emphasis on preparation to college. It is characterised by general failure to relate the work of various fields of study to problems of contemporary life. "Rigid compartmentalization, general disregard of pupil-interests and pupil-purposes, emphasis placed on knowledge as something unrelated to attitudes and interests the influence of text-books, the continued use of traditional methods in teaching, the limited use of the library and other instructional aids such as the motion picture and the radio"—these are some highly objectionable and questionable aspects of the present curriculum.

The second major problem that is to be tackled if schools are to become potential factors in social planning is the preparation of teachers properly equipped to carry out such an ideal program of education. At present teachers are usually college graduates—whose education includes a course in pedagogy—but who had become high school teachers with no adequate professional training. These

* Alfred Adler: 'The Education of Children' pp. 7-8.

young graduates seldom learn to teach until they spoil several classes in the process of acquiring experience with, and some knowledge of, adolescent interests. They are almost always bunglers at first, not necessarily because of any marked deficiency in knowledge of the 'subjects' they teach but conspicuously because of lack of knowledge of the 'objects' of such teaching—including not only the pupils to be taught but also the powers and qualities expected to be produced in them through such teaching. We have to alter this state of affairs.

In any attempt to educate for social change therefore the problem of adequate "pre-service and in-service training" of teachers should receive the greatest attention. The tendency to train subject-matter specialists through narrow intensive study should be avoided. We must have teachers filled with the enthusiasm which the subject engenders and with broad knowledge of those things which concern the finer instincts of mankind. Prof. David Eugene Smith of the Teachers' College, Columbia University (in the first of the two lectures in the Julius and Rosa Sachs

foundation Lectures for 1934-35 appearing in the Teachers' College Record, Columbia University, March 1935. Pp. 468-69) gives us the 'marks of a great teacher' as laid down by President Glenn Frank of the University of Wisconsin. "Doctor Frank takes as his first 'mark': The great teacher never stops studying his subject. The second 'mark' suggested is this: 'The great teacher establishes a personal as well as professional relation with his students.' Lastly, the third mark: 'The great teacher will be an inspiration without sacrificing a rigid realism of fact and idea.'"

Teachers in schools for social change should possess these marks. At present mass production in the education of teachers in every college of education in our country is in vogue. Classes are too big and work in such classes mean a burdensome reading of mediocre educational notes produced by professors who themselves need a broad training. Till all these changes and provisions are brought about, schools cannot be potential factors in social planning.

EXAMINATIONS

By Mr. CH. L. SASTRI, M.A., B.Ed.

TO think of the present system of education is at once to think of examinations. The question of examinations has been often subjected to severe criticism and it is a pity that some of the educationists even, should favour the familiar but meaningless slogans like "Down with the system of examinations", and "Down with the system of detentions". Such is the time spirit, and it should be fought out. The system of examinations is no doubt imperfect; nevertheless, in the absence of any other better and adequate methods of testing the pupils' standards of attainment, much of the existing criticism and condemn-

ation of examinations seems to be unjust and uncharitable.

Broadly speaking, examinations are conducted for three purposes: for the award of certificates and diplomas, for the award of scholarships and for direct recruitment of candidates into public service. Education is defined in general terms as an attempt on the part of the adult members of the community to shape the development of the coming generation with its own ideals of life. To achieve this, to develop certain skills and abilities, to foster certain

tastes and attitudes, any educational institution imparts certain items of knowledge to its pupils, of course, in a systematically graded way. So, it is absolutely necessary that the pupils should be tested at every stage of study immediately before proceeding to the next one. Again in these days of large classes, examinations seem to be imperative to enable the teachers to give instruction to pupils of nearly the same level in different courses or stages of education. So, examinations are conducted at the end of any definite course and attempts are made to standardise them to maintain uniformity in intellectual level. The successful examinees are awarded certificates or diplomas which speak of the nature and quality of their equipment.

For the award of scholarships also, examinations are absolutely necessary. They are the only available tests to measure human intelligence, but we cannot so accurately measure the intelligence of different persons as we can, the weight of a substance. One's intelligence is revealed in one's action, "action according to the situation on hand with use of what has been learnt before but also with due regard to what is novel in the present situation, and to the whole situation rather than to some striking part of it."* Ballard and Spearman hold that all intelligence is general while Professor Thorndike of America and Professors Brown and Thomson of England view that mental abilities are always specific and that what is tested in the so-called general intelligence tests, is the sum or aggregate of special abilities. Of course, the whole question is in an unsettled condition. Binet, after a series of experiments, came to the conclusion that a series of tests are essential to measure a complex factor like intelligence. So proper care should be taken, whenever intelligent tests are used to try and get at as wide a sampling of the pupils' intelligence as possible. All measurements of intelligence

should take note of all the aspects of intelligence. The measurements will be unreliable unless samples of all the aspects of abstract, social or concrete intelligence, are fairly tested. Binet himself recognised that no single test would be adequate for the purpose of gaining a correct idea of an individual's intelligence. Present day users of Binet's or other tests insist upon a greater variety of them in order that all the aspects of intelligence may properly be adjudged before the award of scholarships.

Again, examinations are conducted for direct recruitment of candidates into Public Services. These were found useful for classifying and for picking up suitable candidates for selections to the various services. They enable the board of examiners to determine the approximate amounts of intelligence of the candidates that present themselves for posts. They also enable the employers to avoid the mistake of choosing wrong men who are either too intelligent or too dull for the posts specified. "If over-intelligent men are taken, they are apt to become dissatisfied and mischievous and at times a source of disturbance to the peaceful working of any organisation. If the latter kind of men, i.e., people who are too dull, are picked up, they become habitual slackers and may drift into anti-social conduct." So, to avoid these mistakes, the system of examinations is invaluable. It must be remembered in this connection that other factors, besides intelligence, are needed for success in life. The fact that Napoleon's I. Q. was only 135, while that of Macaulay or J. S. Mill was over 180, clearly illustrates the importance of other qualities which any of these examinations or intelligent tests cannot measure or even infer. The questions "Do those who secure scholarships or distinctions at the age of 18, maintain their pre-eminence and justify their awards in the final University examinations at 21 or 22, and do those who secure scholarships on entering the University, secure better Degrees or get on better in life than those

* R. S. Woodworth—Psychology—A Study of Mental Life.)

* Britannica Encyclopaedia.

who do not?", creep in. We cannot give any definite answer in favour of examinations in this connection, as in practice we find the results to be otherwise also. And Professor Valentine of the University of Birmingham argued that "any given School Certificate or even Degree Examination is an incomplete means of estimating the success of a pupil at that stage, and therefore an incomplete test of the reliability of Entrance or Scholarship Examination on which the selection is based."

That is to say the system of examinations has its limitations. From a person's ability to do a certain thing we are inferring his ability to do other things apparently different from it. So, our inference is only probable and not certain and our examinations are inefficient. Still their dominance in the educational system, is remarkable! After having said all that can be said in their favour, a careful scrutiny of the reliability of the present system of examinations is of high concern both to the psychologist and the scholar. Professor Valentine in his valuable book reports an extensive enquiry as to the reliability of examinations. In the first place, our examinations are unreliable as many of the examinees have to depend upon what is called "an element of luck" in getting through them. If one is lucky he finds his examination questions quite suitable to him and he gets through the examination easily. If he is not lucky the questions do not suit him; he finds himself at sea and failure is the result. A second cause of the unreliability of examinations, is "the apparently adventitious nature of some decisions as to a pass or fail."* How an examination answer paper, if valued by a different examiner, gives an appreciably different result, may easily be comprehended. Therefore, the above remark needs no illustration.

It is curious to study in this connection, the following observations made by

* Prof. Valentine of the University of Birmingham — (Examinations and their Reliability).

the writer, which go to show that certain examinees of more than average intelligence and more than adequate industry, failed at the recent S. S. L. C. Public Examination, while a few others with less intelligence and with a few months' application, secured their pass. Probably it was due to the fact that the questions suited them well; or call it their luck if you please.

I selected 36 pupils from among the S. S. L. C.-going students of 1940-41 and divided them into three groups of 12 each — the Mathematics Group, the Chemistry Group and the History Group. I noted their order of merit at the Quarterly Examination. In the foregoing table, the last four places in all the three groups indicate failures. Total marks in all subjects for every pupil was taken into consideration in assigning the order of merit. The question—"Do the pupils who do best in the Quarterly Examination, also do best in the Public Examination six months later on, with a comparatively greater portion to study?" puzzled me and the following of my observations have well answered it and spoke well of the unreliability of examinations.

MATHEMATICS GROUP			CHEMISTRY GROUP			HISTORY GROUP		
At the Quarterly.	At the Public.		At the Quarterly.	At the Public.		At the Quarterly.	At the Public.	
Boys	Rank		Boys	Rank		Boys	Rank	
A...	1	6	A...	1	3	A...	1	8
B...	2	5	B...	2	2	B...	2	4
C...	3	11	C...	3	1	C...	3	2
D...	4	4	D...	4	4	D...	4	3
E...	5	3	E...	5	10	E...	5	5
F...	6	12	F...	6	9	F...	6	9
G...	7	10	G...	7	6	G...	7	10
H...	8	7	H...	8	12	H...	8	12
I...	9	9	I...	9	7	I...	9	1
J...	10	1	J...	10	5	J...	10	7
K...	11	8	K...	11	8	K...	11	11
L...	12	2	L...	12	11	L...	12	6

It may be noted that

1. In the Mathematics group the first two boys at the Quarterly Examination go down to 6th and 5th places at the Public Examination, while the boys, K and L, and J at the Quarterly Examination, rise to the 8th, 2nd and 1st places respectively at the Public Examination.

2. In the Chemistry group, the 2nd and the 4th places are kept by the same students at both examinations while E and H at the Quarterly go down to the bottom, i.e., the 10th and 12th places respectively. The 11th boy, K, rises up to the 8th while the 10th, J, soars high even to the 5th place.

3. In the History group, there are several falls — A, F, G and H respectively fall to 8th, 9th, 10th and 12th places at the Public examination while curiously E, and K keep their levels, and the boys, I, J and L soar considerably high.

Thus it can be easily seen that the task of the examiners in evaluating the knowledge and abilities of the pupils is rendered more and more difficult. Notes, summaries and ready-made answers to expected questions available in the market,

are defeating the very purpose of examination. Cramming and other corrupt practices are the concomitant results and the system of examinations is grossly abused.

However, examinations for scholarships at Oxford and Cambridge and the Competitive Examinations for Indian Civil Service and Financial Service, seem to be definitely more reliable than the School and University Examinations. Taking into consideration this superior reliability of awards at Oxford and Cambridge based on the results of Oxford Honours and Cambridge Tripos Examinations, our system of examinations also should be remodelled on those lines and effective reforms incorporated.

Be it may, a Utopian Scheme, but one thing is certain, that it can be worked out successfully with the co-operation of the teachers, parents, managements and the educational authorities. However unreliable a test the examination might be, still there is no difficulty in admitting that it is the most available test. It can be reformed and remodelled on the basis of objective standards in deciding the passes. Crying out for its abolition is meaningless. What is required is their reform.

NEWSPAPER IN EDUCATION

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

THE informative and cultural value of the newspaper cannot be denied in these days of democracy. The microscopic information about war and peace, adversity and prosperity, commerce and culture are compressed in the microscopic print of the newspaper. The current developments in History, Geography, Politics, Economics and Science are conveyed in a nutshell in the newspaper. Thereby the newspaper links the past with the present. It connects the present with the future too. For the germs of the future are sown in the present. In short the

newspaper crams us with the world news, enriching our personality and shapes and moulds the destinies of mankind.

Though the informative value of the newspaper is great, the educative value of the paper is greater. 'There is nothing like the present' has become a proverb. The present is more important than either the past or the future. The present should be our first concern. For we are living in the present. But our pupils in schools study the past only, ignoring the present. They study the past history of India and

England, but neglect the current history of India and England. They read the old poets, leaving the living poets. Consequently they pass their days among the dead, deadening their present career. Their personality is crippled and stunted. There remains a gap in their knowledge. But that gap is filled in by the present knowledge embedded in the newspaper. Hence the educative value of the newspaper.

Secondly the knowledge of our pupils is text-centred. They miserably neglect to acquire the general knowledge of the world which is very essential for the development of their personality in the practical life. They know much about the physical geography of the world but are utterly ignorant of the current political geography. That is why a pupil answers Warsaw is in France and Thailand, in America. Such a defect is remedied by the newspaper. The newspaper complements the textual knowledge with the general present knowledge. It does the spade work and cements the knowledge of the past supplementing it with the knowledge of the present. Thereby the study of the textual and the dead past is rendered lively.

The newspaper is an effective agency to foster among our children the spirit of nationalism and internationalism. The thoughts and ideas of our children are vitiated by communalism. But the best antidote to communalism is nationalism. All rank the same in the eyes of the nation. So the editors of the newspapers should publish the burning topics of national importance, divesting of their communal canker. Love for the motherland should be infused into the hearts of our pupils so that they may become pioneers in the national struggle for freedom. Secondly the newspaper should stress the importance of internationalism so that nationalism may not breed bigotry and narrowmindedness.

Since the newspaper touches the recent developments in History, Geography and other school subjects, it should be

regarded as a central subject in the school curriculum. The World History can be easily taught to the pupils through the newspaper. The present Russo-German War in Europe goads us to study the past history of Russia and Germany. The teacher should trace the present history of Russia and Germany to the past history of those nations, touching the broad details only. Similarly the past history of Japan and China should be studied through the current history of those countries. Secondly the pupils are encouraged to scale and predict the future history of those countries. Therefore the triangular aspects of history—the past, the present and the future—is best taught through the newspaper. Similarly the constitutional history of the warring nations can be studied easily. The study of the past history is rendered more lively and interesting because of the lively interest in the present history. The pupils, of their own accord, take to the study of history.

The human aspect of geography is humanized in the newspaper. The different occupations of the different peoples of the world, their imports and exports, their buying and selling, their bathing and clothing, their living and loving are described daily in the newspaper. The Russo-German War is influenced by a geographical factor. That is, the slow advance of the German army in the battles of Smolensk and Kieve was due to the vast area of the field. The Russian winter is partly responsible for the German retreat in Russia. The Russian guerilla warfare is also accounted for by the vast plain of Russia. That is how the geography of a country influences its history which fact is daily emphasised by the newspaper in connection with the Russo-German War.

Literature too can be correlated to the newspaper. For, short stories, one-act-plays and poems by the contemporary writers are published in the weeklies and monthlies. The teacher should inculcate

among his pupils the habit of reading these daily. For the daily perusal of these, fosters the spirit of the current style and language of the contemporary writers. Consequently the pupils will improve and evolve a style of their own akin to the current style of the contemporaries.

Contemporary developments into field of science can be studied through the weeklies and monthlies. The articles bearing on recent inventions in science can be read and explained by teachers through experiments, if necessary. The talk of striking torpedoes, sinking U-boats, descending parachutes, long-range guns, swimming tanks and the dive bombers—all the paraphernalia of war science—should be tackled scientifically as far as possible. Only the broad general principles underlying those inventions should be touched and explained so that the pupils may realize the importance of science in the practical life. While dealing with these recent developments, the teacher should refer these, off and on, to the past inventions and their principles. The pupils will easily realize that the recent developments are based on the past inventions. Then

alone the study of science is rendered complete.

The upshot of the above plea * is that the newspaper can be regarded as the central subject through which all other school subjects can be easily taught and studied. To express effectively, the newspaper is the sun round whom all the satellites—History, Geography, Literature and Science—revolve. The triangular aspect of History, the human aspect of Geography, the realistic approach of Literature and the practical nature of Science can be best studied through the newspaper. Lastly, since the newspaper describes the living present and invokes interest and enjoyment, it instructs our pupils through the play-way. And if the spirit of the play-way pervades the newspaper, then it is the duty of every educationist to encourage the reading of the newspaper and introduce it in the present educational system, regarding it as the central subject in the school curriculum.

* This method of instruction is prevailing in Germany at present (Refer: "The War in German Schools"—Foreign Currents—'Educational India' Vol. VIII No. 1; July 1941).

A NEW DIMENSION

By MADAME MARIA MONTESSORI

THE CHILD

It is always very difficult for me to set forth my argument, because this argument is not a simple conception like a line, but is immense, if you will, like a desert or an ocean. So it is very difficult for me to know just what I can do in order to give you what I would, for I do not myself know the extent of this greatness. This desert or ocean is not of my mind, my soul, my knowledge, my evolution, but it is Education—not the education that you know but an unknown education that is new, that is efficient, that gives help and a new orientation, a new knowledge, permit me to say a new wisdom to the world.

This education is something that is given to us, not something that we can construct by ourselves. So you will understand that when I speak of something so far from myself I cannot speak with words that have the sound of modesty; nor is what I have to say an exaggeration. I am sorry that I am not capable of giving you the right value of this change that has come about, this new and very real spark. We all have not known that new Master who has given us a new world and who can give a new hope, who can open a new path,

Because you know me sufficiently well, you will understand by this little beginning that I will speak to you about the Child. You understand that humanity cannot be constructed by only a certain half of human life. All the world today is based upon the adult demands, and we have a world that is terrible, that is hard, and which people say is unchangeable. But I ask you if anything is unchangeable.

This other part of humanity can help the first part, particularly if the life is full of interest. It is true that each one of you, and I, who am speaking at this moment, have not always been grown-up people. We have, each of us, been a child. From the child has come our personality, our humanity. In the long history of the child from birth to the adult state, he has had a work to do. The child has been the constructor of everyone of us. Before we became an important adult, a respected person, a person who takes his part in society, we had been another personality, a personality very mysterious, not considered in this world, not respected, a person that has no importance, no choice, but is capable of doing something we cannot do—he is capable of constructing an immense world in a way we cannot imagine doing.

THE TREE WITHIN THE SEED

Our idea about the child is that he is nothing, a little thing, an empty thing, without importance. No empty thing, nothing without importance can be the constructor of a Man. He who can do that is himself something great. Imagine the beginnings of this plant here. It was cultivated from a seed. We do not consider a seed as without importance, but we know that the seed has within it the plant and that, if cultivated, forth from it will come a new plant. But it has not been realized that in every child is the seed that will mature into the adult.

We have the idea that education can help development of the child and that we adult people will give this help. That is

the ordinary idea of education. This idea is not a right one, because it concludes that the adult can help very much with his own wisdom and can take care of this little child. The idea of education is to give the child and young people all the best that we have. Yes, certainly. But we cannot with our efforts create a man. That is the task of the Child himself, and it is the most important side of this whole educational question: what the child himself has of his own power and not what adult man can do for him.

What do you mean by the idea of incarnation? Do you mean a soul that has come into new life? In what way into new life? In a way that is tangible this spiritual being becomes a physical entity with the power inherent within itself to construct itself in a special design of nature in a determined time and to construct every single part of his body. We adults can do nothing about it. Before the man is born, the embryo grows and grows alone and begins to have many many characteristics of humanity. We cannot give these to him. Afterwards it is the same.

This is an immensely important point to emphasize in education. It is impossible to understand how in one little physical body there is the possibility of becoming a man, intelligent, who can speak a language, with the power of movement, who has a will. Nature can give to this new person his Law, but all that is not in our hands. Not that we cannot help, but we have had the idea that we can do every thing to this little child instead of seeing what he can give us.

THE LIGHT-BRINGER

If I have touched on something of these laws that guide the child in his growth, something of this power that is within the child to construct the man, if I make the affirmation that generally this is not understood or considered, it is not because I have a special mind to see these things, but because I have in my life

had a wonderful chance to know some children who have given me their revelation, and then have discovered that these revelations were not special and unique to these particular children but are common to all children. All of this I have observed more and more for forty years, and in my passion to demonstrate these things about the child I have followed the children and they have given me many many answers to my problems. I have seen that children can do much for their communities. In the child is much knowledge, much wisdom. If we do not profit from it, it is only neglect on our part to become humble and to see the wonder of this soul and learn what the child can teach.

It is marvellous to know in what way the child constructs the man, because if we understand this kind of secret we can help the man.

The great problem of preparing man for a new social life can only be done by cultivating the love that is within the child himself, step by step, that is so often stifled.

Would you give knowledge to the

world? Do not wait until the man is fifteen or eighteen years and goes to the University. Give this preparation from the earliest age and with the child it will grow and grow throughout the whole of the life... All can begin in childhood, because the child has the great power of incarnation...

The child will teach you many things you do not know. He will resolve your unsolvable problems practically and simply. Perhaps this new humanity will resolve the great problems of society which are unsolvable for us.... Many of our problems will become resolved by themselves if we can go to a higher plane. Perhaps the service of the child is that he pushes humanity on to this higher plane in which many or all of these unsolved problems can be resolved.

This is the hope we have in this new humanity that will come from a new education, an education that is the collaboration of man and the universe, that is a help for evolution, a help for the incarnation of man.

—From a talk reproduced in 'The Young Citizen'

Urdu as Medium of Instruction

NIZAM GOVERNMENT'S REPLY TO CRITICISMS

IN the course of a Press Note, the Nizam's Government have replied to certain criticisms levelled against the educational system in the Dominions in order to remove possible misunderstandings and check misrepresentations.

Regarding the use of Urdu as the medium of instruction in the secondary stage, the demand being that it should be replaced by the mother-tongue, the Note says that the Government had for their object "the displacement of a foreign language which was creating difficulties for pupils by way of diversion of interest and concentration on the study of the foreign medium itself. Urdu is admittedly the *lingua franca* of India and is the common language understood by the people in the Dominions. Further, if the

use of Urdu is objected to where it happens not to be the mother-tongue, the force of the objection is multiplied tenfold in the case of the use of English. Besides being a widely understood language of India, Urdu has been adopted by some of the leading political bodies in language, differences being largely confined to the question of script. Its other Indian languages, both of the North and the South, and, as is signified by its very origin, it embodies the spirit of Hindu-Muslim unity. The progress has thus been along national lines and the adoption of Urdu as the language of the State makes it both desirable and necessary that those anxious to secure service in the State should be given every opportunity to master it."

Stating that it is not correct to say that Urdu as the medium of instruction in the secondary stage has adversely affected the progress of pupils whose mother-tongue is other than Urdu, the Note adds: "If any feeling exists of any possible inequality of burdens, the proper thing to urge is proficiency in one of the other local languages as a requirement of at least some of the essential branches of service, and in the interests of the Administration itself, the question is now under active consideration of the Government as to what extent and with regard to what Departments proficiency in the local languages should be insisted on for future recruitment."

MEASURE DESIGNS TO SECURE UNIFORMITY

"The main object of the revised scheme of secondary education", the Press Note, proceeding, says, "is to secure, instead of the duality prevailing at present, uniform courses of study and a common examination at the end of the High School stage for all pupils whether they wish to join in the Nizam College or the Osmania University. The process is to be gradual and a period of five years has been fixed for the transition. This is what is meant by the unitary system of education. Reference in the Press Note on the revised scheme to the notification of the Government of Madras was made in order to show that in schools following the English medium the adoption of Urdu instead at the end of the period of transition would not prejudice the admission of the pupils of these schools to the Nizam College, which continues. It is hoped that the clarification thus made will remove an obvious misunderstanding."

Explaining that there is no justification for the complaint that the "standard of instruction in the mother-tongue has been lowered owing to the introduction of two non-mother-tongue languages between the ages 6 and 10" and that "this hardship is confined to non-Urdu mother-tongue pupils," the Note points out that the medium of instruction is Urdu in the primary classes only for those whose mother-tongue is Urdu and for others the language of the locality—Telugu, Marathi or Kanarese, as the case may be. Similarly, students whose mother-tongue is other than Urdu have to take Urdu as an additional language at the age of 8. Urdu readers have been suitably revised and actual experience has shown that pupils who have studied Urdu as a second language in the primary stage are no

longer handicapped to any appreciable degree when they join Class V in a secondary school.

The Press Note goes on to give details of the steps taken by the Educational Department and the University in developing local languages other than Urdu. Waiving of the condition, regarding Urdu as a compulsory second language and making it optional instead in the case of such girls whose mother-tongue is not Urdu and who do not desire to proceed to the Higher Secondary stage, is under consideration.

"Private schools are at liberty", the Note concludes, "to adopt any curriculum so long as they do not include (a) religious instruction of a nature likely to injure the susceptibilities of pupils of other creeds and (b) instruction likely to create feelings of disloyalty to the Ruler or the Government. It is only private schools recognised by Government many of which receive grants-in-aid, which are required to conform to a curriculum laid down by the Education Department and that curriculum is so devised as to suit the needs of pupils of all communities."

An Unconventional Method!

Lord Suffolk who was killed in a bomb explosion in May and has been posthumously awarded the George Cross, was working with a bomb disposal squad at the time of his death. His method of approach to the work, like everything else he did, was unconventional. He would stroll up to the bomb smoking, and hand his cigarette to his secretary at the last moment.

He always carried two revolvers. On one occasion, when on the way with his squad to an unexploded bomb, he remarked to his men: "Would you like a cup of tea?"

"You bet," they jeered, looking round the extremely tea-less countryside. Lord Suffolk's answer was to fire both his revolvers into the air, and five minutes later a large car came over the hill top. It drew up beside the squad. A chauffeur stepped out carrying tea cups and a vacuum flask full of hot tea!—From a correspondent in London.

— Tea News and Views No. 4.

NOTICE

Articles for publication, and books for Review should be sent to the Editor, Daba Gardens, P. O., Waltair, R. S.

Business communications should be addressed to the Manager, Masulipatam.



EDUCATIONAL INDIA

Masulipatam, February, 1942

On Examinations

EXAMINATIONS are a matter of perennial interest to all teachers. In the special circumstances of India, where they have come to dominate the whole educational system and recruitment to public services, they are matters of great moment to parents as well as to the general public. It is, therefore, no wonder that the Central Advisory Board of Education devoted much attention to it at the meeting which it recently held in Hyderabad. Two problems seem to have been specially considered at the meeting. One is the possibility of having a single examination serving the dual purpose of Matriculation and the School Leaving Certificate; and the other whether at present there are too many examinations and too many standards and whether there is scope for reducing their number.

THESE are not new problems. They have been under discussion for a

long time. And in some of the pronouncements on educational reform made in the course of the last five or six years, the second of the problems came in for a good deal of consideration resulting in a general consensus of opinion in favour of reducing the number of examinations in the University stage. But as in other spheres of life so also in education the defect with us has been that no one is prepared to take action till it is too late.

It goes without saying that examinations, of the type with which we have been familiar all these years, are an evil and the less of them the better for all parties concerned. This is the first thing to be recognised. To test the work done over a period of two or three years, through a few question-papers set at the end of the period and answered in a more or less hurried manner, is the least satisfactory way of measuring the attainments of students. It is unfair to them and it is all the more unfair when investigation has shown that marking the scripts of the examinees is not based on a really sound objective standard.

It is to be noted by all that the day-to-day work carried out by students in the class-room and at home is the only test of their capacity and progress. It is to this that all attention had to be paid by educational institutions. Work of this kind, systematically and regularly done, gives a guarantee that the right sort of training is obtained by the youth and that they are highly benefited by it. This was the method of education in our country throughout all the periods of her history until the fad of examinations was introduced along with the

other features of the British educational system of about a century ago. And even though many reforms have been introduced into this system in England, with a view to undo the more glaring evils and defects of examinations, we, here, continue to be governed by the worn out ideas of the earlier days. The Indian system produced scholars famous for their learning; and its continuance in a form suited to modern conditions would have better served the educational needs of the country.

THE importance of regular work done in the class-room becomes all the greater when we see that, after all, the examination held at the end of a long period of study cannot test all the results of training which education in the comprehensive sense of the term is expected to produce. It is only the amount of knowledge and information that a candidate has gathered that can be found out through an examination. As to how he acquired it and as to how much capacity he has to make a good use of it—and these are matters of real significance—no examination will be able to discover. Moreover education has to train all the faculties in man and not merely his intellectual and mental abilities. But how can an examination, of the type practised now, tell any one of the character of the examinee, the nature and strength of his emotions, and the discipline to which his moral and spiritual life has become subject? And, after all, it is these that should be better attended to in schools and colleges than mere intellectual training. The result, therefore, is that these aspects of education are neglected—simply because

they are aspects which cannot be evaluated by any examination—and to this extent the educational system of the country becomes incomplete and defective.

IT may be argued by some that teachers and pupils are stimulated to work only when there are examinations and that when they disappear the stimulus will become weaker and all work will be neglected. A view like this receives support from the fact that the teaching of subjects which have no value from the standpoint of examinations is often neglected at present. But this is a mistaken view. It is the outcome of examinations being made the sole standard of testing achievement. And when other standards are substituted for it all kinds of teaching and all necessary subjects will receive the attention they deserve.

ANY improvement in this respect can only be the result of the right sort of persons becoming teachers and their professional standards rising to a higher level. It is, therefore, gratifying to find that the Central Advisory Board considered the subject of salaries and conditions of service of teachers and expressed the view that educational progress in all stages depends on the efficiency of the teachers. At the present day even well-trained teachers find their work cramped by the requirements of examinations. They are put to the necessity of discovering simple and easy methods for enabling their pupils to somehow get through the examination ordeal. They are made to devote their time to prepare short notes, get them crammed by their pupils and coach them for the final test. All

this is not, it is true, in accordance with the best traditions of the profession but examinations do not give the teachers any other alternative. Dispensing with them, placing reliance on teachers, insisting on teachers becoming better trained for their work, providing them with adequate library and laboratory equipment, devising effective methods of supervision and inspection—these are the reforms urgently called for and the sooner they are accomplished the more easy it will be to reduce the number and rigour of examinations.

FROM this it is clear that there is no case for the large number of examinations that we now have. It is enough if at the degree stage there is only one examination—the present Intermediate being abolished. What is spent by students and universities in regard to this examination—and it amounts to a great deal in the shape of fees to examiners—may be better spent in providing a larger and better staff of teachers and better equipment. There is also equally a strong case for instituting at the end of the secondary course a single examination which will serve as an entrance to the University and to the different walks of life. A sound general education based not merely on the study of books but also on skilled work done with hand is what should be attempted at the secondary stage and such an education ought to be a sound basis for those who want to enter a university as well as for those who wish to pursue vocational education or earn their livelihood. A preliminary to all these reforms is a recognition that examinations are not the be-all and end-all of education and

that very little is lost even if they are dispensed with.

The Benares Hindu University

EVERY Indian has reason to take a legitimate pride in the celebration of the Silver Jubilee of the Benares Hindu University. This great institution was founded twenty-five years ago to serve as a symbol of the cultural achievements of India in the past, to preserve in tact everything of value in her national traditions and to form a nucleus for harmoniously developing them to suit the future requirements of the country. It was built on the foundations laid by Dr. Annie Besant in her Central Hindu College which was a pioneer in the movement of National Education. Its rise and progress during all these years are due in the main to the efforts of the great patriot, Pandit Madan Mohan Malavya, deservedly ranked as one of the makers of modern India. The Princes and people of the country, who have always shown a high regard for learning and patronised education in all ages, enthusiastically supported the work undertaken by him and we have today as a result of all this a University with more than four thousand students on its rolls, large piles of buildings, and colleges with a reputation extending over the whole country.

THE University has many achievements to its credit. Its Engineering College is one of the outstanding institutions of its kind. From the beginning the University has felt that the welfare of the country depends to a great extent on industrial pro-

gress and it has, therefore, made special efforts to open not only diploma courses but also degree courses in numerous branches of technology like Mining and Metallurgy, Pharmaceuticals, Ceramics, Industrial Chemistry, etc. It is in this direction that the newer universities have to develop in our country. But the great difficulty is that these developments are costly and that they are possible only when larger funds become available. The appeals made by Pandit Madan Mohan Malaviya, Sir S. Radhakrishnan and above all by Mahatma Gandhi for donations towards the expansion of the activities of the University will, we are sure, be heartily and liberally responded to by our countrymen.

IN delivering his Jubilee Address Mahatma Gandhi referred to Indian Universities being "for the most part like blotting papers of the Western outlook". There is some justification for a criticism like this but there is to-day an ardent desire on the part of several universities not to be mere copies of the West but to develop an individuality of their own. It should not, however, be forgotten that in the modern world the difference between the Eastern and the Western outlook is bound to become less pronounced. Growth in the means of communication is shortening the distance separating the East from the West. All the same the criticism offered by Mahatmaji deserves to be seriously pondered over and everything should be done by our Universities to preserve the soul of India and maintain our cultural continuity with the past. It is in this connection that the work done by the Hindu University in its

Ayurvedic and Oriental Faculties is of great significance and they deserve substantial help from all.

IT is a mistake to regard the Benares University as a communal or a sectarian institution. It is as national as—and more national from certain standpoints than—the other Indian Universities. Its doors are open to all; and many non-Hindus are found on its rolls. It is also national in the sense that it attracts students from all parts of the country and serves as a centre where young men and women learn to think less of their own languages and provinces and more of their affinities and oneness with the whole country. It is true that, as Mahatmaji pointed out, this feature requires further strengthening; and the University will be serving a truly national purpose if efforts are increased in this direction.

IT is our hope and wish that for all time to come the Benares Hindu University should hold aloft the banner of Indian culture and learning and carry through its Alumni to the distant parts of the world that message of peace and spiritual liberation which the scholars and sages of Benares took to every corner of the earth in ages past.

Urdu as the Medium of Instruction

A PRESS Note was recently issued by the Hyderabad Government defending the use of Urdu as the medium of instruction in all schools above the primary grade. The arguments put forward in the Communique are not, however, quite convincing. It is pointed out in the Press Note that while English is a foreign language

and should not, therefore, be used as the medium of instruction, Urdu is an Indian language widely understood in the country and there cannot be the same objection to its use as to the use of English. This argument does not correctly interpret the views of those in British India who have been opposing the use of the English medium. The ground of their opposition is that English is not the mother-tongue of the pupils and that instruction in schools is best imparted only through the medium of the mother-tongue. The controversy, therefore, is between the mother-tongue on one side and other languages on the other. The large majority of pupils in the Hyderabad State are non-Urdu speaking. Their mother-tongue is either Telugu, Marathi or Canarese. On purely educational grounds it is best that these languages are made the media of instruction in the areas where they are spoken by the inhabitants. Urdu is as much foreign to them as English. The issue is not whether Urdu is to be preferred to English. If that were the issue no one would take objection to the conclusions of the Press Note. But the issue is as to the relative merits of the mother-tongue and Urdu; and there can only be one answer to this and it is not the answer given in the Press Note. It is no argument to say that the study of Telugu and similar other languages is encouraged in the Osmania University, that a library of rare manuscripts in these languages is being maintained and strengthened and that so long as Urdu is the official language of the State it should be the medium of instruction. These arguments, to say the least, ignore the fundamental

unsoundness of using a language which is not the mother-tongue of the pupils for educational purposes, whatever be the nature of special circumstances compelling resort to such a step.

The late Sir Akbar Hydari



We are much pained to record the sad demise of the Rt. Hon'ble Sir Akbar Hydari, Kt., P.C., D.C.L.(Oxon.), on January 18, after a short illness.

Sir Akbar Hydari's name will be cherished not merely as a veteran administrator and as the maker of modern Hyderabad, but also as an eminent educationist. He was responsible for the reorganisation scheme of education in Hyderabad and he was the founder of the Osmania University with Urdu as the medium of instruction.

The death of Sir Akbar Hydari has created a void in the public life of our country which it is hard to fill.

Requiescat in pace!

THROUGH different PROVINCES

DELHI

CENTRAL ADVISORY BOARD'S DECISIONS

The annual meeting of the Central Advisory Board of Education was held in Hyderabad (De.), at the invitation of the Nizam's Government, from January 13 to 15, under the presidency of Sir Maurice Gwyer, Chief Justice of India, in the absence, due to ill-health, of the Chairman of the Board, Mr. N. R. Sarker, Member of the Viceroy's Executive Council.

The Board considered the replies received from Provincial Governments, local administrations, State Governments and universities with regard to the recommendations of the Scientific Terminology Committee, which were approved by the Board at its last meeting. It was decided, in view of the generally favourable nature of these replies, to set up a reference committee as contemplated in the Committee's School-Leaving Certificate and Matriculation Report.

After considering a memorandum on the subject of examinations by Dr. Zia-ud-Din Ahmed, the Board were of the opinion that Indian education was also suffering from too many examinations and that the whole position was one which required careful and expert consideration. In view of the vastness of the subject, the Board decided, in the first place, to set up a Committee to define the scope of the investigation.

The Committee also felt that "as educational progress in all its stages depends on the efficiency of the teachers, the question of the recruitment, training and conditions of service of teachers is one which requires urgently to be explored." They accordingly set up a Committee to consider this subject so far as it affects teachers in Primary, Middle and High Schools and report at the next meeting.

The Board decided to accede to a request from the Government of Bombay to appoint a small committee to advise them with regard to the progress of the experiment in Basic Education in the Bombay Presidency.

INTER-UNIVERSITY BOARD'S MEETING

At the annual meeting of the All-India Inter-University Board which met at Annamalai-nagar on the 6th to 8th January, with Sir C. R. Reddi, Vice-Chancellor, Andhra University, in the chair, a sub-committee was appointed with Sir C. R. Reddi as Chairman and six other members, including Mr. John Sargent, Educational Commissioner with the Government of India, to collect data and materials to devise ways and means for securing as much uniformity as possible on the subjects of study for the Matriculation, or Entrance Examinations of all Indian Universities, and consider them some time in March this year.

The resolutions of the All-India Libraries Conference relating to the inspection of College Libraries by trained librarians and the appointment of whole-time or paid librarians in the place of part-time library staff in Universities and Colleges were passed.

The introduction of the study of Sociology and a special course of training for "Public Analysts" in curricula of studies was recommended by the Board to the Universities.

Prof. A. B. A. Haleem, Pro-Vice-Chancellor of the Aligarh Muslim University, was elected Chairman of the Board for the year 1942-43. Prof. H. C. Sherwani of the Osmania University was appointed Secretary for three years from June 16 this year. The Board will meet next year at Mysore.

MADRAS

CONCESSIONS TO STUDENTS ENTERING WAR SERVICE

The Government of Madras have decided that the students of Government Colleges who proceed on war service should be granted educational concessions to enable them to complete their studies on return. The concessions will be as follows: (1) All students who render war service will be granted for the period of such service a lien in the classes in the colleges in

which they studied; (2) on return from service, if they rejoin the College, they should be granted full fee concession when the service rendered by them was out of India under Military, Munitions or Stores authorities, etc.; (3) In the case of students in receipt of scholarships or fee concession in excess of those admissible under clause (2) before they proceeded on war service, such scholarships or fee concession should be continued to them in lieu of the concessions referred to in clause (2).

The Director of Public Instruction has been asked by the Government to circularise the managements of non-Government colleges so that the concessions referred to above may be granted by those colleges also. He has been authorised to pay compensation to colleges for the loss on account of the grant of fee concessions to students who have rendered service, along with teaching grants due to colleges.

ATTENDANCE IN SCHOOLS IN MADRAS

At the instance of the Madras Teachers' Guild, a conference of correspondents and Headmasters of schools in the City of Madras was held on January 17, when Mr. R. M. Statham, Director of Public Instruction, was also present by invitation and answered various questions.

From the talk of the Director it is learnt that there is a marked fall in the attendance of pupils—both boys and girls—in the schools, and that instructions have been given to District Educational Officers to facilitate admission of city pupils in mofussil schools by granting them all possible concessions in regard to medium of instruction, attendance, etc. He said that the schools would draw an enhanced grant in proportion to the loss sustained by the city schools resulting from the exodus of pupils. He also assured that he was prepared to advance disbursement of grant so as to make them available in April and that in special cases, he would also order the disbursement further in advance and even recommend, in every necessary case, special grants.

With regard to the holding of the S.S.L.C. Examination this year, the Director said that under the present arrangement, examinations would be conducted as in previous years. But if an emergency arose before the usual date of examination, arrangements would be made to examine City candidates in the mofussil.

SECURITY OF TENURE OF TEACHERS

A deputation from the South India Teachers' Union met Mr. T. Austin, I. C. S., Adviser to the Governor, at the Secretariat on January 15. Mr. R. M. Statham, Director of Public Instruction, was also present.

The deputationists represented that certain modifications in the contract between teachers and managers of aided institutions, to ensure security of tenure to teachers, were necessary. They suggested: (1) instruction of minimum scales of pay for different grades of teachers; (2) enforcement of suitable leave rules; (3) termination of services on specific grounds with the approval of the Director of Public Instruction; and (4) revision of scales or cut only with the approval of the Director of Public Instruction.

Mr. Austin, it is understood, informed the deputationists that the points raised by them would receive the careful consideration of the Government.

BENGAL

REOPENING OF EDUCATIONAL INSTITUTIONS

Decisions with regard to the question of reopening educational institutions in Calcutta and other danger zones were taken by the Syndicate of the Calcutta University at a special meeting on January 16.

According to these decisions, no school, college or hostel would be allowed to reopen unless a certificate was obtained from the University by the authorities of the institutions concerned as to the sufficiency of the protective measures taken by them in their respective institutions. The University has appointed a special staff of engineers to advise and report on the protective measures to be taken. Arrangements would be made by the University for a sufficient supply of sand bags to provide against any delay in procuring necessary materials for the construction of baffle walls in educational institutions in danger zones.

As regards the ensuing Matriculation, I. A. and I. Sc. examinations of the University, it was decided to take steps to open new centres in Bihar, Orissa and the U. P., besides opening a number of additional centres at various mofussil stations within the Provinces of Bengal and Assam.

BOMBAY

INDIAN ECONOMIC CONFERENCE

The 25th session of the Indian Economic Conference was held at Bombay from January 1 to 3 under the presidency of Dr. J. P. Niyogi of the Calcutta University. The Conference discussed the different aspects of "Rural Co-operation in India" and the "Problems of Post-War Economic Reconstruction in India". Several well-known economists participated in the discussions and a good number of interesting papers were also read at the conference.

At the annual meeting of the Indian Economic Association, Dr. B. V. Narayanaswami Naidu was elected President and Dr. V.K.R.V. Rao and Dr. P. S. Lokanathan were elected Hon. General Secretary and Hon. Local Secretary, respectively. The meeting also decided to hold the next session in Madras.

PRIMARY TEACHERS IN THE PRESIDENCY

The Bombay Presidency Primary Teachers' Conference held recently under the presidency of Dr. G. S. Khair passed a resolution expressing dissatisfaction among the primary teachers at the recent introduction of the new salary scales for primary teachers by the Government and requesting the Government to bring into force the following scales without differentiating between old and new:

Third year Rs. 40 to 80; second year and those trained teachers after 1939 Rs. 35 to 70; first year Rs. 35 to 50; untrained and unpassed Rs. 25 to 40. The conference also suggested that the local authorities should also grant local allowances.

UNITED PROVINCES

GRANT TO BENARES UNIVERSITY

It is expected that a Committee will shortly be appointed to enquire into the working and the position of Benares Hindu University. Sir Maurice Gwyer, Chief Justice of India and Vice-Chancellor of the Delhi University, will probably be the Chairman.

It is gathered that, for some time past, the Benares University, which, like the Aligarh Muslim University, received an annual grant of Rs. 3 lakhs, has been asking for an increase in

the grant on the ground that its increasing activities and output required a larger assistance from the Centre.

PUNJAB

MUNICIPAL COMMITTEE FOR MUSLIM UNIVERSITY

It is announced by Sir Ziauddin Ahmed, Vice-Chancellor, at a meeting of students of the Muslim University, Aligarh, that a Municipal Committee (Students' Health and Welfare Committee) for the University would be established shortly. The Executive and Academic Councils have framed regulations for the constitution of the committee whose aim was to train students in the methods of municipal work and provide facilities to students and other residents of the University area.

MYSORE

COMMITTEE FOR THE REORGANISATION OF WOMEN'S EDUCATION

At the last session of the Mysore Legislative Council the resolution moved by Mrs. Yasodhara Dasappa recommending the appointment of a Committee to formulate a scheme for the reorganisation of Women's Education in the State was unanimously carried.

In moving the resolution, Mrs. Yasodhara Dasappa said that the present system of education for women in the State was quite alien to Indian culture and heritage. There was no point in teaching Algebra, Geometry and a host of other subjects which were of no use, once the girls left the school or college. The system of education should aim at recapturing the ideal of Indian womanhood as exemplified in the lives of Sita, Damayanti and Savitri. The education imparted to them should enable them to be fit wives and also enable them to work for the cause of the country.

SIND

ALTERNATIVE SCHEMES FOR SIND UNIVERSITY

The alternative schemes for establishing a separate University for Sind are embodied in the report of the Special Committee set up by the Sind Government to advise them on the subject.

Personal Notes

DR. SHYAMA PRASAD MOOKERJEE, Finance Minister, Bengal and a former Vice-Chancellor of the Calcutta University, was



conferred the Honorary Degree of Doctor of Laws by the Benares Hindu University at its Special Convocation held on January 21, on the occasion of its Silver Jubilee.

MR. JAWAHARLAL NEHRU, Chairman of the National Planning Committee, has been elected as President of the 1943 Session of the

Continued from preceding page

According to the first scheme, the cost of a separate University for Sind, which would take over the existing four colleges at Karachi, will be Rs. 43 lakhs, leaving an annual deficit of Rs. 1 lakh. It is proposed to shift these colleges outside the city, and locate them in a University building to be constructed near the Country Club.

The other scheme, which envisages the establishment of a separate University College, is estimated to cost Rs. 12 lakhs, entailing an annual loss of Rs. 75,000. This scheme will be spread over six years.

Indian Science Congress, to be held in Lucknow from January 2 to 8 next year.

PROF. D. K. KARVE, founder of the Indian Women's University, has been awarded the degree of "D. Litt." by the Benares Hindu University at its Special Convocation.

DR. M. G. DESHMUKH was conferred the degree of Ph. D. by the Nagpur University at its last convocation, for his research work on "Poetics of Marathi." In his thesis Dr. Deshmukh has made an investigation of the principles of poetics underlying the words of the chief saint-poets in Maharashtra from Jnaneshwar to Ramadas.

THE RT. HON. V. S. SRINIVASA SASTRI has been conferred the Degree of Doctor of Literature by the Benares Hindu University at its last Special Convocation.

SIR C. P. RAMASWAMI IYER, Dewan of Travancore and Vice Chancellor of the Travancore University, has accepted the invitation of H. E. H. the Nizam's Government for delivering the Convocation Address of the Osmania University in the second week of this month.

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* PUBLIC OPINION *

SIR M. ZAFRULLAH ON THE ROLE OF UNIVERSITIES IN INDIA

An analysis of the difficulties confronting the educated youth and practical suggestions for their solution were made by Sir Mahomed Zafullah Khan, addressing the annual convocation of the Punjab University.

Examining the opinion that all things would be set right when India became politically free, Sir M. Zafullah observed, that if they had the courage to face realities they must admit that however desirable it might be that India should attain her freedom as early as possible, that would not by itself, solve the problem that was holding their attention at the moment. He, therefore, urged that they should address themselves to the root of the matter now. In his opinion, the very first requisite was that parents and teachers must fully realise the object with which a course of University education should be entered upon. He suggested the establishment, both as part of their school system as well as of their University system, of machinery which should, at a suitable and convenient stage, give appropriate advice to parents, guardians and students with regard to courses of education, as well as careers and opportunities that might be open to the students and for which they might be fitted.

Continuing he drew attention to the principal qualities which must be placed in the forefront of any programme which aimed at building up individual and national character and said that it ought to be the foremost duty of the teachers and professors in our Universities to inculcate among their students absolute and complete sincerity in all their relations, beliefs and conduct. They could do no greater service to the cause of their people and of their country, and indeed to humanity itself, than to impress upon the minds of our young men and women that they must make no pretence of believing in that in which their hearts have no faith, and that if on the other hand, they did believe in a religion they must act in conformity with its teachings, so that there was complete harmony between their beliefs and their conduct.

MR. NEHRU'S ADVICE TO STUDENTS

"If students forget their own job, and consider themselves as final judges of nation's activities, and split on that issue, they are perfectly welcome to do so, but they are not likely to advance their own interest or the national interest" observed Pandit Jawaharlal Nehru in a message to the 7th session of the All-India Students' Conference held at Patna.



In the course of the message Pandit Jawaharlal said:

"It seemed to me bad enough that students in India, even in ordinary times, should be behaving as political parties have been behaving, but infinitely worse that, at a time of national and world crisis, relatively trivial matters should create splits and rouse passions. It is always the test of a nation, group and individual, as to what it or he considers the first essential. If secondary matters are given the first place, that nation, group or individual becomes secondary and counts for little."

"For students, it is obvious that the common bonds that should link them and the general national approach that should bind them together are such that there can hardly be two opinions in regard to them. On these there could easily be unity and effective work, giving freedom for individual expression of opinion on other matters. If students forget their own job, and consider themselves as final judges of the nation's activities, and split on that issue, they are perfectly welcome to do so, but they are not likely to advance their own interest or the national interest. In this world of prejudices and horrors, none of us can afford to make catch-phrases and slogans take the place of reason. Slogans are useful and desirable, but they are dangerous companions for those who wish to use their minds and their intellects."

Concluding he observed: "After all, the burden of the future rests with the students. What

they do to-day is relatively of little importance, except in so far as it prepares them and lays the foundation for the future. For them to-morrow is more important than to-day. If they wish to make to-morrow theirs, they will have to develop methods of work and qualities which will bring them this heritage, or else others will pass them by, while they argue and dispute, and take the leadership."

SIR C. V. RAMAN ON THE CO-ORDINATION OF RESEARCH

"For good or for evil, we live in an age of science. No one who is familiar with the history



of science would fail to recognise the tremendous influence exercised on the progress of science by the great National Academies" said Sir C. V. Raman in his presidential address to the Indian Academy of Sciences, which was inaugurated in Nagpur on December 24. Continuing he observed:

"These academies act not merely as clearing houses for information regarding scientific discovery and invention but also directly to serve, to encourage scientific research and to keep down the inevitable growth of weeds in the garden of science. I mean the elimination of false or spurious claims to scientific discovery. The national academies in fact serve as co-ordinators and controllers of scientific research. They have necessarily to work in close co-operation with the Universities in the country."

Proceeding he said: "The Academies, indeed, assist the Universities by publishing the research work done by them, and also in other ways, as for instance, when the Royal Society established its Mond Research Laboratory at the University of Cambridge. During the seven years the Indian Academy of Science has been functioning, it has striven to assist the Universities of India in this way. The proceedings of the Academy which have appeared punctually, month after month, embody the research work done in most of the Universities, both in

Northern and Southern India. It is greatly to be desired that the Universities appreciate what the Academy is doing for them and help the Academy to carry on under the present very difficult conditions. The Academies of Science abroad have realised that they serve the interests of science best when they also undertake direct participation in research work of exceptional importance. In the Memorandum of the Association of the Indian Academy of Sciences, such participation in research activities is specifically provided for. Circumstances have arisen which have made it desirable that steps be taken to implement this provision in the Constitution of the Academy."

THE RT. HON. JAYAKAR ON CO-EDUCATION IN UNIVERSITIES

The Rt. Hon. M. R. Jayakar, presiding over the Founder's Day Celebrations of the Annamalai University, expatiated on the achievements of co-education in the following words:

"The presence of women in a University, is a circumstance of which the men students ought to take the greatest advantage because there is nothing like the presence of cultured women to establish perfect equipoise between the two sections on terms of mutual esteem and mutual respect. It would help them to have a balance of temperament and equilibrium of poise which could come only in the presence of women students. I, therefore, make out a very strong plea, that, subject to the maintenance of proper relations of esteem and mutual respect, the contact between the two sections of the college ought to grow more and more and not less and less, with the result that when the alumni of the University leave the University, and go out into the world, their activity will be marked by that peculiar quality so badly wanting in the public men of the present time, namely, sportsmanship. The women of the University ought to contribute very largely, indeed, to the production of that quality which is the proud privilege of a University to produce."

PROFESSOR:— Give me an example of wasted energy.

CLEVER BOY:— Telling a hair-raising story to a bald man.

PATIENT:— Is snuff injurious to the brain?

PHYSICIAN:— Not a bit. No one with brains takes snuff.

The Inter-University and The Central Advisory Boards

By Mr. C. BALAKRISHNA SASTRI, M.A., L.T.

The new year has already recorded the views of eminent educationists on some crucial problems connected with post-war reconstruction. The Inter-University Board has done well in realising the supreme need for securing as much uniformity as possible on the subjects of study for Matriculation or Entrance examinations of all universities. In view of the attempts now being made in certain provinces to bifurcate unnecessarily secondary courses of study, no other course is desirable unless it be the resuscitation of an entrance examination to collegiate courses with common literary subjects and equal standards. It would simplify courses of studies, lighten the financial burden and increase the responsibility of High Schools in imparting efficient instruction in literary subjects of general cultural value. The Central Advisory Board expressed the same view as Technical High Schools are likely to spring into existence very shortly and observed that no School Leaving Certificate Examination, as distinguished from the university entrance examination, need be held. The sooner they are harmonised and common examinations are instituted for all students desirous of pursuing literary courses of study the better it is for the inter-relationship of secondary and university education.

The Inter-University Board is to be congratulated on having reopened the need for the appointment of qualified, trained and well-paid librarians capable of giving good lead, and advice to students who have a natural love for extra reading and general equipment. The proposal to utilise the four annual vacations during the university course for the purpose of imparting instruction to students in Civics, Military training, nation-building and other activities is wholesome and beneficial provided the university insists on a certificate of proficiency in those subjects before the con-

ferment of degrees at the convocation. Elements of Economics, Politics and World History may also be added with much advantage to the above list.

The Central Advisory Board has set up a reference committee to facilitate the adoption of a common scientific terminology and adopted a uniform Braille Code for the use of the blind. The same may be attempted with regard to the deaf and the dumb as they constitute an equally strong percentage of the total population, with a suitable code. The frequency of examinations—Quarterly, Half-yearly and Annual—has been much condemned. But as tests of educational progress, no suitable substitute has yet been discovered. At least an examination at the end of the year's course and university examination at the end of the High School, Intermediate and B. A. classes seem to be an inevitable evil, which cannot be dispensed with. They may be simplified, systematised and reformed adequately with provision for test papers of short duration at long intervals. The basic system of education, has been allowed to sink down to a dishonourable grave due to lack of sufficient patronage by the Governments of Advisers in Provinces. The Board would have done well to record its emphatic protest against such a sorry state of things and urge the need for the recruitment of District Educational Officers who have made a mark for efficiency and good character. The question of training and conditions of service of teachers has been much neglected. The Board should have advised strongly the provincial governments to take over the responsibility for the management of elementary and secondary education and the provincialisation of teachers' services with standardised scales of salaries.

PERIODICALS

Bifurcation of Courses in Secondary Schools

Principal K. S. Vakil, writing in the *Indian Journal of Education* for January, '42, abhors the idea of separate institutions for vocational education.

He says that "it is advisable to provide for vocational education in our ordinary institutions for secondary education. Instead of offering only one uniform course of general education they may offer additional alternative courses of vocational education in commerce, industrial training, agricultural training, art training, domestic training, and elementary teacher training, as is done in the Philippines, and meet the different needs of the pupils. The alternative courses provided should, further, lead to the School-Leaving, Matriculation, or University Entrance Certificate of the same market value as the present course, so that those obtaining it on satisfactory completion of their chosen course might have the same status in the world at large. It should be possible, by suitable readjustment of the new-type secondary school courses, to enable pupils completing their course, if they choose to do so, to proceed straight to institutions of advance study of their respective subjects and to obtain the University degree in them. The new-type secondary (or preferably post-primary) school suggested above should also leave it open to pupils who have chosen a particular course to turn back from it if they find it unsuitable and take to another if they choose to do so."

"It requires to be noted in this connection" he continued, "that the alternative vocational courses provided in the secondary school should not be purely vocational. They should all be both cultural and vocational requiring half the time each day to be assigned to cultural subjects and half to vocational subjects. We cannot afford to omit the teaching of cultural subjects altogether from the scheme of reconstruction of secondary education. It must certainly remain, but it should not monopolise the whole of the school time as it generally does now. It should allow for equal attention to the practical and

vocational needs of other pupils in the school whose number is increasing from day to day."

Further he says that "there should be nothing that will have even the remotest effect of curtailing the existing facilities for secondary and university education."

Notes Epidemic in Schools

"Among the abuses that vitiate the efficiency of the present-day system of education in our Presidency, perhaps the most notorious is the practice, followed by very many masters, of dictating so called notes and compelling pupils to take them down in their exercise books", writes Mr. S. S. Krishnaswami Aiyar in an interesting article contributed to *The Hindu*.

"How this trouble originated" he continued, "may be easily guessed. It is a pious and faithful imitation of the example of the College lecturer at whose feet many a school-master sat recording assiduously the precious notes which, he believed, would pay him in the University Examination. Similarly, the secondary school teacher instils in the minds of his disciples the notion that his notes are indispensable for their salvation, i.e., the annual promotion. This is a Twentieth Century disease; for one acquainted with conditions in the last decade of the Nineteenth must recollect how the school world then was practically free from this distemper. In the middle school classes, in those days, exercise-books, except for hand-writing and map-drawing, were absolutely unheard of, as slates did duty in their stead. Such a person can safely assert that pupils were none the worse for the then prevailing practice, while on the other hand the young ones now fare far less satisfactorily in their subjects in spite of this devotion to notes."

Concluding he says: "The disease has effected the school world. It has become chronic. Most of the victims, the pupils, think that it does them good and are not eager to be cured of it. It needs urgent eradication. This is upto parents and guardians, who now individually in their homes protest against it, to raise their voices in parents' associations. The Education Department can taboo note-books (except for composition and drawing exercises) in all forms below the Fourth and order the use of slates even for working sums in mathematics. They may fix the number of note-books that may be used in the year as a whole in Forms Four and above. They may declare the practice of

BOOK REVIEWS

METHOD IN ENGLISH—*Being the Principles and Practice of Teaching English in Indian Secondary Schools* by M. B. Shaligram of Poona; dedicated to Dr. G. S. Krishnayya, M. A., Ph. D. Published by Messrs. Bapat Khadilkar & Co., 843, Sadashiv Peth, Poona 2. 374 Pp. Price Rs. 3/-

The teaching of English in Middle Schools and Secondary Schools is becoming more and more a problem. The teacher of English is hard put to it to realise the four major aims of teaching English and a host of minor aims. In 'teaching John English' teaching is the first big factor. A proper understanding of the method in English goes a long way in solving the problem. The book under review has been brought out to meet the needs of three classes of people. To the teachers of Method in English it is a book of ready reference; to the teachers of English in Secondary Schools it is a sure guide; to the College and Secondary Grade students in training institutions it is a veritable hand-book.

The author, pre-eminently a teacher himself, has put together in book form the rich fruits of his vast study and intensive

Continued from preceding page

notes-dictation in any Form of the Secondary School an offence that may entail reduction of Government grant. They may also issue orders prohibiting, as long as the war lasts, all examination tests on paper, except the annual examination. Finally, regulations on the above lines may be embodied in the Madras Educational Rules and inspecting officers may be asked to state in their annual inspection reports how far the rules relating to this matter have been observed. By these measures the Department will be eliminating a vicious practice and earning the thanks of many parents of pupils."

practice. All aspects of English teaching are set down, critically examined, the latest findings on each being added. The eighteen chapters of the book divide themselves into a number of sub-topics—about 128 in all. The scope and aims of the different branches of English work are pointed out, the advantages of each listed and the class procedure indicated. For instance, practical lesson plans are included for lessons in prose, poetry, different branches of oral and written work, oral and silent reading and grammar. In addition to a general syllabus in English work for the first three classes, detailed syllabuses are suggested for a seven-year course in oral and written composition and Grammar. A knowledge of educational psychology has been brought to bear on the subject. To the book are appended a good bibliography of 130 books and a large number of questions of the B. T., S. T. C., and T. D. Examinations—all of Bombay.

D. I. A.

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by P. Krishnamoorthy, Physical Education Teacher and Scouter, Board High School, Amalapuram. Price annas eight.

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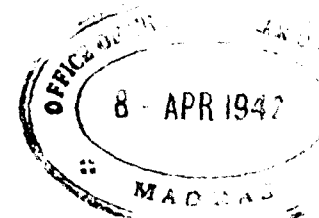
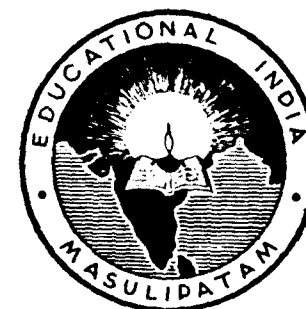
Vol. VIII: No 9

March, 1942

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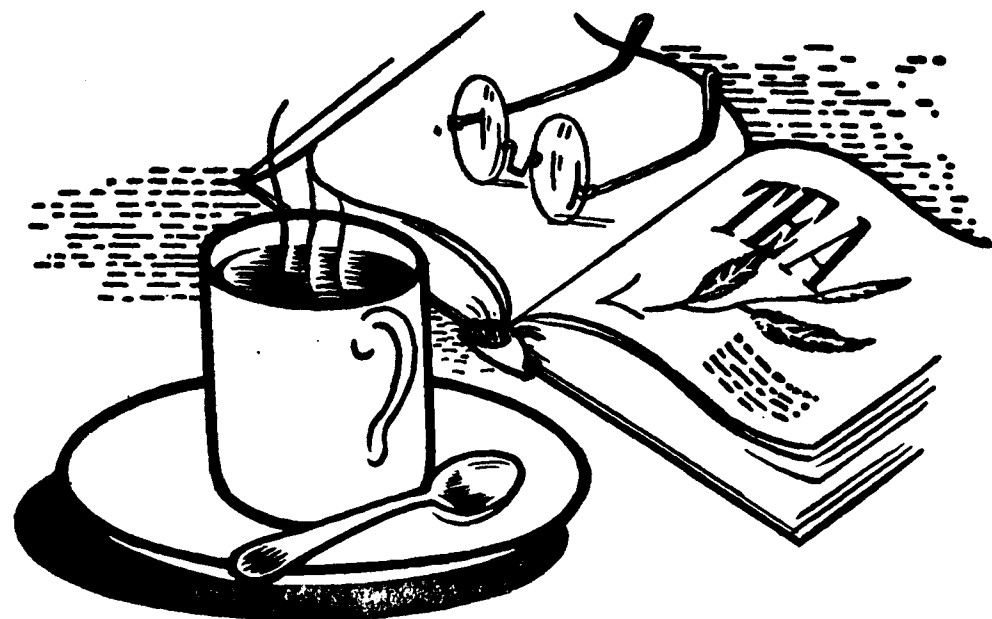
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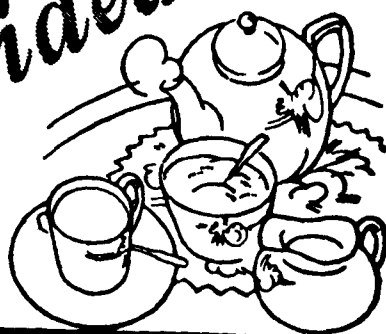
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REFORM OF SECONDARY EDUCATION A SINGLE COMPOSITE TYPE NEEDED

By Dr. Sir C. R. REDDY, M.A. (Cantab.), Hon. D. Litt., M.L.C.

THE problem of education cannot altogether be divorced from the larger problem of what it is we want to be as a people. There are differences of opinion, and there are bound to be divergent solutions offered on educational questions. One of the commonest fallacies of education is to think of everything that is desirable in the abstract and seek to embody it in the curriculum. For example, we want Kannada to be taught because it is our mother-tongue, English to be taught because it is the Governmental tongue, Hindi to be taught because it is the tongue of the nation that is to come. Then we want Sanskrit to be taught because it is our sacred tongue. The result will be a babel of tongues! We should not forget that the brains of our boys and girls are limited and that the time at our disposal is still more limited. Our needs here are similar to the physiological needs which necessitate a careful selection of the foods we eat and limitation of quantity. We come back to the fundamental view, namely, what exactly we want to be now and in the future. For this reason I have never exaggerated the influence of school over life. When my friend Mr. Katti, whose brilliant address I listened to with so much admiration, suggested—or was it someone else?—the school as the palliative of all ills in society, I felt that we were committing a fallacy ourselves and inviting criticism on our own initiative. How do you think the school in which a boy or a girl spends, say, ten years of his or her life is going to overcome all the other influences? At home the boys see their parents, their relations, listen to their talk, observe their conduct, especially their calculation of the actual values by which they regulate their lives. Is all this with which

they are surrounded during so many years and for a much longer period, and for so many hours of day and night, to be of no account, and that it is up to the school only to say "I form the pupil according to my model"? The problem need only be stated to be answered in the negative. In fact, it simply produces a wrong impression and a wrong sense of proportion. There are many parents who think that their duty is over when they bring forth children. The bringing up is to be done by the school. Therefore, it is, that we come across the big error of holding our school system entirely responsible for the mind and morals of the country and unemployment and all other ills and evils. We ourselves, by the exaggerated estimate we sometimes put forward of our influence, give room and scope for criticism of that kind. We are but one of many factors and perhaps not the most powerful.

THE THREE STAGES ORGANICALLY RELATED

There is an organic relationship between the primary, secondary and university education. It is no use saying primary education is the most important. We should not devote all our efforts and finance only to primary education. That plea was started by the British Government for reasons which I will presently explain. In an unthinking way some of our politicians have been repeating this slogan. If you want good teachers for the primary schools, surely you are not going to draw them from the primary schools. You must go to the secondary schools. How are you going to get your teachers of the secondary schools? From the colleges. Is a College worth establishing without facilities for research and

without providing for M. Sc., D. Sc., and other courses, and in fact, without everything being done to make India, not a beggar at the door of the West for her culture, but one who, if she takes from others, is also willing to give something in return? Therefore, it comes to this, if you apply the rule of organic unity, you must see that all the different functions are provided for. From the point of view of organic unity, though functions may be different the vitality is one. We cannot say "We will have this and not that". A primary system without a secondary, a secondary system without colleges, colleges without universities providing for post-graduate and research work, are no good.

BRITISH POLICY INADEQUATE

What has been the fate of education in our country as well as of so many other departments? As a student of history I gratefully acknowledge the good done by the British Government. They have in many respects helped us to find our bearings. But I regret to have to remark that the good for India as interpreted by the British Government has always meant efficiency in subordination but not efficiency in terms of equal status. That is why till twenty years ago our universities were only degree-giving high schools. The entire research output of the Indian Educational Service from 40 to 50 years is not equal to that of a modernised Indian University in any one year.

When I was a student in Madras, the latest books prescribed in English as texts were about half a century behind the day in England. The same is the case with our industry. After two hundred years of British rule we are not able to make a locomotive engine. There are no heavy industries in our country. In the same way, in commerce, banking and shipping—wherever you go—only the retail trade is yours and the small change. In short, in petty things you were given your share, but in higher production you received no encouragement. I mention this because

people charge the educational system as responsible for unemployment. I ask them "Can you put the responsibility only on the head of the educationist and only at the door of education? Are there no other heads and no other doors which deserve a good bit of this discredit?"

POLITICAL PROGRESS AND ADMINISTRATIVE BETTERMENT

It might be asked "How could any foreign Government go out of its way to help you when there is no political unity in your own country"? From the beginning of my public life I have always distinguished between Politics and Administration. The objectives of government, of true national government, could have been pursued even if a national constitution had not become possible. And this the government did not do. It took advantage of our political weakness to keep us weak every way.

Many administrative improvements could have been introduced by Government quite a long time ago. King's Commissions in the Army, which were thrown open to Indians only two years ago, could have been made available some fifty years ago. Improvements could have been made in so many other ways without in the least importing political institutions as either an introduction or as a condition. What is it that prevented the Government from appointing distinguished Indians to the Indian Educational Service in the old days? They could have started Universities where research could have gone on. The very root of their education system was rotten, and I will tell you why. What is the ambition of a professor? That he would like his own students to occupy his place when he quits the stage. Did the I. E. S. and I. M. S. ever want their students to become professors in their place? What should we say of a system which does not allow the student to occupy the chair of his teacher, but which looks to Oxford to fill the place; or one in which the teachers themselves protest against

their own students succeeding them? Can you associate with this any elemental ethical principle? A system that stands in the way of its own gadi being occupied by its own *chela*! Does it not stand self-condemned? There need be no politics in the reorganization of our Universities. That is why in making this criticism I want to state clearly that the argument that because we are politically "unfit", therefore, we are administratively unfit for big places, does not stand to reason. If our men were fit to receive commissions in the Army two years ago, they certainly were not less fit fifty years ago, when the traditions of our independence and of our wars were still fairly green in the hearts of men and could have been depended upon to be active influences in moulding character and ambition.

• With respect to unemployment I can only read to you what I said in an Official Minute sent up to the Madras Government some years ago in reviewing their proposals for reorganising Secondary Education.

"The general objects underlying the reorganization may be accepted as very desirable. But it is doubtful how far mere educational systems can cope with the problems of poverty and unemployment without the directing hand of Government on which must rest the main portion of the responsibility. If Government here in India would follow nationalistic policies in Industry, Agriculture, Transportation, Currency and Exchange, like, say what Japan has done, a well correlated educational system would help in the all-round development of the nation materially and morally. In many foreign countries, Governments are subjected to "Sanctions" in respect of poverty and unemployment. Ministries of Unemployment have been created to deal with this specific problem; and by means of unemployment doles, Governments are compelled to keep this problem prominently in view. I don't mean to say that we could bodily import all the foreign measures and institutions in uncritical

entirety but a comparative study of the conception of Governmental responsibilities and activities in the problem above mentioned shows, how indifferent Indian Governments have been, relatively speaking, in these respects."

It is not that these ideas have not been thought of before. For some reason or other, Indian practice has not been able to catch up theory. The Calcutta University Commission, presided over by Sir Michael Sadler, recommended the introduction of a large number of vocational and technological courses in the Intermediate. Governments and Universities accepted the findings of that Commission as very important. But very few universities and colleges have introduced them. In the Andhra University we have introduced agriculture in the Intermediate, but only two colleges are affiliated in that subject. The fact is such courses are costly and Governments are not anxious to invest in our material development.

We have introduced in our regulations mechanical engineering, electrical engineering, surveying and a host of those subjects which are now sought to be included in the revised secondary curriculum. We should, therefore, ask "Why is it that more pupils do not take these courses?" And why is it such courses, though included in the curricula, have not been organised extensively?

• If you want to solve the problem of unemployment, I do not think it could ever be done independently of the general industrial and material progress of the country and the avenues open to Indian employment. Take England. Boys leave schools after their compulsory education between 12 and 14. Thereafter most of them are absorbed in the business of the country, not merely in such business in which the coats worn are black, but also in places where coats are taken off and shirt sleeves rolled up. But this is possible if there is material progress in the country and if whole lines like Army and Navy are

not closed to them. It is true that in England, and perhaps in the Anglo-Saxon countries, much of this development comes from below, that is to say, by the private enterprise of the people. But our country's traditions are different. On the Continent too, a good deal of this work is done under the patronage of the State and its active regulation. Therefore I feel that until Governments take a more active and positive interest, it would not be possible merely by means of schools to remedy these evils eating into the life and future of India.

HISTORY OF MATRICULATION IN MADRAS

There are two views on the question of Matriculation reform. One of these suggests a separate examination with a separate curriculum to be called the S. L. C. Here I have got the Bombay scheme. The history of Madras might be of interest to you in this respect. In Madras, for instance, we had originally the Matriculation Examination. Then the Matriculation Examination was thought to be too literary and that it did not equip the pupil for life's manifold pursuits. So it was replaced by the Secondary School Leaving Certificate. It is a splendid scheme, and the Universities agreed to try it provided a few conditions were fulfilled in the matter of percentages of marks to be obtained. Accordingly Matriculation was practically abolished. It exists in theory, but the total number of students in the Andhra University appearing for its Matriculation is less than forty in a year. All the rest take the S. S. L. C. Yet there is now another cry that the S. S. L. C. which was introduced to correct the defects of the Matriculation, has itself become as defective as the old Matriculation. Our present Director of Public Instruction has issued a statement of policy, for having two examinations, one to be conducted by the Department and the other left over to the Universities. We are asked to revive our Matriculation and Government will have its own S. S.

L. C. which will enable young men to enter the vocational lines, mostly black coat lines, e. g., clerkships under Government, as soon as they leave their schools. It has been found by experience that if you allow youths up to 25 to become clerks, then many of the graduates, who could take their degree before 25 will compete and therefore the rush of graduates for clerkships could not be stemmed. Therefore, as a corollary, they want to limit, generally speaking, the upper age limit for clerkships to 18, so that as many as possible might be drawn off at the high school stage from the direction of Universities to offices. Usually 16 is the age at which the boy goes to the sixth form or your seventh standard.* I want you to note this: In the Madras Presidency not merely an educational reform, but a prohibition of pupils above 18, which does not apply to the Scheduled Castes and Backward communities, but to forward communities, is envisaged with a view to divert as many of them as possible into practical courses and thus prevent them from going to the Universities.

TWO TYPES OR A SINGLE COMPOSITE TYPE

Let us now go into the Current Madras S. S. L. C. curriculum. In the "A Group" are included: English, a modern or classical language, elementary mathematics, elementary science, Outlines of the History of England and India and Geography. "B Group": Drawing, Physical training, manual training for boys and home crafts for girls. It might interest you to know that very few pupils take the B Group though this is in the curriculum. It is not the revision of the curriculum that will produce the result but a good many other things will have to be taken into account.

* Since this speech was made, I received a communication to the effect that those taking the Matriculation (to be revived) of Universities will be debarred from Government Clerkships. This bar which once existed was removed a few years ago and it is to be reintroduced now as a measure of protection for the new S. S. L. C. and to force clerical aspirants to shun the Matric.

"C Group": In this Group are: Music, agriculture, commercial subjects, etc. Yet the cry is raised that the S. S. L. C. has not fulfilled the functions for which it was introduced. If it has not fulfilled, it is not for want of curricular provisions! The whole point to be considered is this: Do you think it desirable to have two examinations and two different types of schools, or is there no other way? If you have two different types of schools, in all likelihood one type or other would sooner or later acquire the stigma of being inferior or the credit of being superior, and one will go under and the other go up. One type may become a rural type and another may become the urban type. What would be the result? To our communalism would be added localism as a political factor. The rural folk will ask "Why should we be denied opportunities of higher education and political leadership? What is that democracy worth which confines higher education to the relatively few in the cities and to the relatively rich in the villages who could afford to migrate to cities for their education? Moreover, even those who want a new type want to make this new type also a source of Matriculation.

I see here from the Bombay Report which was sent up to the Central Board of Education that it wanted two examinations. It however says:

"There is, however, a large number of vocational and other subjects fit for teaching in the secondary stage, which, though not necessary for the University career, are yet very essential for boys for entrance to the services, industry, trade and commerce. These subjects cannot be taken up by schools as there is at present no examination to test the boys at the end of the course... This state of affairs is undesirable and requires to be remedied. This can only be done either by reorganizing the Matriculation Examination by the introduction of several alternative subjects in its curriculum or by the institution of a separate School Leaving Certificate Examination

to satisfy all requirements. It is represented that the Bombay University is not in a position to expand its Matriculation as required (Why not?) The only alternative, therefore, is a separate School Leaving Certificate Examination."

".....On the question of the equivalence of the School Leaving Certificate Examination and the Matriculation Examination, the Committee thinks that provided the extent and standard of the courses prescribed for the S. S. L. C. Examination do not fall below those required for the Matriculation Examination, there is every reason to expect that the University will treat as regards equivalence, the Bombay School Leaving Certificate Examination in the same way as it treats certain other examinations." If the New Type can become Matric, why not the old Matric be modified so as to become the New Type? In this New Type you will have Matric subjects plus Technical, black coat or shirt sleeve courses. It will be heavier than the Matric course.

With reference to the question of principle as to whether we should have two different types of schools with two different Examinations, the following report of a Committee consisting of Messrs. N.S. Subba Rao, R. P. Masani, Pandit Jha, John Sargent, C. V. Chandrasekharan and others may serve for guidance:

"We consider as in most cases the present Matriculation or High School Examination is over-weighted and the courses need simplification, the course of studies for the Matriculation or Entrance Examinations needs to be revised so as to make it less heavy, while serving the double purpose of a School Certificate Examination and as an Entrance Examination for admission to the University. We recommend that the examinations must be in two parts, the second consisting of subjects from which selections should be made in accordance with the student's aptitude, and a course

he proposes to take up at the Universities or elsewhere. The compulsory group consists of subjects which include in addition to English and a Second Language, subjects like elementary mathematics and elementary science and History and Geography in all of which one should have a minimum equipment."

OPINION OF THE ALL-INDIA EDUCATION BOARDS

Incidentally, it might interest you to know that both the Central Advisory Board of Education and the Inter-University Board do not approve of the Bombay Scheme of two Examinations and also of the Madras Scheme of reorganising secondary education. They recommend:—

"(a) It is desirable on educational grounds that there should be only one examination at the termination of the normal high school course, i. e., there should not be separate Secondary School-Leaving Certificate and Matriculation Examinations.

(b) In order to meet the varied aptitudes of the pupils and the circumstances of the vocations and professions which they may be destined to enter, this examination should cover as wide a field as possible.

(c) The Universities could and should find in such an enlarged examination the necessary and qualifying test for admitting students to their courses of studies."

I feel sure that through composite schools the objectives could be secured and so one organization will do for both functions. That point must first be decided on merits, before we think of establishing a new course and new examinations. But the composite is costly; so Governments themselves, more for sake of finance than of education, would prefer bifurcation, and provide only a few vocational High Schools to save their conscience and pockets under bifurcation. Majority of schools will continue to be literary or black-coatish.

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

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 pursuits. So some 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. Precis-writing and indexing.
10. Domestic Science.
11. Music (European or Indian).

TEACHING VERSUS TRAINING

By Mr. S. V. PINGLE, B.A., B.T.

THE word 'teaching' is so hackneyed a term that no person pauses to think seriously over it. Yet, very few catch the true significance of the term. In the field of religion, teaching means the expounding of the religious or ethical principles. In education, it stands for the imparting of instruction, especially in the 3 R's—reading, writing and arithmetic.

The term, 'training', however, has a wider connotation. Often, one fails to grasp its full implication. Barring its meaning in other fields, its implication in education is more moral and spiritual than secular. Under training come the cultivating of good and desirable habits, the moulding and developing of the finer and nobler qualities of the child, and the equipping of the child for life's journey. In fine, it is formation of character which is the supreme aim of education.

Thus one can well see the wide difference in meaning of the terms, teaching and training. Strange to say, people have paid till now greater importance to 'teaching'. This has been a grievous mistake.

Continued from preceding page.

The time distribution will be as follows:—

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| 1. Modern English Language: | 4 periods a week |
| 2. English | : 5 " |
| 3. Elementary Mathematics | : 5 " |
| 4. General Science | : 5 " |
| 5. Indian History and Geography | : 5 " |
| 6. Optional practical | : 6 (Two consecutive days of the week) |
| 7. Optional practical | : 6 (Two consecutive days of the week) |

This Scheme is likely to cure lopsided intellectuality and help to develop a balanced personality in the pupils.

Extracted from the Presidential Address of the Bombay Provincial Secondary Teachers Conference.

The systems of education obtaining in various countries of the world stand condemned solely because of the fact that they emphasize teaching neglecting training. The ills of present system of education are the result of want of training, the absence of right fashioning of the higher and subtler qualities of the mind. The system is bookish and literary camouflaging the stern realities of life.

Turning to fields where teaching and training obtain, we find that Elementary or Primary Schools concern themselves with teaching, while the Secondary Schools concern themselves with training. In other words, the aim of elementary education will be teaching the 3 R's, and the aim of secondary education shall be training, training of the pupil's powers of the heart and of the head. Briefly, it is training the pupil for life.

The above, however, is a rough distinction between the functions of the two schools, the Primary and the Secondary. To fix the line of demarcation is not a simple task. Sometimes there is overlapping of the two. For, in England, the Royal Commissioners of 1895 were compelled to report that the nature of the secondary education was variously and often vaguely conceived by their witness; and that the definitions or descriptions in the evidence were all of a rough and ready kind occasioned for the most part by the experience of the witness, or the need of enforcing some special point. If this has been the situation in an educationally advanced country like England, the situation in a backward country like India can better be imagined than said.

Now turning to some of the factors that differentiate the two schools, we find that the most obvious difference is that the pupils of a secondary school remain until a later age than those of a Primary

School. In the latter, the superior limit of age is usually eleven, whilst in the former, school life may be prolonged by as much as five or six years.

It is clear from the above, that the pupils of secondary schools may range between the ages of 12 plus and 16 plus. Now the age of fourteen or thereabouts coincides with epoch-making changes in the pupil's physical, intellectual, and moral nature; changes so great that a teacher who is experienced and skilled in the work of a primary school might find himself "at sea" if he were transferred to the upper portion of a secondary school. Boys and girls of fifteen or sixteen usually require widely different management and training from that which was appropriate to them as children of ten or eleven. They are now in the adolescent period. They have acquired greater independence of character; they are beset by new sorts of moral pitfalls; they are appealed to by different kinds of motives; they need less of arbitrary control and more of friendly guidance; and they enter more fully into the meaning and purpose of school-life. Nor are the junior pupils in a secondary school in the same position as the senior pupils in a primary school. There is, as it were, a great stirring of emotions in the heart. So then, enabling the pupil to control and regulate the emotions which are containers of tremendous energy, will form the most important function of the secondary school.

It is very unfortunate that this psychological factor in the education of the secondary school pupils is not recognised by the greater majority of the secondary school teachers themselves, not to speak of others. Hence the poor products and the unsatisfactory results of the secondary schools of the country. Hence, also, instances of disobedience and indiscipline and sometimes vice among the students. Barring a few exceptional cases of experienced and trained teachers, the vast majority of teachers are not in the least acquainted with child psychology or the

psychology of the adolescent. Needless to say, that while recruiting teachers to the secondary schools, care should be taken to enlist only such persons as are trained and well-equipped for their important task, otherwise, the present bad situation will turn worse.

In India, as between the elementary and the secondary schools, the former are of immediate necessity in view of the fact that nearly 90% of the population are ignorant and illiterate. To teach the masses the 3 R's, elementary schools are of great necessity. But in the progressive countries of the west where the problem of mass illiteracy has been satisfactorily solved, the need for secondary schools is greatly felt. And, as training, training pupils for life's battle, is the purpose of secondary schools, secondary schools play, in the long run, a very important role in moulding the destinies of a nation. Hence, even in India, secondary schools have got to be started in larger numbers.

Now, let us consider closely how this training for life can be provided for in the secondary schools. That an all-round development of the pupil's personality may be brought about, the proposed training must run along the following lines: (1) Health (2) Efficient Home-membership (3) A good command of the 3 R's (4) Economic Efficiency (5) Education for Leisure (6) Citizenship (7) Character.

The foremost aim of the secondary education is to promote the health of the pupils, by providing a variety of health-building activities. Sports and games must be given their due place. The school must run its own gymnasium where, under efficient instructors, pupils may get modern, scientific exercises. Wherever possible, training in riding and rowing also should be provided. A short course in manual labour should be made compulsory so that pupils may shake off the distaste for manual work.

To fit a girl student or a boy-student for efficient and worthy home life is no less

a task of the secondary school than that of home itself. Some of the qualities useful for life have got to be acquired at home in the company of brothers, sisters, cousins and so on. Life qualities such as discipline, regularity, organisation, one community-feeling, nationalism, internationalism or world-mindedness have got to be acquired during school life. Equally important is the fact that sex-education should play its due role at this stage, if only to train boys and girls to become worthy fathers and worthy mothers. Only care should be taken to see that this part of education is entrusted to a teacher of tact and personality. The co-operation of parents in this matter should be enlisted.

Although the procuring of bread and butter cannot be the ultimate aim of education, yet it is a problem which has got to be solved first. There is no gain-saying the fact that to a greater extent the education given in a secondary school should be economically productive. It should train and equip the student for some vocation in life so that he may be sure, at the time of leaving the school, of an independent and respectable living.

It is true that the school engages the pupils in useful work during the school days. But, what can one say about leisure hours and holidays which form a third of the school year? As it is, a great majority of students spend their holidays in most undesirable and wasteful ways. The problem of leisure, and, specifically, how it could be profitably utilised becomes one of the major issues of secondary education. The hobby interests of pupils have got to be exploited during their leisure periods. A variety of hobbies or leisure occupations must be placed before boys and girls that their leisure may become educationally productive.

The twentieth century has been rightly called a century of democracy. Every man and every woman desire freedom in respect of thought, speech and writing. Every person wants to have his or her say

in the affairs of the government of the country. The person claims franchise. It shall, therefore, be the function of the secondary school to give the person to understand that if he or she has rights and privileges to fight for, he or she has duties and obligations as well towards the Government to be fulfilled. In other words, a sound training in citizenship should be provided for the students of the secondary schools. This can, to a certain extent, be accomplished through the school debates, student unions, social service leagues and such other extra-curricular activities. It is needless to repeat here the oft-quoted phrase: the students of today are the citizens of tomorrow.

Last, but not least, the ethical side of the student's personality demands early attention and cultivation. At the primary stage of education, it was seen that instruction in the fundamentals is given. But instruction alone is gravely insufficient. It is much to have opened out to the pupil a wide universe of worthy objects and to have shown their worthiness; but these results are not enough. There falls to the teacher the collateral task of so training the pupil that he may prefer to live in the universe to which he has been introduced by the teacher. Though he may have acquired as a result of his school career intellectual and aesthetic interests that tend to lift his life to an exalted plane, the teacher has yet to reckon with the thousand-fold temptations that inevitably await the pupil to "reel back into the beast." In the secondary schools, the teacher's ultimate concern shall be to cultivate not wealth of muscle, nor fullness of knowledge, nor refinement of feeling, but strength and purity of character.

From the foregoing passages teaching, it would appear, is quite different from training. It will also have been clear as to at what different stages education of the student these two things are provided for. If the primary school initiates a pupil in education and sets him on the life's path,

DEMOCRACY AND EDUCATION

By Principal K. S. VAKIL, M.A., M.R.S.T., I.E.S. (Retd.)

WHAT is democracy? Abraham Lincoln defined it as "government of the people by the people for the people." But this general definition does not clearly indicate the essentials of democracy. These may be stated to be (1) an educated electorate, (2) respect for law, (3) respect for the feelings, opinions and rights of individuals and minorities, (4) provision of equal opportunity for all in all matters of public welfare, (5) administration of justice without racial or communal discrimination, (6) freedom of worship (religious toleration), (7) freedom of vote, (8) freedom of speech, (9) freedom of the press, (10) freedom of assembly, (11) representative, responsible and strong government, (12) preference of general welfare to special privilege, and (13) peaceful and orderly change.

In order to attain to the stage of democracy in our national development, it appears to be necessary for us first to have an educated electorate. This, however, cannot be created without at least literacy education for every man, woman, and child of school-going age in the country. England could attain to it after a long period of free and compulsory education, and this country, too, will take a long time to attain to it. But it is urgently necessary

Continued from preceding page.

the secondary school escorts him during the life's journey. The one, it would thus appear, leads to the other. While the educational authorities in the progressive countries of the world have long ago recognised the two different functions of the elementary and the secondary schools and have done the needful in the matter, the authorities in India, it is to be deplored, have ignored this important fact totally. Hence the appalling loss and wastage in educational India.

for this country to plan for its attainment and proceed in this direction without loss of time in fruitless discussion which has gone on for the last thirty years, since the time of the late Mr. Gokhale's Elementary Education Bill of 1911, and to provide the necessary funds for it. Where there's a will there's a way. If crores can be collected for other purposes, crores can as well be collected for educational purposes which are no less pressing in their demand on public attention.

But attainment of mere literacy is not enough for understanding the full implications of democracy. Civic training through the lantern, the cinema, and the radio, is equally necessary to enable the mass of the people to have a clear knowledge of their rights and responsibilities as citizens, particularly the latter which are often lost sight of, such as respect for law and legally constituted authority, respect for the feelings, opinions and rights of individuals and minorities, need for independent thinking, need for the provision of equal opportunity for all in all matters of public welfare (e. g., sanitation and education), and need for toleration in religion. We are ever ready to assert our right to freedom of speech, assembly, discussion, and action, but we do not, at the same time, think of the duties and responsibilities that always go with it, such as moderation in speech and writing and peaceful behaviour at public meetings. We forget that every privilege entails a corresponding duty, every authority a responsibility, every responsibility an accounting to the body which grants you the privilege or authority.

Democracy in Education demands drastic changes in educational administration, courses of study, methods of teaching, school life, and student government.

Directors of Public Instruction should respect the opinions of Inspectors, and Inspectors, in their turn, should respect the opinions of Deputy and Assistant Inspectors serving under them, and consult heads of schools and colleges they inspect in all matters concerning them. The present method of educational administration is dictatorial and autocratic. It requires to be radically changed, if it is to approximate to the method of democracy. In earlier years when most of the teachers were without sufficient general education and without any professional training, there was some justification for benevolent dictatorship by the government administrative and inspecting officers. But to-day when a good many teachers are as well qualified educationally and professionally as Government administrative and inspecting officers, there is need for recognition of their professional position and of the unique and valuable contribution they can make to all phases of educational service. Administrative and inspecting officers have wielded the rod of authority over teachers far too long.

The courses of study prescribed for primary and secondary schools at present were framed by a few officers who thought that they knew all that it was necessary for teachers to teach in schools without consultation with the teachers who were expected to teach them, and have been handed down from decade to decade without any thought of eliminating their outworn and outmoded elements and replacing them with living, functional, vitalising matters. They require to be revised in the light of opinions of teachers, parents, and pupils—in the light of what those immediately

concerned in them think about them and how they would remodel them to meet the changing needs of the times.

Methods of teaching, too, require to be revised. Teaching is not a unilateral process requiring the teacher to speak to the pupils most of the time in the course of a lesson, but a bilateral process to be gone through by the teacher and his pupils in close co-operation with one another by means of questions and answers, talks and discussions, debates and demonstrations, in which both actively participate.

Petty restraints on movements and activities of pupils should be removed and they should be enabled to feel free in their life at home and at school.

The old conception of strict prison or army discipline should be abandoned and methods of self-discipline, self-government, student participation in the organisation of extra-school activities, the perfect system, and the like should be introduced. Some actual responsibility is an absolute prerequisite for developing democratic citizenship. Education which aims at preparing youth for intelligent participation in self-government is basic in a democratic society. To carry out this aim, we must work for self-realisation in the individual; we must develop economic efficiency; we must train children for civic responsibility; and we must prepare children to act intelligently in the field of human relationships. The basic problem involved in education for democracy is the problem of modifying human behaviour. A would-be democracy which fails to grasp this principle and to act upon it intelligently and decisively is doomed.

"There is nothing in all the surge of life about us which may not educate us or miseducate us."

*

"Our national culture is only one form of our common human culture, as is each other national culture. How noble a thing would patriotism be if we all felt this in our bones?"

LITERACY IN THE NEW WORLD

By Dr. GEORGE S. ARUNDALE

[Inaugurating on 31st January the Dr. Laubach Adult Educational Training Centre in Madras, under the Presidency of His Worship, the Mayor, Sri V. Chakkarai Chettiar, Dr. Arundale presented a unique view of that literacy which will be a stepping-stone to a New World Education.]

LITERACY does not mean merely to read or to write. Reading and writing may do more harm than good unless they are associated with great ideals which can be put into practice. Art, music, folk-dancing are as important as the teaching of our alphabets. We must lay the greatest stress on the creative arts—on music and on simple, beautiful arts and crafts. Try to help your illiterates to create something with their hands, whether useful or not. If they have succeeded in creating something with their hands, beautiful or not, they are less illiterate than many of those who perhaps know all that is taught in the so-called "general-culture courses" of our curricula. I want to stress very strongly such creative literacy which I regard as a very real type of literacy.

An example of General Culture in your syllabus is the study of World Geography. I am always afraid that in studying Geography we shall study the lengths and breadths of rivers and the heights of mountains, and make no practical application whatever of our knowledge. Unless the study of Geography relates to India it is of little use. We must know more about India. Unless there is a certain realization of India, how can there be an understanding of the world? I can assure you that in England where they have been emphasizing the study of World Geography for many years, their knowledge is most limited. Our English brethren do not yet understand or realize that their real next step is to weld themselves and their fellow-

peoples into a great Indo-British Commonwealth of Nations. Our next step is to make India a living reality to those Indians whom we are attempting to make literate.

I take it for granted that you will teach first the home tongue, and then the Mother-tongue, the tongue of India herself. English can be left alone. For a very long time it has had a warm shoulder. Let us try a little refrigeration for a change.

A PRACTICAL EDUCATION

I think of Ruskin's statement to the effect that the main work of education, especially among the villagers and the illiterate, is to teach them to do better that *which they are already doing*. The education we have to give to illiterates must be a practical education. Whether a man knows or does not know how to use the ballot-box is to me of comparative insignificance. I lay much greater stress on giving the individual the incentive to do better that which he is already doing. By means of such literacy, higher standards are reached by every individual citizen.

Another most important point is that we have to realize every illiterate is a citizen of the Motherland, and it is our business in giving him literacy to endeavour to make him feel that his Indian citizenship is a pleasurable, a worthwhile, a splendid reality to him. We must see to it that he knows how to exercise his powers in order that he may be proud of being an Indian and may be equipped to help not only himself but India.

We literate people are very much concerned with ourselves and our safety, should a Japanese raider happen to pay us its respects. But what about the people of the village? What about the animals? I am afraid that the Adult Educational

Movement cannot deal with the animals, for we have not yet learned their language. But they need our care and the benefit of A. R. P. as much as the other creatures of the human variety need it. I hope those in authority in the A. R. P. will turn their attention not merely to getting animals out of the way but in helping them to be safe in an air-raid. We, in Adyar, are endeavouring to make safe our villagers and our animals.

THE PURE AIR OF REAL CITIZENSHIP

In whatever we teach we must soar above politics and parties and enter into the pure air of good, self-sacrificing citizenship which not only helps the Motherland but reacts on the citizens themselves by giving to them more happiness in work and in play. One of the more important aspects of Education with which we hardly deal at all is to give an individual ways and means of employing his leisure to the best of his capacity so that his leisure may become creative. Only as he feels his power to create in however insignificant a way will he find life worth living, so that he can be happy.

The purpose of education is to make people happier than they are. It should be the magic of those who conduct such centres as these to see what they can do to make those who come here more alive so that they can feel themselves to be human beings who can live in dignity, honour, worth, peace, and happiness.

I utterly disagree with those who say that the time for experimentation is finished. We have only begun to experiment. Where is there an education for the new kind of world in which we shall have to live? We shall have to wait for that New World until we can begin really to experiment and adapt our system of education to its needs. In the world at large we do not yet know how to educate ourselves, let alone in India. It is only as the war teaches us lesson after lesson that we will begin to realize that education which

is to give to the New World a new type of citizen the world will need if war is to be successfully avoided in the future. Experimentation is of vital importance. I do not think any of us know how we are going to draw together and blend the cultural, the artistic, the literary and the citizenship aspects of life, so that those of the illiterate who pass through our hands will come out as virile, active, capable citizens of a Mother India who needs every citizen within her borders to help her on her way.

I sincerely echo the words of His Worship the Mayor that enthusiasm is needed. He who teaches must be enthusiastic and those who learn must be enthusiastic. The quality of enthusiasm should be the object of education whether among literates or illiterates.

IN BRIEF

We must show our illiterates:

1. How to do better that which they are already doing;
2. How to live more happily;
3. How to utilize their leisure so that it makes for re-creation, as so rarely the utilization of leisure does at the present time. So many of our people in their leisure hours go about the streets smoking, or go to the terrible cinemas which are producing illiteracy. Leisure is not being used for expanding the creative capacity, but for mere amusement, the level of which comes lower and lower.
4. How to make the home a happier place especially for the women who represent the real India. If women are not happy, our country cannot be happy. Women matter more than men.
5. How to speak more beautifully the Mother-tongue. Unfortunately there are many illiterates who wish to learn English so that they can get a better job. Many parents insist on English as being one of the first subjects taught. Well we must do the best we can. Sooner or later this older generation will have disappeared.

NOTE-BOOKS OF SCHOOL PUPILS

By Mr. V. J. MANI, B.A., B.Ed.

"Writing maketh a perfect man."—Bacon.

It is indeed true that the cost of paper has become prohibitive on account of the war, and there is the imperative need for economy in the use of newsprint; but this economy has to be enforced into the schools more from a national point of view than pedagogic. The chief considerations in favour of economy are (1) to make the present stock and the fresh Indian output of paper last the longest period, and (2) to give a small relief to the parents whose income is rather rigid and inelastic, and does not depend upon the level of prices. The large class of pupils who are the sons of agriculturists or merchants do not come in for any consideration, as their parents have made huge profits on account of the political situation. A real difficulty is felt only by those who are always poor or by those whose salary is not raised on account of the high cost of living. The difficulty reported in the columns of the "The Educational India" (December, 1941) is only an exaggerated account; it is not felt practically.

The use of a required minimum of note-books by the pupils is necessary and essential, though the Government may, as a war measure, ration note-books just like the other articles. It is unkind and uncharitable, if it is said that these note-books are improperly used. The number of them might have swelled in recent years, but not without proper reasons. It is unwise to criticise a large body of

teachers and their work from a study of the conditions in one's own school. Note-books are the clothing of our ideas, and so let us have a surfeit of them rather than a want. One would rather wish the curtailment of any other article except paper. Human progress has depended as much on the use of paper as the use of the printing press. When Macaulay said "Of all the inventions, the alphabet and the printing press alone excepted, those that abridge distance have done most for the civilization of our species." It is regrettable why he forgot about the note-paper and note-books. It is on account of the practice of writing less as students, in India, that the output of books is very low. One cannot reconcile oneself with the idea of curtailment of dress or note-books.

It is said as an argument that once all teaching was oral and so it was good; and now that the written methods are adopted it is inferior. Facile remarks like these and those of saying that the standard of English is poor, and that, for instance, the present morality is low, are easily made. There is more a love or antiquity than truth in these remarks. The period of the *Guru* and *Sishya* and the sands of the river bed, are all past, and now the teacher has to deal with forty pupils at a time for four hours in several subjects and his work is measured in terms of the percentage of passes and the class average. The abolition of the note-books would only lead to the utter unpopularity of the teacher, if not his removal.

Though oral questioning has to be done in the class-room, either for catching the attention of the pupils or for eliciting a new point, for testing or for repetition, it is not without its own defects. A ques-

tion put to the whole class is answered by one and not all and there is a feeling of disappointment in the rest of the pupils who had not been given a chance. Some do not attempt to think of the answer, thinking the teacher will not question them. There is absolutely no scope for testing all the pupils on all the points of the lesson. In order to get over this defect, the assignment system is adopted which, of course, requires the use of the note-books. In methods of teaching, India is not so far advanced as the other countries, where the Project Method, Assignment-systems, and correspondence courses are adopted with advantage. Prof. A. M. Low even goes to the extent of saying that written methods are far superior to oral teaching methods. In India a compromise method is adopted in which the oral work receives importance in the class-room and written work at home. So note-books have to be maintained in every subject, for exercises, home work, for recording observations, or for noting down a new word or an expression used by the teacher. A mental activity becomes permanent and lasting in effect, only when converted into a motor activity. The practice of making a knot at the corner of our *dhoty* is an instance of it. When Bacon said 'Writing maketh a perfect man', he meant only motor activity.

If I may be excused for my extreme views, I would suggest that printed question sheets may be issued to the pupils on each lesson, time and purse permitting. The advocates of "Note-book abolition" would be alarmed at this suggestion, but it has its beneficial effects. At present real teaching is done by the teacher only once for a particular lesson orally, and it is off like the spoken word. The only way of getting a record of it is to issue printed question sheets eliciting the point of the lesson. Mere reading of the text leaves the boy nowhere. To him reading is only a sound without meaning, and does not know what point he has to learn from the lesson, and the result is pupils cram the

text. Even at home he must be made to think to arrive at the truths. The question sheets therefore act as pointers or aids to the study of the text. In any subject the text-books place only some facts before the pupils, and they do not lead the pupils to find these facts for themselves. A teacher who comes to the aid of the pupils in the class-room only once to find the truths for themselves by a series of oral questions, has an opportunity of becoming a teacher at home too by printing his questions. Note books are essential for these exercises. It is a gross exaggeration to say that after so much of advice by the District Educational Officers, teachers dictate notes just as they do in the College classes. Every teacher knows that he who throws the pupils in a state of passive respectivity works his own ruin and hard thinking by the pupil and not the teacher, is the touchstone of education. Any way cases where notes are dictated by the teachers are too few for a whole class of teachers to be charged.

If the general standard of the pupils has fallen now-a-days, it cannot be attributed to the use of the note-books. It is a natural law that where the demand for a commodity is great the quality suffers. When there were only two high schools in a district and when only ten per cent of the matriculates passed, perhaps they rose up to the top most rungs of life and exhibited themselves brilliantly. It does not mean that an equal number of such great men cannot be produced by the present system. The present struggle of the teachers is to educate even the intellectually backward and hence the use of note-books, and additional work at home and during the holidays.

It is stated that a few years ago the number of note-books was not as huge as it is now. It is stated in disgust that the pest is a growth of the present decade. Quite true. It is only in the present decade that the number of subjects for the S. S. L. C. has been increased from 5 to 6. Instead of Vernacular Translation and

Continued from preceding page

We must not, perhaps speed its parting. But in the future there will be in store for us a saner attitude towards the happiness of our citizens, the gift of the younger generation.

Composition, they have now to study Telugu up to the 'C' group standard and so it may be said that the number of subjects has increased from 4 to 6. The increase in the number of subjects for the S. S. L. C. combined with the fact that stress is laid on grammar and oral composition, has necessitated the use of a large number of note-books.

Sometime back a co-operative officer addressing the students and the staff of a school was telling that student's book stores were started in the high schools so as to make the pupils know the principles of co-operation and to make them take a live interest in it, so that later in life they may take active part in co-operative work. Just so with the note-books. It is hoped that if the pupils can keep their

note-books well, they will keep the records entrusted to their care in perfect order later in life. Every repeating item takes the form of an independent register in an office and in like manner when the quality of writing matter increases in a particular branch of a subject, it takes the form of an independent note-book. It is a matter of convenience. The use of sarcasm and scorn and disgust are quite out of place, if these facts are remembered. It is very painful that one teacher advocates the abolition of the note-books and another advocates the abolition of the notes of lessons. Heaven be thanked if the teachers do not advocate the abolition of the high schools too. They will have the support of the public for the abolition of the high schools more than the abolition of note-books.

BASIC EDUCATION IN BIHAR

I am sorry that my programme for the inspection of the basic schools was interfered with by heavy rain and had to be curtailed, but I was able to meet the teachers and pupils of 18 out of the 27 schools, 6 at Brindaban-Rampurwa and 12 at Chaubetola-Parukia, and I was extremely interested in all that I saw. We shall not of course be able to judge the experiment fully until the completion of all seven grades, but I was impressed with the cleanliness, intelligence and obvious pleasure of the pupils in their work, and I am confident that we are proceeding on the right lines, and that children of 14 who have gone through the entire basic curriculum will not fail in comparison with those who have gone through the ordinary school course up to the same age.

A particular encouraging feature, and one upon which I place the greatest emphasis, is that the schools have undoubtedly succeeded in capturing the goodwill and interest of the village people, and as long as this can be retained it is impos-

sible for the system to fail of being a success. The public spirit displayed by the proprietors and the villagers of Chaubetola-Parukia in providing such excellent playgrounds for the school, in preparing roads and equipping the scouts troop, which is one of the largest I have ever seen, and above all in insisting that the village boys shall attend the school regularly is most commendable, and I am assured that similar proofs of public interest are exhibited in connection with other schools which I was not able to see. I feel confident that the efforts of the villagers will be well repaid and that in addition to education in the ordinary sense the village boys of the future will acquire at the schools such attributes of mental alertness, manual dexterity, health and cleanliness as will make the villagers in future more healthy, attractive and enlightened places than they have been in the past.

(Sd.) E. R. J. R. COUSINS,
Governor's Adviser.
30-1-'42.

NOTICE

Articles for publication, and books for Review should be sent to the Editor, P. O., Daba Gardens, Waltair, R. S.

Business communications should be addressed to the Manager, Masulipatam.



EDUCATIONAL INDIA Masulipatam, March, 1942

Universities and War

THE war has been going on for two and half years. It has come very near India to-day. It is a matter of some interest to find out if it has produced any effect on the activities of the Universities in our country. On the whole it may be said that they continue to function as if things are more or less normal. It is true that in the early days of the war some of the Universities passed pious resolutions that steps should be taken to introduce military training for all their students and make it possible for graduates and under-graduates to enlist themselves in the regular army and become useful as fighters in the cause of freedom and right. But in almost all cases these remained mere resolutions and did not produce any practical results. The Government of the country was not very much impressed by them and did little to help the Universities in

achieving the object behind the resolutions.

THERE were certain suggestions put forward that the scientists on the staff of University institutions should direct their research to fields which would be of service to the better prosecution of the war and a speedy victory for the allied cause. Here too the extent to which these suggestions have been carried out in practice is not known. Perhaps the results produced are meagre.

IN the more recent months the Universities located in the coastal areas of the country—Universities like those of Calcutta, Madras, Bombay and the Andhra—have been put to the necessity of considering whether it would be possible for them to carry on their work in a normal manner. In the case of Calcutta it has been found necessary to take steps to close some institutions which could not provide adequate protection to their students against air-raids. The authorities had also to make changes in respect of centres for University examinations so that more candidates might be examined outside Calcutta. A similar change has been made by the Madras University. Many Indian Universities are also considering what facilities they could reasonably give to the young under-graduates who had to leave Burmah and Malaya before completing their University education and sitting for examinations. We are sure that they will be provided with all just and reasonable facilities.

THESE, however, are all very small and trifling matters. There is a question of major significance to

which no University has so far paid any attention whatever. It is the part they should play in the Civil Defence of the country. With the war coming so near our doors there is the danger not merely of the civilian population becoming subject to raids but also of disorder spreading wide. The anarchical elements lurking hidden in every society come to the top in periods like these. Looting and plunder will be resorted to by them. They will cause immense loss to life and property. And we have to recognise that the risks we have to face in these directions are bound to be of a serious character unless adequate steps are taken to face them and meet them.

IT is here that the Universities can and ought to play an important role. They can form peace-brigades from among their students. In preserving internal order and peace, in maintaining the morale of the civilian population at a high level and in encouraging them to carry on their normal work the services that the students of the Universities led by their teachers can accomplish are inestimable. They are services which they can more effectively render than any other class of population. They have the necessary education and culture. They have a high sense of responsibility. Above all they have an enthusiasm and even a deep passion for doing something of value in these stirring and troublous times. And the Universities will be doing the right thing by their students and the country at large if they take without delay the steps necessary to organise the enthusiasm of the students and make it possible for them to serve as

volunteers in the cause of internal peace and order.

THIS is the most opportune time also for such work. The need has become urgent. Moreover the Universities are going to close for the long summer vacation for a period of three to four months. It has been a problem with us as to what work students should do during the holidays. This problem has attracted the attention of the Inter-University Board. And so far it has not been successfully tackled. Here is a new opportunity for the Universities and they should come forward boldly to avail themselves of it.

DURING the summer holidays each University should make arrangements to give some training to students so that they might serve as efficient leaders in preserving internal peace in towns and rural areas in the difficult times through which we have to pass. Four or five weeks training may be necessary. Camps should be opened in convenient centres. Teachers of the University should stay in those camps and batches of students should be brought there to undergo the training. Here is no question of weapons or military training or high politics. And the Universities can do this work much better than party political organisations. In undertaking this work the Universities cannot be accused of going out of their way. On the other hand they will be building the character of their *alumni* and making them fit for rendering the best service they are capable of. Students will not have to remain idle during the vacation. And in consequence of the training they receive they will become more devoted and

loyal to their Universities while the country will be immensely benefited by the educated youth taking part in the maintenance of internal peace and order.

WILL Indian Universities have the imagination to get out of the accustomed rut and rise to the occasion?

Pachaiyappa's College Centenary

THE celebration of the Centenary of Pachaiyappa's College, Madras, on the 18th of last month is an outstanding event in the history of education in modern India. This College is a purely indigenous institution built on the munificence of a pious Hindu, who, in accordance with Hindu traditions coming from the ancient past, left a large amount of money for being used for the promotion of education and other charitable purposes. From the very beginning it has been managed by a Board of Indian Trustees and much of the steady progress that stands deservedly to the credit of the institution is due to the great interest that the members of the Board took in its welfare and the broad outlook and large-heartedness that always characterised them. In 1842 when it was founded it was only a preparatory school, having only the primary classes and serving as a feeder to the High School of the Madras University. To-day it is one of the leading Colleges in the city of Madras imparting instruction in a variety of subjects up to the highest University standards. It has now become a residential college and has built up for itself a tradition of high value in which all its *alumni* take a legitimate

pride. Many members of the Hindu community have in subsequent years contributed to its finances. And in the more recent times the Provincial Government has made substantial contribution to its becoming a residential institution.

ONE characteristic feature of the institution has been the great help that it has been rendering to poor students. It was originally started to provide free education to the poorer classes of the community; and this character it has retained all along. Many of the public men that occupied and are still occupying positions of eminence in South India were students of Pachaiyappa's College who enjoyed the benefit of a free scholarship. This also gave to the college a democratic character in contrast to the aristocratic character and exclusiveness of several sister institutions in the Madras city. The college has always been famous for the efficiency of its teaching staff and some of its professors—professors like the two Ramanujacharis, Singaravelu, Ramanathan, Eric Drew and John Adam—have left behind them a reputation which will live for all time. In those days when acute controversies arose between the Christian Missions and the followers of Indian religions and when proselytisation was at its height the college did a good deal to maintain the dignity and self-respect of Hinduism and Hindu culture. And if today the South Indians regarded it as a national institution it is because of its services to the cause of indigenous culture.

IT is our hope and wish that the college will grow in strength and

prosperity and will continue to occupy a place of pride among the educational institutions of the country.

A University for Maharashtra

THE Government of Bombay has appointed an expert committee to investigate and report on the question of the establishment of a University for Maharashtra. This question has been discussed on several occasions and in representative conferences but no scheme has so far found universal favour. It is now hoped that this small and authoritative committee will succeed where its predecessors have failed.

THERE are two points which require special consideration in solving a question like this. A University, as it has come to be understood in our country to-day, means expensive administrative machinery. A paid Vice-Chancellor, a Registrar with an ample supply of an efficient staff of managers, accountants and clerks, a Senate and Academic Council representative of all public interests and a Syndicate drawn from a variety of sources are considered to be essentials for running a University. This machinery cannot work unless it is located in big buildings provided with all modern comforts. All this means money—a large non-recurring outlay and also a recurring outlay. Is it worthwhile to incur such huge expenditure? Are the objects aimed at in establishing a University of such a praiseworthy character as would justify the provision of this paraphernalia?

THE second question is the nature of the work proposed to be done in

the University to be started. It is called a regional University. This implies that it will carry on research work on the regional history, culture, and sociology and also on the economic and industrial resources of the region. For the mere carrying on of the Intermediate and the degree courses a new University is unnecessary. It is the affiliated Colleges that do all the real teaching work in respect of these courses. The University is a mere co-ordinating and examining authority and so far as these courses are concerned there is no need for starting a new University. If a new University is started it is best that it confines itself to research work on regional matters. There is no other justification for it. Research work of this sort will attract only a few students and teachers. Ample facilities should be provided for them. But among these facilities the administrative machinery of a Vice-Chancellor etc., is not one. A cheaper administrative staff will equally serve the purpose. In Poona which will and ought to be the centre of a Maharashtra University there are already institutions like the Bhandarkar Oriental Institute, The Gokhale School of Economics and Politics which may be taken as the nuclei of the proposed University. Degree Colleges may continue affiliated to the Bombay University. If these nuclei are developed and their activities co-ordinated a regional University of the right type will come into existence. The attempt should not be to reproduce in Poona all the courses for which provision exists in Bombay.

Commissioner's Survey of Education Provincial Governments' Schemes

"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 cheap is almost bound to be nasty," observes Mr. John Sargent, Educational Commissioner with the Government of India, in the course of the Bureau of Education's Report on "Education in India in 1937-38," just published.

The Educational Commissioner states:

The report (1937-38) should be studied in close connection 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 provinces, gave a further impetus to educational renaissance. From this point of view the outstanding events of the year were the publication of two important reports. The first of these was the 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 Hussain, Principal of the Jamia Millia Islamia, Delhi. The system of education embodied in this report 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 propo-

sals 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.

Provincial Governments also carried out investigations mostly of a comprehensive character into the general organisation 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.

PROVINCIAL GOVERNMENTS' SCHEMES

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 text-books. 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 de-provincialisation 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 cheap is almost bound to be nasty. In any general system of popular education, the cost of the instruction provided for the 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 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.

SIGNS OF PROGRESS

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 percentage between classes I and IV in primary departments has decreased from 72 to 70 in the case of boys and from 36 to 34 in the case of girls but

this can only be regarded at the best as a slight amelioration in an appalling situation. Increase has gone up in all classes of institutions, the total increase being the largest in the last nine years, but more encouraging 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 what improvement in the status of teaching upon which any permanent raising of the level of instruction must ultimately depend. There are 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.

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DELHI

MEDICAL INSPECTION OF STUDENTS

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 emphasised by the Central Advisory Board of Health at its last meeting held recently in Calcutta.

The Board discussed 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". It 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 as such steps should be taken to ensure that children, both boys and girls, attending school were healthy and kept healthy. The Board agreed that any scheme for medical inspection without provision for treatment was of little or no use, while in addition any scheme of treatment should include the provision of supplementary nourishment for under-nourished children.

Commending the report of the Joint Committee for the consideration of Provincial Governments, the Board stated that although there were difficulties in the way of giving effect at once to all the recommendations of the Committee, its view was that the problems could not be deferred indefinitely and that a beginning ought to be made now for its solution.

REFORMS IN MUSLIM EDUCATION

The report of the Kamal Yar Jung Committee, which was appointed at the Calcutta session of the All-India Muslim Educational Conference, is, it is understood, ready, and will be submitted to the Central Standing Committee of the Conference shortly.

The report embraces all phases of education as affecting the Muslims of India and incorporates the difficulties and problems of Muslim education in the various Provinces and States.

Among the many recommendations of the Committee, is a proposal to establish a central Islamic research organisation and a board of oriental education with representatives of all the Provinces and States, including those of the Central Government as also of oriental institutions in India with a view to ultimately starting an Oriental University in the country.

The Committee has also prepared a scheme of secondary education and of primary education in harmony with the special needs and requirements of the Muslim community.

In the field of University education, the Committee has made twenty-two recommendations and among others, has recommended that every University, University College, or teaching institution should be open to students of all classes and creeds and no University should accept an endowment to provide teaching and classes, excepting provisions or scholarships and stipends to any particular creed or class.

MADRAS

SPECIAL CONCESSIONS TO SOLDIERS' CHILDREN

The Government of Madras have decided to grant certain educational concessions to the children of soldiers taking part in the present war, who are not in affluent circumstances, and in this connection for the purposes of these concessions they regard as 'soldiers' all persons enrolled under the Indian Army Act and whose terms of service include the liability to serve overseas in a theatre of war.

The following are the concessions set out in a Press Note:

(1) The children will be exempt from payment of tuition fees in all grades of educational institutions, elementary, secondary and collegiate, arts and professional.

(2) They will be granted an allowance for the purchase of books etc., upto limits specified by Government.

(3) A soldier's child, whose fee is remitted in a secondary school, will be admitted to the

Secondary School Leaving Certificate Examination free of fee.

Every student claiming the concession, adds the note, should produce a certificate signed by an officer of the Revenue Department not lower in rank than a Deputy Tahsildar or Sub-Magistrate, to the effect that he is too poor to continue his studies without the concession.

The concessions will be available in all institutions (general and technical) whether under the management of Government, Local Bodies or private agencies. The Director of Public Instruction has been authorised to compensate private managements for the loss on account of the grant of exemption from fees to the children of soldiers. The allowance for books, etc., will be disbursed by departmental officers.

FISHERIES TECHNOLOGICAL INSTITUTE

The Fisheries Technological Institute, started by the Government at Tuticorin for training students in fish-curing, canning and oil extraction was opened on the 29th of January last by Mr. H. M. Hood, Adviser to the Governor of Madras. This Institute is the first of its kind so far started by the Government.

The plan of work of the Institute is to provide training of teachers in Fishery Technology and to provide course of instruction to fishermen and the public in all branches of Fishing Industry, including Navigation.

ANDHRA DEGREES RECOGNISED

The Government of India have, on the recommendation of the Indian Medical Council, given recognition to the M. D. and M. S. Degrees of the Andhra University.

BENGAL

REGISTER OF TEACHERS

The Appointment Board of the Calcutta University has been asked by the authorities to maintain a register of teachers of educational institutions in danger zones, who may be thrown out of employment on account of the present emergency. The Board will establish contact with the institutions in the mofussil requiring teachers due to influx of students coming from danger zones and secure employment for the teachers thrown out of employment due to emergency conditions, and

has already taken steps towards enlisting names of teachers losing their vocation.

SECONDARY EDUCATION BILL DROPPED

The Bengal Secondary Education Bill, which was sponsored by the last Ministry with a view to controlling Secondary Education in the province, will, it is learnt, be dropped and a new Bill will be introduced in the Assembly during its ensuing budget session.

BOMBAY

STUDENTS FROM BURMA AND MALAYA

Arrangements have been made by the Government of Bombay to admit students from Burma and Malaya into Government and non-Government schools and colleges in the province for completion of their studies.

The Bombay University authorities have also relaxed the regulations in favour of such students. Terms and attendances kept by students for examinations in other Universities in India, the University of Rangoon and in Malaya, will be treated as terms and attendances in respect of the corresponding courses of study and examinations in the Bombay University. Those who have completed the course of studies for the Matriculation examination of the Rangoon University, but have not been able to appear at the examination owing to war conditions, will be permitted to appear for the Matriculation examination of the Bombay University without being required to keep attendances. They will also be exempted from appearing for an examination in the second language if their second language in Rangoon was Burmese, and for the purpose of passing in the head "other languages", it will be sufficient that they pass in a modern Indian language in the additional paper in English.

THE BLACK HOLE MYTH

The Bombay Corporation discussed recently a letter received from the provincial Government in regard to the deletion of the reference to the "Black Hole of Calcutta" from text books in the municipal schools. It will be recalled that, some months ago, the Corporation adopted a resolution requesting the Government to take measures to delete the reference to the "Black Hole of Calcutta" from text books. The Government of Bombay, in their reply, stated that they were satisfied that the Text-Book Commit-

tee could be trusted to deal "with historical references in accordance with historical material available". The Corporation expressed disapproval of the Government's reply, and requested them to forward the letter to the Text Book Committee for suitable action.

TEACHERS FOR MILITARY SERVICES

The Bombay Government has decided to give concessions to aided non-Government secondary schools if teachers from such schools are appointed to commissioned ranks in the Indian defence services.

The management of such secondary schools have been advised to retain the lien of teachers on posts vacated by them on being appointed during the war to emergency commissions in the Indian army and to restore their posts to them on their return to civilian life. The Government has agreed to admit for grant-in-aid purposes the amount which the schools stand to lose by not enforcing their contractual rights against the teachers who have volunteered for military services.

The Government will also be prepared to consider favourably, on their merits, cases in which the managements of the schools stand to lose monetarily by allowing their teachers to join the military services.

EXHIBITION OF CHILD ART

For the first time in this country an Exhibition of Child Art has been organised in Bombay. The exhibition has been arranged by the Child Art Society that has been newly formed. The object of the society is to foster the self-expression of children through art, to study the artistic talent in the young in its various manifestations and to bring about a reorientation in the outlook, courses and method of instruction in art. A large number of paintings, drawing and modelling by children between the age of 5 and 15, especially from the different schools in the city, have been received for the exhibition.

UNIVERSITY FOR MAHARASHTRA

The Government of Bombay has appointed a committee of seven members, to investigate and report on the question of the establishment of a University for Maharashtra, with the Rt. Hon. M. R. Jayakar as Chairman and Mr. G. B. Jathar as Secretary.

The terms of reference of the Committee are, to consider whether a University for Maharashtra should be established; if, in the opinion of the Committee, such a University should be established, to make recommendations as to what should be its form, constitution and jurisdiction; and to report on the cost of its establishment and maintenance and to make proposals for raising the necessary funds.

ALL-INDIA LIBRARY CONFERENCE

The next session of the All-India Library Conference will be held during the Easter holidays in Bombay. The Vice-Chancellor of the Bombay University is the Chairman of the Reception Committee of the Conference and the Librarian of the Bombay University is the local Secretary. The University Convocation Hall will be the venue of the conference.

U. P.

LITERACY DAY

The U. P. Government have observed February 21, as the "Literacy Day" throughout the province to focus the attention of the public on the efforts that are being made to eradicate illiteracy from the province and to take stock of the work done so far.

A pledge to work for the literacy and 'no-thumb-impression' campaign was taken on the occasion. Pabhat pheries were taken out in the morning and public meetings held in the evening and posters and placards were displayed urging the removal of illiteracy. The depressed classes of the province participated in the celebrations.

BIHAR

PROGRESS OF LITERACY CAMPAIGN

The progress of the mass literacy campaign in Bihar during last year was reviewed at the third anniversary of the Provincial Mass Literacy Campaign held recently at Patna, Mr. E. R. Cousins, Adviser, Bihar Government, presiding.

Ever since the campaign was started in April 1938, during the time of the late Congress Ministry, eleven lakhs of men and women had been made literate in the Province. This progress had been encouraging, with the result that the expansion of literacy among the adult population had stimulated the demand for elementary education of children, and the demand

for primary schools in the Province had increased. The number of pupils in the existing primary schools had risen. 3,371 school volunteers were able to make 14,662 members of their families literate.

PROMOTION OF RESEARCH

For stimulating research, both in science and arts subjects, the Patna University have decided to create research fellowships, each valued at Rs. 150 per month. These fellowships, which would eventually provide recruiting ground for professors and more highly paid members of the teaching staff, would be obtainable by a graduate of the Patna University after he has secured a Ph. D., or M. D., or M. S., of that University. The diplomas, again, will be conferred on research scholars of approved merit who will have to do research work for a period of two or three years under the guidance of a senior and selected professor. During the research period, the student will be given an allowance of Rs. 100 per month.

The Syndicate has also come to the conclusion that research scholarships may be awarded to suit candidates of the University to work at institutions outside Patna like the Jamshedpur Research Institute, the Indian Institute of Science, Bangalore, and other similar places.

SIND

SEPARATE UNIVERSITY RECOMMENDED

A separate University for Sind is believed to have been recommended by the Special Committee appointed by the Sind Government to enquire into the question. An interesting suggestion, which is understood to have been made by the Committee, [is that physical fitness should be one of the tests for passing the University examinations.

PRIMARY EDUCATION BOARD

The Government of Sind is setting up a Provincial Board of Primary Education to reorganise education in Sind. The Education Minister will, it is stated, be the Chairman of the Board.

MYSORE

REVIVAL OF B. COM. DEGREE COURSE

The Special Committee appointed by the University of Mysore to go into the question of

the revival of the B. Com. Degree course in the University, held its final meeting on February 6, Mr. N. S. Subba Rao, Vice-Chancellor, presiding.

It is understood that the Committee decided to recommend the institution of the B. Com. Degree in the University.

The course for the B. Com. Degree will be a four-year one and the University College of Commerce which will impart instruction in the B. Com. course will be located in Bangalore which, besides being the administrative headquarters, is the chief centre of trade and industry in the State.

It may be recalled that, when the Mysore University was established in 1916, the B. Com. Degree was instituted but, after a few years, the course was abolished. Ever since, there has been a demand for its revival from the public urging the Government to revive this course in the University.

TRAINING IN COTTAGE INDUSTRIES

During recent years the Government of Mysore have been devoting great attention towards the development of cottage industries. The Cottage Industries Advisory Committee has been giving useful suggestions from time to time. On the recommendation of the Director of Industries and Commerce, the Government have passed orders sanctioning the starting of classes for leather-goods manufacture, button-making and pottery in the Industrial School, Chennappa, for a period of three years. The expenditure, which will come to Rs. 33,100 for these three years on this account, will be met from the amount available in the industrial development fund.

KASHMIR

SERICULTURE INDUSTRY

Sericulture industry in the Province of Kashmir has already made great advance. The Kashmir Government have now sanctioned a five-year plan of development of the sericulture industry in the Province of Jammu. The expansion scheme would cost an annual recurring expenditure of about Rs. 17,000. In addition a non-recurring expenditure of Rs. 2,50,000 for machinery and buildings has been sanctioned. A sum of Rs. 1 lakh is to be provided in the budget for 1,999 (Bikrami).

PUBLIC OPINION

MRS. SAROJINI NAIDU'S EXHORTATION TO GIRL STUDENTS

"We are not inferior to men. To say that we are superior to men is foolish. We must develop individual freedom," thus observed Mrs. Sarojini Naidu, speaking to the girl students of the Benares Hindu University.

Mrs. Naidu advised them to eschew all eccentricities, not to try to ape men, not to play like boys and not to show the so-called modern touch in their gaits and gestures. She asked the girl students to keep before their minds the ideals of Sita and the ideals of Radha and the ideal of Parvathi.

"You should rid yourselves of that inferiority complex", Mrs. Naidu added, "which is the bane of your life to-day. You must try for freedom side by side with men. If a girl passes her matric, she is made much of but if a boy passes his B. A. in first class nobody turns a hair. Why, because it is felt that girls are weaker and so they praise you by way of condescension. This is beneath our dignity. We are not inferior to men. To say that we are superior to men is foolish. We must develop individual freedom. We have the right to be unorthodox. To say that we are not brave enough is a fallacy. If we are not brave enough nobody is brave. We risk death to produce life. We must fight along with men for our freedom.

"It is at this institution you will learn how to take your place by the side of men and carry on with your responsibilities to the betterment of the world."

DR. ADISESHAYYA ON UNIVERSITIES' ROLE IN SOCIETY

"It is technicians Indian Universities are turning out to-day and not cultured men and women. The ultimate responsibility for this sorry state of affairs must be traced to the structure of a society, which established a market value for the degrees, and in which there is a subordination of the university to the society"

said Dr. Malcolm Adiseshayya, Professor of Economics, Madras Christian College, speaking at the anniversary celebrations of the Voorhees College Alumni Association, Vellore.

Continuing he said that Universities in every place and in any country were but a symbol, a mirror reflecting the society. If society was integrated and meaningful, then the universities also would be meaningful and integrated. In a disintegrated, chaotic, confused world, the universities must share the same fate. Among the forces, helping the disintegration of universities to-day was the growing secularisation of life and society. The secularisation, the independence, the objectivity were like a ladder, which one used to climb to reach perfection. Again there was no means to relate all that was learnt in the Universities to the central, ethical point, namely the belief in God. Another feature to-day was the specialisation on which the universities were embarking. No department had any relation to the other departments in a university. Men and women were not equipped to face life and society but turned out to be technicians of law, of economics, chemistry, etc., and even technicians of religion in the case of those, who entered the ministry of the church.

Whether the period into which the world was entering, Dr. Adiseshayya concluded, would be a reversion to the dark ages one could not tell. Whatever state of society it might be, it must answer the demand for community living which all countries in the world were demanding. In that state, it was hoped that universities would regain the true function, standing for a complete unity of all knowledge.

AUNDH PREMIER ON THE REMOVAL OF ILLITERACY

That education was not an end in itself, but a means to an end and that end was the reconstruction of society in the best manner possible, to enable man to rise to his full moral stature, to educate their fellow brethren and to make the world happier for them, through service, was the view expressed by Srimant

Appah Sahab Pant, Premier of Aundh State, presiding over the Mysore University Union Day celebration.

In the course of his address Srimant Appah Sahab observed that most of the students must have known that their education was paid for by the peasants of the State. It was imperative therefore to remember that a great responsibility lay on their shoulders, which they should discharge through service to the masses, after leaving the portals of their colleges and on their entry into the outer world. Education was not an end in itself but only a means to an end. Unfortunately the present day education fitted them to become mere clerks.

Then adverting to the point of students participating in active politics, the speaker said that as students they must study and assimilate every branch of knowledge. He believed therefore that while they were students they should not participate in active politics. They could do so, only on leaving the portals of the college and emerging into the world. Even then, they must act according to their own conscience and in the light of their acquired knowledge.

PROF. SANKARAN NAMBIAR ON EDUCATIONAL REFORM

Delivering the Mathai Memorial Lecture on "Education then and now" at Ernakulam, Prof. P. Sankaran Nambiar, Principal of the Maharajah's College, Ernakulam, pleaded for reorientation of the present educational system and said:

"In my educational Utopia there will be no formal examinations in the way in which they are now conducted. There will, of course, be tests to find out the progress of pupils in each subject, but they will be spread over the whole year, instead of being concentrated into a mere written examination of a few days' duration under much emotional tension at the end of the year, where freaks of chance often play at least as important a part as true merit in deciding the fate of students. Portions to be done in each subject at each stage will be clearly defined and definite assignments drawn up as in the Dalton Plan of Education. Those who have completed one set of assignments automatically go up to the next in each subject." Students, he went on, should not be kept in such air-tight compartments as the "class", but

should be allowed freedom to attend any class for any subject, according to their attainments therein. At the end of the course, a diploma would be given to each student certifying that he had completed the whole course prescribed. Education would thus be based entirely on the capacities and attainments of pupils, giving them ample freedom to finish the prescribed courses in each subject, within as many years as they would actually require for the purpose.

There should be ample provision, Prof. Nambiar said, for physical education. There should be a work-house attached to every educational institution, which would equip a boy with general knowledge, practical as well as theoretical, of arts and crafts.

SIR C. P. RAMASWAMI IYER ON EDUCATIONAL IDEALS

"The fundamental aspect of education, whether general, technical or professional, is that it is a preparation for life. Teachers, as students, each in his or her own way, are making a contribution to that fulness and thoroughness of life, without which national well-being cannot be achieved"—declared Sir C. P. Ramaswamy Iyer, the Dewan of Travancore and Vice-Chancellor of the Travancore University, in the course of his presidential address to the joint general assembly of the Cochin Teachers' and Cochin Women Teachers' Associations.

Continuing, he added how pervasive and how comprehensive and how many-sided was the teacher's function, how vast his jurisdiction, and solemn his duties and obligations. But in order to discharge these duties, more was necessary than was often conceded.

As early as three thousand years ago, the speaker went on, the habit of imparting and receiving of instruction, the practice of teaching and learning, was considered one of the most primal and daily duties of humanity. Quoting the Scriptures as his authority, Sir C. P. pointed out that while performing acts of righteousness, they should not forget to learn and to teach. The teaching lay in the impact of the student's life with that of the teacher, moulding the life of the student by his inspiring example in daily life. These were the ideals that were the fundamental principles of education.

Commissioner's Survey of Education

By Mr. C. BALA KRISHNA SASTRI, M.A., L.T.

The observations made by Mr. John Sargent, Educational Commissioner with the Government of India, in the course of the Bureau of Education Report on Education in India for 1937-38, saw the light of day three years after the expiry of the period referred to. The livelier interest evinced in matters of education is of no particular source of gratification, as it has not assumed tangible shape in the spread of literacy, liberalisation of Grants-in-Aid Code or State management of at least Elementary Education. The Congress Ministries while in power showed a kind of step-motherly affection towards education without making Elementary Education free and compulsory even on a five year plan basis.

It is true that Abbott and Wood's Report and the Wardha Scheme elaborated by Dr. Zakir Hussain under the inspiration of Gandhiji have only rerevolutionised the outlook on Educational Reform, but they have not contributed to renaissance and reconstruction. Mere renaissance is of little avail when its proposals have not been taken serious notice of and put into speedy action.

Every educationist agrees that the State should loosen its purse strings in addition to the amounts which may be realised by the sale of the products of the pupils, as education is the foremost nation-building department and that all cheap education is nasty, useless and harmful. But the duty of the Central Advisory Board does not end with the appointment of

committees and the approval of the underlying vocational and practical bias of the so-called Wardha Scheme. The recommendations of the Board regarding Vernacular Education, control of primary schools and curriculum of girls schools should have been enforced as of a mandatory character. In the fitness of things when once we feel that there are certain defects, they deserve to be remedied forthwith. Mere lip sympathy and advisory resolutions would only help to put off the day indefinitely when the suggestions once made would become obsolete.

We are led to ask what fate befell the reports of Bombay Committees on physical, adult, and vocational education, and the Bihar Committee on the possibility of the use of Hindustani as medium of instruction, Orissa Committee on de-provincialisation of Government High Schools and the Punjab Committee on unemployment. The Wardha and Vidya Mandir Schemes were consigned to oblivion, as State patronage was given in a stunted fashion and slowly withdrawn step by step. What now remains in practice is a mere eye-wash of the liberal policy once pursued before the breakdown of the constitution and the resignation of ministries. We now see to our regret that many elementary schools are being abolished as inefficient and uneconomic.

The Commissioner's report breathes an air of optimism at the slight increase of percentages, which after all does little credit to the Government when compared with similar percentages in the self-governing countries of the East and West. The Commissioner is to be congratulated for having made a correct diagnosis that the raising of the level of instruction would ultimately depend on the improvement of the standard of teaching and the status of the teacher.

Correspondence

Canada's Invitation to World Federation

WASHINGTON, D. C.
November 18, 1941.

SIR,

At a joint meeting of representatives of the Canadian Teachers Federation and of the American members of the Board of Directors of the World Federation of Education Associations, held in Montreal on October 25, 1941, it was voted by the representatives of the World Federation of Education Associations to accept the invitation of the Canadian Teachers Federation to hold a meeting in Montreal, Canada, July 8, 9 and 10, 1942. At this meeting a local committee was appointed to make plans for the entertainment of attendants to this meeting and to assist in preparing a program for the sections of the World Federation.

Mr. C. N. Crutchfield, Secretary-Treasurer of the Canadian Teachers Federation, in extending a written invitation to the World Federation of Education Associations, says:

"The least that we teachers on this side of the Atlantic can do is to keep the torch of freedom burning through our support of the one Federation which represents the teachers of the world. We teachers of Canada feel that there will be a great need for a World Federation after the present disastrous war is won by our allies. The teachers of the devastated areas will be looking to us for leadership, and if we really have faith in Democracy as a living, pulsating force we should unhesitatingly give that leadership when the necessity arises."

PAUL MONROE,
President,
WORLD FEDERATION OF
EDUCATION ASSOCIATIONS.

A 11-India Educational Conference

CAWNPORE,
Feb. 8, 1942.

SIR,

The 18th All-India Educational Conference will be held at Madras during Christmas holidays in December 1942; and in order that its work may not be delayed, the constitution provides that suggestions should be invited from Constituent Associations, Individual Members, Members of the Federation Council, the Reception Committee as well as from educationists in general, on the following:

- Topics of discussions for General Sessions and Sectional Conferences.
- Subjects on which papers should be invited for General Sessions and Sectional Conferences together with names and addresses of educationists who specialise in those subjects.
- Resolutions for consideration at General Sessions, Sectional Conferences and Annual Council Meeting.
- Changes in the Constitution of the Federation, if considered desirable.

The following Sectional Conferences have been decided upon:

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

The undersigned will be obliged if constituent associations, individual members, members of the Federation Council, the Reception Committee and educationists in general would kindly send suggestions to him regarding each of those matters for the General Session and for each of the Sectional Conferences separately. All such suggestions should reach the Head Quarters (Post Box 52, Cawnpore) by the 30th, April, 1942, at the latest, to enable the undersigned to place them before the Executive and Council Meetings for final selection.

D. P. KHATTRY,
Honorary Secretary.

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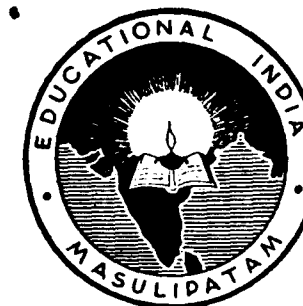
Vol VIII: No 10

April, 1942

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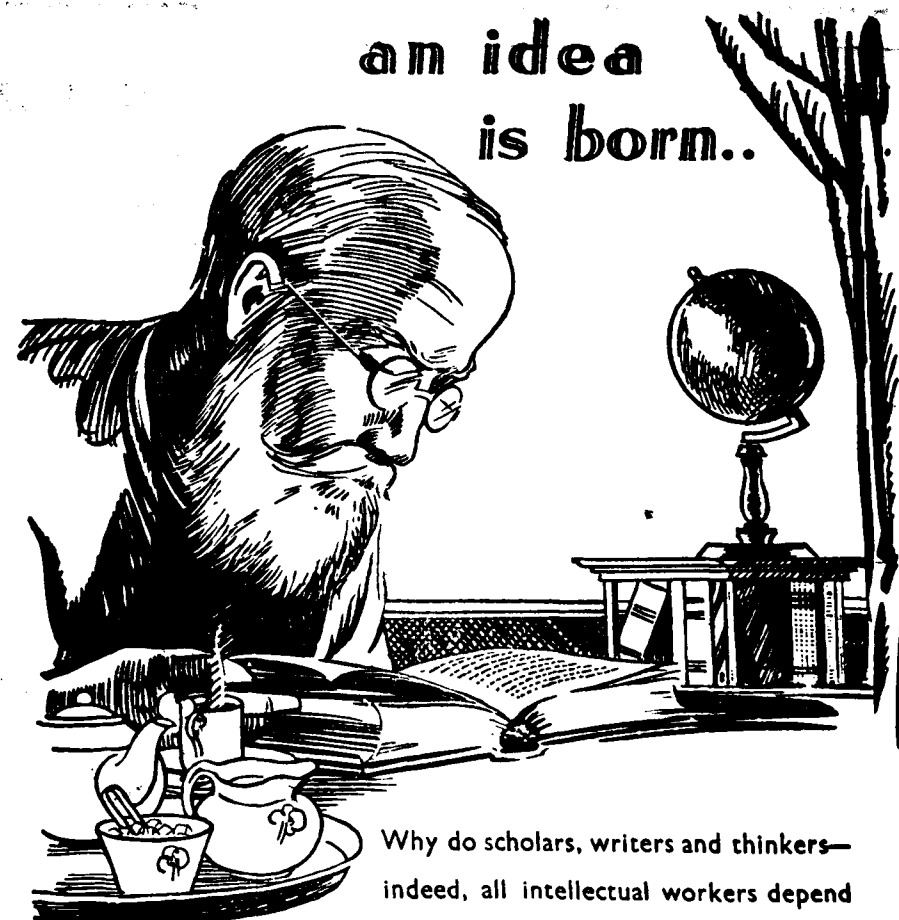
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The Problems Before Our Young Men

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 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". I am not, for the moment expressing my own opinion but trying to visualise, as sympathetically and objectively as I can, the mental attitude and 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 prides 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 13,000th anniversary of the martyrdom of Imam Husain 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. There was Husain, the grandson of the Prophet, gifted with a cultivated intelligence, a high moral character, a circle of friends and relatives which the world might well envy and his dearly loved preoccupation with the service of God and of his fellowmen who had faith in his integrity and spiritual greatness. In the Arabic 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 Husain to make a sort of compromise with Yazid to let him rule over Arabia—for Husain 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 Husain 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 by giving them gladly in the service of the great cause could he relight the lamps of reason, decency and fair play which had been well nigh extinguished by Yazid. And he joyously chose this dangerous but life giving alternative. Why? Because *that* is the essence of the difference between the servant of Truth and the devout worshipper. The former is a crusader whose vision and scheme of life inevitably embraces the welfare and salvation of others, the latter is concerned only with the saving of his own precious soul. The great Persian Poet, Sheikh Saddi brings out this difference very happily and lucidly.

The essential difference, therefore, which stares you like a challenge in the face is: when you are caught up in a storm, what are you going to do—just try to salvage your own precious blanket or actively endeavour to save those who are likely to be frowed? Husain did not hesitate for a moment to adopt the second alternative and to 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 the "ivory towers" cannot harbour a full blooded life but only attenuated life, mainly of self-delusion and futility. Beautifully and picturesquely has the poet expressed the same idea in the words:—

"Flash over the fields and the orchards;
Flash over the mountains and the deserts;
The lightning that frets and fumes within
itself
Dies in the womb of the cloud!"

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 or culture are dead-sea fruit if they do not grow out of the exuberant soil of life but are merely the anaemic reflections of narrow, subjective, emotional preoccupations. This, 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. Is it, I ask, any wonder if, under these circumstances even our intellectually promising young men are overcome with a sense of frustration and resent the offer of unsolicited good advice which does not solve, and is *apparently* irrelevant to, their obstinately real and practical problems.

I had started with an attempt to picture the mind of our youth but an inevitable association of ideas has unconsciously led me into a line of thought which incidentally throws some light on these problems with which our educated generation is faced. 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. In the words of the Vedas for instance "Human beings, all, are as head, arms, trunk, and legs unto one another", which does not mean, as it was once taken to mean, that they differ in respectability or that some are destined by heredity for the so-called honourable professions while others must always be condemned to menial work but rather that all are equally important and necessary for the health of the body politic. In the Bible the same sentiment is expressed in the words: "No man liveth unto himself—we are all parts of one another—God hath made of one blood all nations that dwell upon the face of the Earth" which gives the lie direct to the assumption that particular races like the Nordic or the Anglo Saxon or Japanese were created by God in a mood of grace while others are an expression of his wrath and displeasure! In the words of the Prophet of Islam this takes the epigrammatic form: "All creatures are members of the one family of God" and, therefore, entitled to the same love, courtesy and equality of consideration which governs the relations of people belonging to a decent and cultured family. This shows the identity of thought and spirit running through the teaching of the great religions of the world:

"The lovers of Truth have but one argument and objective. We may have pitched our tents separately but our hearts beat in unison."

and the essential sanity and soundness of this religious view has been forcefully confirmed by economic and technical facts of modern life.

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. It is not only a matter of social justice—which morally and ethically is, of course, all important—but also of enlightened self-interest which should appeal to every sensible person, even though he may look upon ethical considerations as sentimental softness! 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. This is what makes ideals, ethical and moral considerations, demands of social justice—even "good advice" about them!—directly relevant to the problems of youth. It is certainly their business to strive for the satisfaction of their practical needs and the solution of their practical problems but unless these are viewed in their true perspective and against their larger background, we are apt to become the victims of the "fallacy of the cave" which gives its dwellers not only a warped but a definitely cramping and unhelpful view of the world. 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. So long as they are in the Colleges, it is imperatively their duty to

study these problems with sensitivity and intelligence and to prepare themselves intellectually for the part they wish to play in their later life. 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, if my experience of the average quality of intellectual and social equipment of our graduates is any guide, we, who are responsible for the present day education, have little reason to congratulate ourselves on what we have achieved. For, do not many of them actually pass through Colleges without realising clearly the nature of the world in which they are living or understanding the full 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 as 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. Is it not true that he is not 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.

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WHAT MATTERS IS THE ATTITUDE OF THE TEACHER

By Principal M. T. VYAS, M.A. Education (London),
The New Era School, Bombay.

EDUCATION is a subject which is very widely discussed everywhere. Many changes are being suggested, many methods presented to teachers, and everyone feels that there is a great need for educational changes. In spite of this how is it that there is hardly any change coming in education? Is it because the parents and the State do not give their sanction for the change? Or is it because the teachers have not critically studied the problem and have not arrived at any conviction? We do not want to discuss about overhauling the Departmental Education or the University Education. But we must think out what we could do in the field of education under the present imitations.

It is the teacher and teacher alone that can answer this question. An intelligent teacher with his interest in education and with a spirit of enterprise is bound to

Continued from preceding page

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 make the individual a willing, trained and well-tempered instrument of enlightened social service.

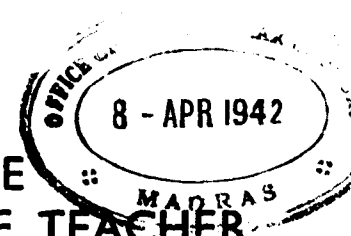
Let us pray that our younger generation may prove worthy of this great hope and exhortation.

—From the Convocation Address delivered on 23.2.42 at the Sadiq Egerton College, Bahawalpur.

find a way out. It is his *attitude* that will bring in the needful changes in education.

I wonder how many of us have any educational schemes or plans to materialise if we were in authority. It is not the addition or omission of a subject, or changes in the syllabus that helps to achieve the objective; but it is the attitude of the teacher towards the subject and student that will bring about great changes. The History Teacher is free to present his students events in History, their causes and effects, their reactions, in such a manner that through the events of the past of his own country and other countries they understand the present and are able to see the obstacles in the pathway of progress to the future. The Nature Study Teacher is free to create in children a life-long interest in the world round about. It is his presentation that matters.

The Art Teacher achieves a great deal in educational objective if he looks upon the child as a born artist and gives the child self-expression through colour, lines, pictures. Art is creative. Our educational system kills out the creative aspect of Art in the child. The older the child grows, the less creative he becomes. It is Art Teachers that can bring out the child in pictures and not the Drawing Teachers. The Syllabus in Art must change with every child. No examination and no set curriculum should be allowed to hinder the child's activities, and his expression in Art. Is it not a great educational achievement if the child can be made to understand and appreciate the beauty of the world around him—the sun-set and the sun-rise, the birds and the trees and the flora and fauna?



The teaching of various school subjects becomes dry and unpsychological if it is not based on Activity Principle, on learning by doing, for the child by its very nature is an active being and loves to do things. Educationists have been trying to bring in the Activity Principle in education through various methods such as the Montessori, Project and Wardha. I wish we could work out the teaching of our school subjects in our Secondary Schools based on this principle. The Wardha scheme has a great contribution to make along these lines. I make bold to suggest that our students will do better in their present University Examinations if they had some vocational training given to them side by side. Some schools have done this with success.

Apart from the teaching of various subjects in the schools, educational activities based on Activity Principle play a very important part in the life of children. These activities are both directly and indirectly helpful in the education of the children. Some of the educational activities and Extra-curricular activities are looked upon with suspicion even by some teachers, because their psychological values are not properly understood. Some of these activities are looked upon as very expensive and unpractical by some village and town High Schools. I am suggesting some inexpensive educational activities worked out in some details which teachers will appreciate if they have the right attitude.

SOME INEXPENSIVE SCHOOL ACTIVITIES

1. SCHOOL MAGAZINE :—

(a) Monthly — Can be prepared from stray leaves of pupils' note books. Cover from used note-book cover of a pupil's book. Articles written by children to be presented in good hand by respective children.

(b) A Special Number—say a Gandhi Number to be published on Gandhi Day.

- i. Pictures of Gandhiji from newspapers, periodicals etc.
- ii. His writings from magazines etc., during the year.
- iii. List of books written by him.
- iv. Children's articles on Gandhiji and his writings.
- v. Special events during the year about Gandhiji. Such a Number creates a research mind in children.

(c) Daily Wall-Newspaper—Even used papers with one side blank can be used. The daily nos. to be put together and a terminal magazine may be produced.

N. B. :— A post card will bring complementary school magazines from schools that publish their magazines. Such magazines will give children new ideas of articles and will give enough material for the reading room.

2. SCHOOL CELEBRATIONS :—

A. Festivals — The following can be organised by the school children without any cost :—

- i. Holi—Vasant Utsava—for significance see by Kaka Kalelker. Sprinkling of colours to be avoided.
- ii. Sharad Purnima—Sharad Utsava.
- iii. Vijaya Dashmi (games and sports).
- iv. Gokul Ashtami — Put up a small temple—Decorations—Devotional Songs—Life of Krishna in Pictures—Ras-play. Play to be staged.

B. Celebrating the lives of great men—At least one life may be taken from great scientists, explorers, poets, authors, social reformers, saints or politicians etc.

Such as—Addison, Marconi, Pasteur, Madam Curi, Columbus, Nansen, Tagore, Wordsworth, Shakespeare, Narasinh Mehta, Mirabai, Ram Mohanrai, Tukaram, Shivaji, Akbar etc., etc.

- i. A teacher or two may say something on the life.
- ii. From the school library and from the village library or private

library books may be collected and exhibited.

- iii. Articles from old magazines may be collected throwing light on the persons.
- iv. Dramatic performance of some of the special events of the person's life e.g. Narsinh Mehta.

Note :—For Scientists refer to All India Radio plays.

C. School Day—either Break up day or Foundation Day.

N. B. :—Avoid costly decorations. Nature's leaves and flowers are quite enough and artistic. No garlands or flowers or tea to the guest of the day.

3. SCHOOL ASSEMBLY :—

Different programmes :

- i. School Morning Assembly—The School community to assemble for five minutes for a silent unassuming prayer every day. A song or a bhajan. Principal may speak or may make an announcement. A teacher may recite a poem—verses from Bhagwad Gita—a minute's silence.

ii. School Assemblies—Occasional programmes after the school is over, or once a week the assembly may be held during the last one period.

- (a) One class may entertain the rest of the school by turns—such an assembly may be arranged once a fortnight or a month.
- (b) A short dialogue or two from the text books studied.
- (c) A dialogue or play from the history portion done during the term if possible.
- (d) Music—Songs—Bhajans etc.

N. B. :—There need not be any previous preparation, specially for the assembly. Leave the organisation to the children. Clothes to be improvised. No curtains.

Programme to last only for 30 minutes at the most.

(e) Recitation Day :— By juniors or seniors.—Children of one department to combine and give recital of poems, passages etc., learnt by them in the class. There may be one Gujarati Poetry Day and one English Poetry Day at least once a year.

(f) Occasional talks by visitors in the town on the subject he likes. Of course, the Headmaster should suggest a subject he thinks useful to his students. A local doctor on health etc.

When great occasions arise e.g., passing away of great men, calamities like earthquake, flood, fire etc. Some great invention or discovery, brilliant success of some one in any department, sports such as Pentangular etc., etc., they may be placed before the children by the Headmaster with his comments.

4. EXCURSIONS, TOURS AND RAMBLES :—

A. Excursions round about the village or town.

- i. Mill—even a flour mill will help children in understanding its working.
- ii. Visits to historical places, (even ordinary temples will do, who built it, when, for what purpose etc.) Pavagadh, Sarkhej Roza, Adalaj Vav, Mehmēdabad.
- iii. Visits to fields, gardens, mango groves etc.

(Nature study rambles.)

- iv. Visits to mines — Shivarajpur, Cambay stone mines. Visit to quarries.

B. Tours :— At least once a year a school tour may be arranged with select pupils who can afford a little money.

i. Visit to the nearest town :—

Visit to Baroda :— Palaces, Zoo, Picture Gallery, Kirti Mandir, Central Library, State Hospital, Ajwa lake, Agad Maidan, weekly fair, botanical gardens. Horticultural museum etc.

Note on previous preparation :—

Teachers should give talks to the pupils on the places of visits. Children should maintain a diary of things they observe. A short talk on the spot is helpful. A manuscript magazine on the places of visit may be published.

How to organize :— To be undertaken when the institutions there are closed so that free accommodation is available in some school—Railway concession—Request for conveyance to some school if it possesses a bus. Party should cook their own food and carry provision with them.

Visits like this can be organised for Ahmedabad, Pavagadh, Kabirvad, Surat, Mount Abu, Junagadh, Girnar, Palitana.

C. Cross-country rambles — Selected parties should undertake journeys on foot carrying with them their provisions and camping. This may be a part of Scouting. Hikes—can be arranged by classes.

5. EXHIBITIONS—ONCE A YEAR.

(a) Children's class work through note books, drawing, painting, fretwork, paper work, photographs, picture collections, stamp collections (Hobbies) and similar hand work may be presented. Parents may be invited—a special school assembly should entertain them. The idea is to acquaint parents with routine class work.

(b) Also a section may be organised for exhibiting good pictures collected from the village families. Beautiful and picturesque things can also be borrowed and exhibited.

6. PARENTS' DAY AND PARENTS' MEETINGS :—

(a) Parents' Day—This may be arranged by classes or for the whole school and

may be linked on to the above.

(b) Parents' meetings — The Headmaster may discuss with parents some of the following :—

Homework, Guidance at Home, Monthly Reports, Examinations, Promotions, School Tours, Excursions, Games and Sports, Scouting, Swimming, Attendance, Health, Food for children.

7. CAMP SCHOOL :—

Certain things can never be learnt or taught in class rooms. Certain important basic things are left out from school syllabus. To supplement the school work, a camp school for about a week may be arranged along the following lines. This will give the pupils and teachers some of the benefits of a residential school.

Select a suitable spot — a small village or a historical place or a bank of a river or even a mango grove round about.

Make as simple arrangements for camping, cooking etc., as possible. Divide the school children into patrols and troops for convenience of arrangements.

The following may be studied :—

- i. Acquaintance with the locality round about—leave children alone first morning, follow it up by a talk gathering information of what they have seen. A member from the village to supplement the information.
- ii. Survey of the locality round about —fields etc., survey of the village regarding population, profession, school children etc.
- iii. Study of birds, trees, crops, etc. round about. Special talks by those that are interested in the subject (if available). These should be studied by small groups in rambles.
- iv. History and administration of the village or the nearest one.

v. Study of the life and habits of different typical classes of people e.g., shepherds, Bhils, Barias, Harijans, farmers, etc.

vi. Study of the folk songs, dances etc., of different communities in the village.

vii. Establish contact with the village people—cleaning the village, village wells; Inviting villagers at the time of camp fires—entertaining them and get entertained by them.

viii. Sketches of things they see—birds, animals, beautiful scenes etc.

ix. Study of stars, planets and the heavens if some one can give guidance.

x. Insist on children preparing sketches in their note book of the journey and rambles they undertake from day to day. If possible, an attempt may be made to prepare a contour map of the locality at the place of camping.

MEDIUM OF INSTRUCTION IN INDIAN UNIVERSITIES

By R. VISWESWAR RAO, M. A., B.T.

WE are hearing much about education in the post war world. In educational conferences this subject has been very frequently discussed. It is unfortunate that many educationists fail to consider the pressing problems of Indian Education.

One of the important problems awaiting solution is the problem of the medium of instruction. In almost all provinces vernacular has been made the medium of instruction in the High Schools, and now as the medium of instruction in Universities is English, students are feeling difficulty in the matter. From a report in "Hindustan Standard", it appears the standard in English of students in Nagpur University has been deteriorating and the University has appointed a Committee to devise ways and means of improving their standard.

In this connection, it is better for us to have a birds-eye view of the History of Indian Education. It is a well known fact that our educational institutions including universities were first required to supply men for service in the East India Company and at that time the medium of instruction could not but be English. Now tables are turned. Under the present system, we

are all incapacitated from speaking or writing our mother tongue. The time when a University product could be marketed only on account of his knowledge of English is gone, and one consideration that should weigh here is whether it is not desirable to have only vernaculars as the medium of instruction in the interests of our country.

It has been proved that on account of the foreign medium the cultural growth of students is distorted. Their self-confidence, the very basis of their self-realisation is undermined. Our education has, therefore, become something superficial, and consequently divorced from the realities of life.

For a student to be efficient in his subjects, it required a good deal of accuracy of thought and expression. This is impossible unless we have a good grounding in the mother-tongue. Till recently Indian boys, even in the High School stage were forced to learn all their subjects through the medium of a foreign language, a burden which never leaves them until they finish their education. As it has been proved by psychological investigations, a foreign language should not be the medium of instruction because in the early

years a child should "receive impressions, record his thoughts and respond to external contents in his mother-tongue."

Now the course open to our Educational authorities is to see that the medium of instruction from the beginning to the end of the educational career is the vernacular. It is reported in the papers that the Nagpur University authorities feel that the low standard in English is due to the fact that students are taught in the vernacular medium up to matriculation. This view, it may be stated does not accord with sound psychological principles. It has been proved by educationists like Ballard, that good knowledge of the vernacular will enable students to become good students in other languages also. The tragedy of the situation is, our students neither learn English nor the mother tongue well.

PLACE OF ENGLISH IN OUR EDUCATIONAL SYSTEM

The present writer feels that English as a subject of study is bound to be retained because it is an international language. But, it can no longer be the medium of instruction. The logical conclusion of vernacularisation of studies upto Matriculation is that the medium of instruction in Universities also should be the mother-tongue of pupils. English will retain its place as a subject in the curriculum, but other subjects should never be allowed to be taught through that language. To those people who abhor this view, it may be stated that after more than 100 years of English Education only 1% can read and write that language and only a Srinivasa Sastri can speak or write correctly.

SOME OBJECTIONS ANSWERED

In a recent illuminating article published in "The Hindu", Principal Sriman Narayan Agarwal answered all the objections to the introduction of the mother tongue as medium. They are the dearth of text books, rise of inter-provincial jealousies etc. It may be stated that the

Osmania University has been successful in imparting instruction in an Indian language. As Mr. Agarwal has aptly written 'English was not developed to its full stature in a day; nor were the English Text Books produced overnight'. Regarding the problem of technical terms, it may be stated that scientific and technical literature can be produced in Indian vernaculars. Their development has been neglected because of the undue importance we attached to English. In Madras, a Scientific Terms Committee has been working in this direction under the aegis of the Government. During the period of transition, English words can be used in brackets and after some experience they can be standardised.

NEED FOR REDISTRIBUTION OF PROVINCES

This raised another question of paramount importance viz, the redistribution of provinces in Modern India. It has been admitted the present provinces lack in homogeneity, being carved out as a result of British territorial gains. Administrative convenience was then the guiding factor. Now, agitation is afoot for the redistribution of provinces. Even in the meanwhile, our Universities can impart instruction in regional languages.

THE PROBLEM BEFORE THE UNIVERSITIES

The problem before our Indian Universities is whether they should admit this principle. The natural sequence of having the vernacular medium in High Schools, is to continue the same principle in the Universities. Therefore no useful purpose will be served by Universities appointing Committees to investigate into the causes for the deterioration of their standard in English. Vernacular as medium of instruction in High Schools, has come to stay. The only thing is whether our Universities which are conservative till now, view this problem in its proper perspective. In this connection it may be stated that our vernacular also can be made the vehicles of thought and

it is a misnomer to think that we can express scientific ideas only in English. Such fantastic ideas have been disproved by investigation made by educationists. In recent times, some members of University courts have been doing something in the matter. It may be said the sooner we adopt the vernacular the better will be our educational system. It is hoped that the recent appeal of Sjt. Agarwal to the Vice-chancellors will be discussed in its true perspective.

NATIONAL EDUCATION

It was the late Mr. Lajpat Rai who favoured a national system of education for India and who condemned the imposition of the English medium. Among the many evils of foreign rule 'the imposition of a foreign medium upon the youth of the country', Mahatmaji says 'will be counted as the greatest'. Now that our aim is to have a national system of education

suited to the ideas, ideals and attitudes of the people, it is hoped public opinion will assert itself. Indeed, we get the system of education we deserve and as Prof. Harold J. Laski wrote in one of his books 'Eternal Vigilance is the price of liberty.'

It appears that pros and cons of this problem were not discussed in the All-India Educational Conference held in Srinagar even though a resolution to this effect was adopted unanimously. The time has come when we should take brave decision and prompt action. It is not too much to hope that Indian Universities will wake up from their slumber and rehabilitate modern Indian languages, towards which we showed 'Criminal Neglect', if one is allowed to use this word. Mere lip sympathy unless followed by action won't suffice, and it is to be seen which university breaks the Gordian Knot and gives a lead in the matter.

Necessity and Effects of Examinations

By Mr. F. M. KHAN

RARELY have examinations been looked upon with a friendly eye. The common practice is to denounce them freely and then to tolerate them as a necessary evil. They have been variously described as "an enemy of the pupil", "an obstacle to education", "and emetic" and "a glorification of memory at the expense of the rational and creative powers". Thomson, the late master of Trinity called them a presumptuous attempt to gauge the depths of human ignorance. There has been, in fact, a strong tendency to regard examinations as essentially mischievous. (Ballard).

NECESSITY OF EXAMINATIONS

The subject has been very widely discussed in various conferences and in particular the East-Bourne conference and the Folkstone conference during the last

decade. These conferences were attended by leading educationists of the West, notable among whom were Sir Michael Sadler, Sir Philip Hartog, Sir Percy Nunn, P. B. Ballard, C. E. Spearman, James Driver, R. R. Rusk, William Boyd, P. Monroe, E. L. Thorndike, Cyril Burt, Dr. Becker and Dr. Deselos.

The educationists decided that although examinations are subject to much abuse and criticism, there being no reasonable substitute, they are absolutely necessary. Further they were of opinion that the universal dis-satisfaction is due to the prevailing system of examinations which require a radical change.

I do not wish to go into the details of proceedings of the conferences. Those who wish to study the discussions minutely may read "The proceedings of the con-

ferences on Examinations." However, I give below a few extracts from the speeches of some of the members of the conferences.

SIR MICHAEL SADLER (ENGLAND)

"While individuality should, as far as possible, be guarded, we recognise the right of the nation or community into which a child is born so as to guard the conditions of his upbringing.....collective welfare. This should be designed to secure for each calling, and not least for the directive posts in each calling, the service of those who form, by natural ability and force of character, an elite.

"In the organisation of the formal side of education, the selection at different ages of those who show marks of belonging to one or other of these elites has, in nearly all the countries, been found to raise problems of choice through some kind of Examination."

DR. MONROE (U. S. A.)

The subject of examinations has many aspects. "There is examination as a means of instruction. As such it forms part of the work of every school room and appeals to the professional interest of every teacher"

"The second aspect of examination problem is that of examination as a form of educational administration. By examination, new pupils are segregated, graded, promoted, admitted to school of higher grade. All these procedures are essential parts of educational administration."

"The third aspect of the examination is that of the control to various employments and professions and to Government services."

DR. DESELOS (FRANCE)

If we are going to reform and remodel our education according to the plans that have been sketched under the title of *ecole unique*, there is no doubt that examination will become more and more important; that they will more and more become the greatest and most important instrument of

selection, of differentiation, of allocation to different tasks of young persons in the nation, that they will become the principal instrument of the organisation of the community".

DR. BECKER (GERMANY)

"The sociological function of examination is to assist in the objectivity of selection for various tasks of the society or of the State. In the olden time of individualism when society was very small, it was easy to select personalities according to their capacity but the difficulty arises in the epoch of masses. . . . on the whole, I am quite sure, you will all agree, if I say, that examinations are un-avoidable evils."

In this paper I propose to give you my experiences and experiments in connection with the prevailing system of Examination.

Effects on Schools

At present all the High schools are subject to an external examination. These examinations prescribe the curriculum, the method of work and the goal towards which the students work during their school career.

The school authorities have acquired the attitude of a business-man. The real worth of a school is judged solely by the success of pupils in it and its reputation suffers if it fails to produce good result and hence the real function of the school is to prepare boys for the High School examination. Not only in India, but in England, too, the truth holds good. Prof: Valentine in his enquiry on the "Reliability of examinations" says, "Even the very best schools, holding to high ideals of education, can hardly fail to be influenced by examination syllabus and regulations". As a matter of fact the privilege of a school to develop its own curricula, to hold its own traditions and to keep up its own methods are upset by the system of examinations even in institutions of considerable reputation.

Effects on Teachers

Under these circumstances it is but natural that the teachers should work the hardest to secure efficient results in the examination and incidentally their daily bread. In fact the teachers do not teach but prepare boys for the examination. They do not vary their instructions from the text-book material; they limit their subject matter for the average and weak students; and above all they compel students to cram the subject matter even by the use of a cane. The last few months of a school year are used entirely for review work and preparation for the examination.

What the teachers of Mathematics actually do is to finish off the syllabus prescribed for the High School Examination about 3 months previous to the date fixed for it. Then either they give practice to the boys in solving typical questions selected by them or they make frequent use of small books sold in the bazaar for a few annas containing questions culled from papers set at High School Examinations of different boards and universities.

After such ad-hoc preparation the teacher anxiously waits for the day fixed for examination in Mathematics. At last the day comes. Anxiously he catches hold of the paper, goes through it in haste and marks how many questions previously guessed by him have been set in the paper. Good luck, he finds a good number of patent types there. He is overjoyed to have won the day. He goes through the paper twice or thrice and then calculates as follows:—

Q. 1 Was done by me in the class 5 times.

Q. 3 Was set by me in the II Terminal examination.

Q. on factors damn easy, all must have attempted it.

Q. on graphs.....A similar question was also set in the examination paper of 1936.

He is over-satisfied with the work. Flushed with joy he goes to the Head Master, explains to him his performances and gets credit for it. Then he waits for his pupils in front of the examination Hall. The bell rings and the boys come out. They are happy. They chirp like birds. They hug each other. They surround their teacher. There is a laughing all the time. The boys are singing songs in praise of their hard-working, energetic, well experienced and first rate teacher. Every body is sure of his success in the subject and a few are sure of getting distinction.

Very well done.....and they part.

So much for the bright side of the picture. Now let me come to the dark side of it. Let me tell you the condition of the teacher when the questions set in the examination are not in accordance with the guess-work. The teacher catches hold of the paper and goes through it silently. This time the paper has brought him no joy but despair. His mind is perturbed; his face is pale with sorrow; and his body is shivering due to mental consternation. His fellow teachers come and sympathise with him. This time he does not go to the Head Master, but the Head Master sends for him. "Master Sahib", "the paper seems to be difficult. How have our boys fared?.....disasterously I expect." The teacher is silent at first and then breaks his silence by saying, "Sir, it is very difficult, set from unimportant topics; the question on fractions absurd; graphical problem beyond the standard of High School boys; equations very queer; factors very lengthy and strange and the problem expressed in a very obscure language. The teacher takes leave from the Head Master, goes to the staff room and sits in a corner. The bell rings and the boys come out of the Hall. The answers to questions do not tally with each other. They search for their teacher some where in the vicinity of the Hall, but they do not find him. They see the teacher in the staff room and ask for the correct answer to the questions.

The teacher has brought them more despair and dejection. The answers of the teacher are altogether different from those of the students. One of the boys cries out, Master sahib, the question on factors is a mis-print. It is $a^2(b+c)+b^2(c+a)+c^2(a+b)+3abc$, but as a matter of fact it should be $a^2(b+c)+b^2(c+a)+c^2(a+b)+2abc$. I have solved it accordingly and have written a note to the examiner to make a change. The boys had never solved the former type in the class-room and in the opinion of the teacher it was the later type only that was important. Another says "Master sahib", "the question, Find the value of $x^3 + \frac{1}{x^3}$ when $\left(x + \frac{1}{x}\right)^2 = 3$ was never done by us in the class. We always solved the question if $x + \frac{1}{x} = 3$, find the value of $x^3 + \frac{1}{x^3}$. Is the question correct? "The question is unimportant" is the only reply, given by the teacher. "And so is the whole paper" remarks every body. After the gloomy meeting, the boys part gloomily. Some of the sensitive boys are actually weeping, some are ready to wrap up their luggage in order to go home. This time they do not sing songs in praise of their teacher, nay some passed sarcastic remarks against him for his waste of time in doing patent types only and not giving them enough practice in examples of all kinds.

Effects on Boys

V. Davis has given a very good account of the effects of examination on boys as follows:

"The harmful consequences of such an iniquitous system are well nigh incalculable. There is nothing in its monotonous round to encourage interest in work and enthusiasm for education. Indeed the normal child leaves school in much the same frame of mind as a convict released from a penal servitude, devoutly thankful

that the nightmare has ended and grimly determined to have nothing to do that might remind him of school life."

In English the teacher dictates morals of all the stories, summaries of all the chapters and explanations of difficult passages and the boys cram it; in some schools some teachers even dictate essays and letters. In History and Geography the answers to all the important questions are dictated by the teacher. In Geometry you find so many teachers dictating the proofs of theorems. The result is that every boy in the examination reproduces the same answer word for word. This leads them to form wrong habits of study which are unfavourable for independent work, and "knowledge thus got lies on the mind as a piece of lumber to be cast off at the earliest opportunity and it is never intended to become an organic part of the mind's structure."

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Mother-Tongue as Teaching Medium

A Seven-Year Plan for the Provinces

By **Sriman NARAYAN AGARWAL**,
Principal, Seksaria College of Commerce, Wardha.

THE question of the vehicle or medium of education is bound to assume greater importance in the near future, and it will be, therefore, profitable to examine and discuss the problem threadbare and remove the lingering cobwebs of doubts and diffidence.

It is startling to know that about fifty per cent of students fail at University Examinations in India. No other country in the world, perhaps, can be accused of such criminal waste of national energy. A few cynical educationists have tried to account for this waste by underrating the average intelligence of the Indian youngmen as compared with the English and European students. No argument could be more vicious and mischievous. Scores of even English educationists have borne testimony to the fact that the Indian student is in no way inferior, and is even superior in some respects, to his English class-fellows in the British Universities. Our young men have to work under a great handicap of learning through a foreign tongue. The Hartog Committee estimated that an Indian student has to devote one-third of his time to the study of English alone. And yet fifty per cent fail in their examinations because they are not able to master the English language.

It is now an established fact that the English medium of instruction not only taxes the Indian student's intellectual energies, but also cripples his thought and expressions. The Punjab University Enquiry Committee explicitly stated that as a result of the sad neglect of the Indian languages 'a large proportion of the pupils are unable to think or write clearly in any language.' That also accounts for the miserably low standard of English in the Indian Universities. The Hartog Committee reported, "Many witnesses have told us that the boy who has received a vernacular schooling, though he may be handicapped at first by his weakness in English, very often outstrips the Anglo-vernacular boy in the long run, in consequence of his better grasp of those general subjects which he has learnt through the vernacular." Dr. Mack-

enzie, late Pro-Vice-Chancellor of the Osmania University, also expressed himself converted to the truth that the students instructed by means of Urdu absorbed more knowledge and were in closer contact with their lectures than the students he had known who were approached through the English medium.

It is sometimes argued in defence of the English medium that the system, instead of suppressing the Indian intellect, has produced such eminent leaders like Malaviyaji, Gandhiji, Pandit Nehru and Sarojini Devi. The truth is that these leaders had the necessary intellectual vigour and stamina to survive the cramping influence of the English medium.

FUTURE OF ENGLISH

I do not mean that English should be banished altogether from the Indian educational system; that is neither possible nor desirable. Just as the students of China and Japan learn two European languages besides their mother-tongue so the Indian young men should also learn at least English in secondary schools and colleges. If necessary, provision could be made for French and German as well. We can have no ill-will against the English language; it is a rich and widely spoken language; and the Indian students will learn it profitably, and should learn it well. But it is one thing to learn a foreign language, and another to make it the medium of all instruction. The Indian students should learn English as a language and not as literature. It is fantastic to expect the Indian young men to master Shakespeare and Milton and Wordsworth when they cannot even write a few sentences in English correctly. A working knowledge of the modern English language, with a good grasp of its grammar, idiom and pronunciation for practical business should be sufficient for our purpose. Those who wish to study the beauties of the English literature are entitled to do so. But the intensive study of English literature cannot be and should not be made compulsory in this country.

POSITION OF MULTI-LINGUAL PROVINCES

Let us now discuss the details regarding the introduction of the mother-tongue medium in the various provinces of India. So far as primary education is concerned, each child has an inalienable right to get his early education through his mother-tongue even though he may be residing in a province other than his own. For example, if there are a decent number of Gujrathi children in Bengal, it is the duty of the State to provide for their primary education in Gujrathi. If the number of such children is very small it is the duty of their parents to arrange for their primary education in their mother-tongue and the Government should recognise and assist such private ventures.

In the secondary stage also, the medium of instruction must be the mother-tongue. In the case of boys or girls residing with their parents in another province, the State should provide for their secondary education through their mother-tongue, if their number is sufficient, say, at least fifteen in each class of a secondary school. Thus, if there are an adequate number of Marathi boys in Assam, it is the duty of the Assam Government to arrange for their secondary education in Marathi. But there should be one condition, namely, that these Marathi boys must learn the provincial language, Assamese, as well. Supposing the number of such boys is not sufficient, their parents should run a private high school through the Marathi medium, and the Assam Government should recognise the school and assist it financially, provided the Assamese language is taught compulsorily.

In the case of Colleges and Universities, the medium of instruction should be the predominant language or languages of the province. If the Government of India undertake to redistribute the Provinces strictly on a linguistic basis, the problem will be very simple. But according to the present provincial distribution, some difficulties will have to be encountered and overcome in bilingual or trilingual provinces like the Central Provinces and Berar, Bombay and Madras Presidencies.

HOW THE SCHEME WILL WORK

In C. P. and Berar, the Colleges in the Central Provinces will have the Hindi medium and the Colleges in Berar will impart education through Marathi. In Nagpur some colleges will have the Hindi and some the Marathi medium. Technical Colleges may provide instruction

through both Hindi and Marathi. Similarly in Bombay, the colleges in Karnatak, Maharashtra and Gujrat will impart education through Kanarese, Marathi and Gujrathi respectively. In Bombay, some colleges will have Marathi and some others Gujrathi medium; a few may provide for both. If there are a sufficient number of say Andhra students in Bombay, the Andhra parents may try to establish a college in Telugu, and the University should recognise it, though any grant-in-aid is not necessary. In the bilingual or trilingual provinces, the University will have to conduct examinations in two or three languages. This will entail extra expenditure; but in order to conserve the national energy of our young men and make education scientific, more money must be found for the purpose.

The mother-tongue media cannot be introduced all at once. In all the provinces, the English medium should be abolished in the High Schools almost immediately except for the Anglo-Indians or domiciled European boys. There is no dearth of good text books in the Indian languages upto the high school stage. In the case of Colleges and Universities, the mother-tongue media should be introduced in the Intermediate classes after, say, three years. In the meantime, all the necessary text-books can be conveniently prepared and published. In order to enable the students who pass the Intermediate Examination through the mother-tongue medium to prosecute their B.A. course in the same medium, the English medium in the graduate classes should be abolished after five years. Similarly in the post-graduate classes, the mother-tongue medium can be introduced after seven years. Thus, we can have a seven-year plan for the gradual introduction of the mother-tongue media of instruction in India.

To begin with, the professors in the Colleges and Universities may find it a bit difficult to master the Indian languages for imparting instruction. But they will soon discover that, after all it is much easier to teach through the Indian languages than in English.

The English medium of instruction may continue for some years to come in all-India technical, educational institutions like the Indian Science Institute, Bangalore. But sooner or later Hindustani should be made the medium of instruction in such all-India Institutes.

NOTICE

During Summer recess, the next number of 'Educational India' will be a Double Number for May and June as usual and will be published on 1st May.

—Editor.



EDUCATIONAL INDIA

Masulipatam, April, 1942

Teachers in Evacuated Areas

WITH the coming of the war nearer our shores new educational problems are emerging. One of these is concerned with the plight of teachers in evacuated areas. Owing to the growth of panic—in some cases at least the outcome of baseless fears and unfounded rumours and hasty measures adopted by the authorities themselves—many inhabitants have left the coastal towns along with their children. Schools have consequently become half empty and apprehensions are entertained that when they reopen in July, they may, in many cases, be denuded still further of their strength. It is feared that when this happens school managements may be compelled to dispense with the services of their teachers causing widespread unemployment. Notices to this effect have already been issued to several teachers and more may follow.

THERE is no use in blaming school managements. Most of them are not in a sound financial position.

They have to depend in the main on their fee income. Very few of them have large or substantial endowments yielding a steady return. Any reduction, therefore, in the number of pupils on rolls makes it difficult for them to pay salaries to their staff. This has already happened as reports are being received that salaries for February have already fallen into arrears. Many of the teachers have been in permanent service for long periods of time and have large families to maintain. No efforts have been made in the past for creating insurance funds against unemployment. This enforced idleness is a serious calamity and something has to be done to give these unemployed teachers the relief that they are urgently in need of.

TEACHERS' organisations have come forward with a number of suggestions and it is gratifying to find that the Department of Education in Madras is giving a sympathetic consideration to them. The Director promised to give a portion of the grant for the coming year as advance to enable managements who needed it to pay vacation salaries. He also expressed the view that Government was anxious to see that the full strength of the establishment including librarians, clerks etc. of each school was retained as in the case of Government institutions and that the Government would do their very best to give the necessary financial help to enable the managements to do so. This is very encouraging and it is hoped that government would relax rules relating to the strength of classes and sections so that it might become possible to have fewer pupils per teacher than in normal times.

WHAT the Madras Government has undertaken to do should be undertaken by all governments. That teachers are discharging an essential service of national importance goes without saying. That the salaries paid to them are not high is also widely known. If relief is desirable and necessary—and there can't be any two opinions on this matter—government is the only agency that can organise it in view not only of its actual but also of its potential resources. It has the necessary power and prestige and also the machinery required to give effect to any well-planned scheme of relief. The emergency that has now arisen is due to war and just as it tries to meet all other war-emergencies it must meet this emergency also.

IT has been suggested that preference should be given to teachers thrown out of employment in evacuated areas in filling vacancies in schools in non-evacuated areas. This is also a step in the right direction. A register of teachers has therefore to be maintained; and managements in non-evacuated areas should be called upon by the Department to choose their future teachers from among those included in the register. It will be necessary to relax rules regarding communal rotation and selection if this principle is to be adhered to. Government should also see that when teachers are to be recruited to schools under its own management or to administrative posts the selection is made from the register of teachers. This will go to some extent in giving relief to the unemployed.

EVEN when steps like these are taken it may not be possible to

absorb all the unemployed teachers unless government is prepared to incur additional expenditure on a fairly large scale. Of course this expenditure has in the main to be met from the general revenues of the country and may therefore necessitate levy of taxes. But there is also another suggestion which we make bold to suggest. It is the levy of a contribution from teachers drawing salaries above a certain minimum. Teachers who continue to remain in employment will surely recognise that such continuance is not due to any special merit they possess but to sheer chance or luck. There is nothing inequitable in their coming to the rescue of those members of the profession who are not so lucky. Abnormal situations have to be met by abnormal remedies. In levying these contributions it is best that each school is not taken as a separate unit. The burden should be shared by all schools on a provincial basis.

SOME of the teachers' organisations have pointed out that camp schools might be started in convenient centres outside the evacuated areas and unemployed teachers might be put in charge of them. It does not however appear that this will be quite practicable. In our towns evacuation has not been carried on any systematic or planned basis. There is no possibility of the evacuated children being brought together into camp schools. Many of them will join schools in the non-evacuated areas. Moreover there are difficulties connected with the boarding and lodging of pupils in camp schools who will naturally be far away from their parents and guardians. All this does not preclude any one from trying an

experiment in this direction though success seems to be rather remote and uncertain.

THERE is however one other suggestion which deserves serious consideration at the hands of government, local bodies and voluntary organisations engaged in social service and rural reconstruction. The liquidation of adult illiteracy and the spread of sound general knowledge among all classes of people especially in rural areas are of urgent necessity in our country. One difficulty in meeting this necessity has arisen out of the absence of trained teachers fitted to carry out such a responsible task. To educate the adult is a much harder piece of work than to educate a child. Teachers who happen to lose employment in evacuated areas may be put in charge of adult education. Even if the initiative is not taken by Government or local bodies it is up to teachers themselves to organise a scheme of adult education. They may form themselves into groups, settle in villages and begin work of this kind. Even though they may not be in a position to get their usual salaries they can secure a fairly tolerable living in villages. They will be enthusiastically received there and they will be doing a real national service. Self-help is always the best kind of help and there is immense scope for it in these hard times.

Health Education

THE Joint Committee appointed by the Central Advisory Board of Health and of Education to report on the question of medical inspection of school children and the teaching

Subscription Notice

We have been running this Journal during the last eight years with a low rate of subscription, compared with the rates of other Journals of its kind. But now, in view of the abnormal rise in the cost of paper and printing material, we have been obliged, with great reluctance, to enhance the rate of subscription by One Rupee.

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We trust our learned subscribers will appreciate our position and extend their usual patronage.

—Managing Editor,

“EDUCATIONAL INDIA.”

of hygiene in schools has issued its report. The recommendations made by the Committee are of a far reaching character; and they will prove to be of immense importance to national health and strength, if steps are taken to give full effect to them. They reveal to us how backward we are in educational matters and how, when compared with what is happening in countries of the West, we are very much behind the times.

ACCORDING to the Committee fifty per cent of the children attending school would be found to require medical attention or medical observation. This is not an exaggerated estimate at all. Poverty, under-nourishment and ignorance of the ordinary rules of health have been

the causes of this state of affairs. While schools can do little to diminish poverty they can do something to mitigate the evil of under-nourishment and much to remove ignorance. The Committee has recommended the provision of a midday meal for all children. And if this provision is properly organised the question of under-nourishment is solved to a reasonable extent. The removal of ignorance is however the primary task of the school. This can be done by making the study of Hygiene Compulsory in the secondary stage of education and by insisting on rules of Hygiene being strictly adhered to at least when pupils attend school.

THIS however presupposes that all teachers in schools possess a knowledge of hygiene. But this is not always the case. The committee has therefore recommended that in all courses for the training of teachers hygiene should be a compulsory subject. It has also recommended a number of improvements in the training of physical instructors in schools. It has laid down that these instructors should have a knowledge of physiology, hygienic mode of life and nutrition, and health. In the United States of America the subject of the qualifications which candidates for physical training courses should have has been attracting the attention of educationists in recent years; and in their view it is only the best type of teachers that should become physical instructors in schools—persons who possess a high standard of knowledge, a powerful and impressive personality and capacity for enforcing discipline. It is such men that should become physical instructors in our schools also.

THE more important, however, of the recommendations of the committee centre themselves round the organisation of a school medical service. They provide for a whole-time Chief School Medical Officer in each major province whose duty is to administer the school medical services. He is to see that there are sufficient numbers of doctors not only for inspecting children in schools but also for giving them the necessary medical treatment. It is the emphasis on treatment that deserves to be noted. In the recent past when medical inspection of school children was provided for in some provinces the ultimate purpose of inspection was entirely forgotten. Pupils used to be examined more or less on a mass scale and reports of defects found therein noted and sent to parents. But nothing was done to see that defects were remedied. The Committee therefore has rightly pointed out that a scheme for medical inspection without provision for treatment and follow-up is of little or no use.

THERE are many other recommendations of a valuable character. All involve a large expenditure of money. In some cases it may be difficult to get an adequate supply of doctors even if money becomes available. These and other problems have to be skilfully tackled and it is hoped that no time will be lost before they are taken up and attended to.

Dr. Sir C. R. Reddy

WE offer our hearty congratulations to Dr. Sir C. R. Reddy on his having been elected to the Vice-chancellorship of the Andhra

University a third time. The fact that there has been no contest is a proof of the great esteem in which he is held by the academic world of the Andhra and the supreme confidence of the Senate of the University in him and in his ability as an administrator. He has been a great deal responsible for shaping the University all these years and enabling it to occupy that proud position among the Universities of the country which it is now holding. He is an idealist and a man of vision. He has brilliant intellectual gifts. To add to all this he has the confidence of the provincial government, the local bodies and the general public of the country. He has succeeded in persuading the Advisory Government of Madras to make substantial grants—recurring as well as non-recurring—to the University and has thus added to the variety and usefulness of its activities. He is a believer in Science and its infinite capacity for improving the lot of man, and this accounts for what many people regard as his special partiality for Science as distinguished from Humanities—a partiality which has been a characteristic of his University administration. We wish him a happy and prosperous career as Vice-chancellor of the University.

Personal Notes

The theses submitted by B. C. JOSHI and SURASH CHANDRA, Final Year students of the Fellowship course of the Imperial Institute of Sugar Technology, for research work done by them in the term ending October, 1941, have duly been accepted for the award of diploma of Fellowship in Sugar Technology.

MR. LAKKARAJU SUBBA RAO has been nominated Vice-Chancellor of the Andhra University for 2 months in place of Dr. Sir C. R. Reddy going on leave from 20th April.

Report of the Committee on Medical Inspection

The creation of school medical services in Provinces and States is recommended by the Joint Committee appointed by the Central Advisory Board of Health and the Central Advisory Board of Education to investigate and report on the question of medical inspection of school children and the teaching of hygiene in schools.

In each major Province, the Committee says, there should be a whole-time Chief School Medical Officer to administer the school medical services. The Provincial Governments should bear at least 50 per cent of the cost.

The scheme should include both primary and secondary schools. Medical inspection and treatment should be provided free for the children of all primary schools and of the primary departments of secondary schools.

SUPPLEMENTARY FEEDING

Probably fifty percent of the children attending school, according to the Committee, would be found to require medical attention or medical observation. It lays special emphasis on treatment and follow-up. A scheme for medical inspection without provision for treatment and follow-up, it says, is of little or no use. Schemes for treatment must include provision for supplementary feeding. All children should have a mid-day meal whether it is brought from their homes or provided at the school.

In urban areas, health and cleanliness parades before the school starts and instruction to school children in personal hygiene.

REQUISITES OF TEACHERS

For teachers it is recommended that hygiene should be a compulsory subject in all courses for their training and practical demonstration should form an important part. Teachers should be taught by practice to recognise defects in children and to do elementary treatment.

The physical instructor of a school should have training in the elementary principles of physiology, of hygienic mode of life and nutrition. Health education should find a prominent place in the programme of study for physical instructors, the aim being to develop in them the incentive and the ability to train children to practise healthful living and to enable these teachers to co-operate intelligently in medical inspection.

The Plight of Teachers in Emergency Areas

Government interference and help called for

IN BENGAL

The *Teachers Journal*, Calcutta for February, '42 editorially writes—

The plight of teachers in the places where from large-scale evacuation has taken place may better be imagined than described. A large number of them have been discharged from service, an equally large number have been compelled to go on leave without pay, and the rest have suffered a heavy cut in their salaries. Some of the schools are really without any means or resources to pay the teachers; but there are others who have got their reserve or surplus fund. The latter should in all fairness have drawn upon such funds and help the teachers in this abnormal situation. But we have to confess that the authorities of a number of schools have shown utter callousness and indifference to the suffering of the teachers. They perhaps consider the schools to be business concerns and they are ready to close the shutters and drive away the employees when there is little chance of earning a dividend. It is painful to find that this is happening in several reputed schools where some well-known public men and leading educationists are at the helm. We expected that they would assert themselves and come to the rescue of the suffering teachers. But their actions have disappointed us profoundly.

We urge upon the University and the Department to appoint a Special Joint Committee to make immediate enquiries into the financial condition of such schools. If it is found that the authorities have retrenched the teachers unjustifiably, they should be compelled to pay the teachers from the Reserve or Surplus Fund in a manner found equitable by the committee. This sort of injustice to teachers has been meted out in aided as well as in un-aided schools. We do not know if the permission of the Department is obtained before the aided schools resort to such drastic actions against the teachers. The Department of Education and the University cannot be silent onlookers when grievous wrongs are being perpetrated on the teachers. So we insist on the appointment of a Committee of Enquiry as early as possible.

IN BOMBAY

The *Bombay Teachers' Journal* for Feb. - March '42 writes in the course of its editorial—

"The most alarming thing that has been happening of late in the schools of Bombay city and suburbs calls for urgent action and some reasonable solution before the problem assumes dangerous proportions. From most of the Bombay schools a large majority of students has been either withdrawn or temporarily removed to upcountry places. The School authorities are getting more and more nervous and are at a loss to find ways and means of keeping the schools going on. They are naturally very diffident and perhaps very pessimistic about the future of the schools; and it is brought to our notice that a number of managements have given notices of termination of services to their teachers. Thus a large number of teachers is faced with unemployment in these critical days of high prices with little or no savings to fall back upon and with an uncertain future gaping ahead offering no prospects. Some of the teachers have devoted their lives to the cause of education, quite a good many of them have put in nearly ten years' service in the teaching profession. To face a situation like this, when no amount of dearness allowance can amply play for one's daily normal needs, would be a real tragedy; and we are afraid that it will break the back-bone of our profession if a solution does not come forth very soon.

The Department of Public Instruction and the Local Bodies can materially aid the schools to tide over these difficult times. They should inform the managements that their obligations to their faithful and loyal men through all these years of toil and suffering cannot be fulfilled by serving a month's or even three months' notice on them.

The failure on the part of the State, the management or the teacher to adjust themselves harmoniously to the present state of things to the mutual advantage of one another would cause a loss so great to the cause of Education, that perhaps we shall have to regret it throughout our lives.

THROUGH different PROVINCES

DELHI

EDUCATIONAL FACILITIES FOR SOLDIERS' CHILDREN

SCHEME ADOPTED BY INDIAN STATES

The children of soldiers on active service are granted educational concessions under a scheme introduced by the Government of India.

This scheme has been adopted by Indian States which maintain Indian States Forces Units to provide recruits for the Indian Army.

Many States have granted educational concessions, e.g., remission of tuition fees, grant of scholarships, etc., to children of men of whatever rank, whether combatant or non-combatant, who have died or become permanently incapacitated on active service in this or the last war, or who are serving in the Army at present, or have retired.

AGRICULTURAL RESEARCH

The annual report of the Imperial Council of Agricultural Research for 1940-41, which has just been issued, records the establishment of an All-India Fruit and Vegetable Preservation Station and efforts made to stimulate the cultivation of medical plants and supply of cod liver oil substitutes.

ALL-INDIA LIBRARY CONFERENCE

The fifth session of the All-India Library Conference will be held in Bombay during the forthcoming Easter holidays, under the auspices of the University of Bombay. The Vice-Chancellor of the University will inaugurate the conference on April 4. Mr. John Sargent, Educational Commissioner with the Government of India, will preside. A feature of the session will be "The Book in India" Exhibition organised by the Executive Committee with a view to bringing to light the various aspects of the art of book production in India. Diwan Bahadur Krishnalal M. Jhaveri is the Chairman of the Reception Committee.

MADRAS

SERICULTURE IN SCHOOLS

As an experimental measure, sericulture is now being taught as a subject of study in the Board School at Lepakshi in Hindupur taluk and in the Board School at Madakasira. If the scheme worked well, the authorities propose to introduce the subject in many more schools in the district.

REPRESENTATION ABOUT DISTRICT BOARD SCHOOLS

In pursuance of a resolution passed by the Chamber of District Board Presidents, Mr. T. N. Ramakrishna Reddi (Chittoor), President of the Chamber, met Mr. T. Austin, Adviser to the Governor, and made representations regarding the steps that should be taken for the sound working of elementary schools in District Board areas. Mr. R. M. Statham, Director of Public Instruction, was present at the interview.

Mr. Ramakrishna Reddi urged the repeal of the recent amendment to the Elementary Education Act, whereby the Government had removed their liability of contributing one-half of the proceeds of the Education Cess, since it would put District Boards to the necessity of levying a higher rate of cess. He pointed out that the "tests" laid down by the Director of Public Instruction for the recognition of a school were so rigorous that a number of schools had to be closed down on account of their failure to satisfy those tests, with the result that many localities had been deprived of educational facilities for children. He urged that wherever a school had to be closed down, the consent of the District Board President concerned should be necessary.

With regard to the rule enforcing the enrolment of 25 per cent of girls of school-going age in any particular locality, Mr. Ramakrishna Reddi represented that though it was a salutary rule, it was not practicable under the present circumstances and, therefore, should not be strictly enforced. He also urged the need for vesting in District Board Presidents the power

of fining teachers in cases of dereliction of duty, as the present practice of transferring them in such cases from one locality to another was not desirable and effective.

Mr. Austin assured favourable consideration to the representations.

STIPENDS TO MEDICAL STUDENTS

The Government of Madras have informed all District Boards and Municipal Councils that the number of stipends which they might grant in future to pupils in the School Indian Medicine, should be limited to the number of pupils in each year which the Local Bodies can reasonably absorb in their medical institutions, after the pupils have undergone successfully the normal course of studies in the School.

ANDHRA UNIVERSITY AND STUDENT EVACUEES

The Syndicate considered the communications from the Governments of India and Madras and the Rangoon University for the grant of facilities for students who had evacuated from Burma and Malaya for continuing their studies in Indian Universities and resolved to obtain power from the concerned authorities of the University to take such measures as were feasible without much additional expenditure and to request the Government to compensate the University for the additional expenditure incurred. After considering the special arrangements to be made for students whose courses of studies had been interrupted owing to the War, the Syndicate submitted a draft Regulation for adoption by the Academic Council to enable the Syndicate to grant such concessions as might be necessary to the concerned students, each case being decided on its merits. The Academic Council adopted the Regulation to be given effect to forthwith.

AIDED SCHOOLS IN THE EMERGENCY

The Director of Public Instruction made 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 strength reduced and their fee-income shrunk.

EXAMINATIONS IN INDIAN MEDICINE

The Government have decided that all examinations now held by the Board of Examiners in the Government School of Indian Medicine should, with effect from the examinations in September-October, 1942, be held by the Commissioner for Government Examinations.

BOMBAY

INCREASE IN TEXT-BOOK PRICES

Owing to the rise in prices of printing paper and other material, the Government of Bombay has allowed the publishers of text-books to increase the prices of high school text-books by 25 per cent, of middle school and upper primary text-books by 33-1/3 per cent and of primary school text-books by 40 per cent.

The increases will apply to new editions or reprints of text-books printed on white paper only. No increase will be permitted in the case of text-books sanctioned by the School Book Committee, which have already been published with a specific price put on them either as reprints, or as fresh editions.

MILITARY TRAINING

The Government of Bombay have decided to start a pre-cadet school in Poona to give preliminary training to candidates for emergency commissions in the army.

Preference will be given to Marathas in allotting vacancies. The school will provide accommodation for about 25 persons and will be open to any person who possess the qualifications required of a candidate for an emergency commission, but is either a little under age or is not quite upto the required standard. Candidates recommended by the provincial selection committees to the Central Interview Board and approved by the latter for pre-cadet training will be given priority for admission, but suitable candidates, who wish to fit themselves to appear before the provincial selection committees, will also be admitted.

MEDICAL MEN FOR WAR SERVICE

The Government of Bombay has taken special measures to encourage members of the provincial medical services and medical graduates outside these services to apply for emergency commissions in the military medical services, says a Press Note.

All existing and future permanent vacancies in the provincial medical services in the province—B. M. S. class I and class II and the general provincial service (Medical)—will be reserved for candidates with approved war service and will be filled, during the war, on a purely temporary basis. These orders, however, will not affect those members of the services who have already been appointed to their posts on probation.

Medical officers, who have served with military forces and possess the prescribed qualifications, except regarding the age limit, will be given preference after the war for permanent appointments to the posts reserved as the result of the above orders. The age limit will be relaxed in the case of such officers by the length of their war service.

BENGAL

CHIANGS' GIFT TO SANTINIKETAN

"We feel that, if we had not visited your institution, our visit to India would not have been complete", thus writes Madame Chiang Kai-shek in a personal letter to Mr. Ratindranath Tagore on their return to Calcutta from Santiniketan.

Madame Chiang adds: "We are placing at your disposal Rs. 50,000 to be used, in any way you see fit, in memory of your Guru Deva as a small token of our deep admiration of his wonderful work which you are so ably carrying on."

The Generalissimo and Madame Chiang Kai-shek have donated a sum of Rs. 30,000 for the completion of the extension of the "Cheena Bhavana."

SECONDARY EDUCATION IN BENGAL

That a new Secondary Education Bill was being prepared, which was expected to be introduced and passed during the current session of the Bengal Legislative Assembly, was announced by the Education Minister, Khan Bahadur Abdul Karim, in the Assembly on February, 26.

A GREAT BENGALI WRITER

The publication of the writing of the greatest Bengali authors of the 18th and 19th centuries has been undertaken by the authorities of the Bangiya Sahitya Parishad.

The United Press learns that the Parishad has already procured from the *Bibliothèque Nationale* of Paris photographs of the manuscripts of Bharat Chandra (collected from his writings 19 years after his death, in the year 1734) to help in the publication of a special and dependable edition of the writing of Bharat Chandra. Messrs. Brojendranath Benerjee and Sajani Kanta Das have been entrusted with the compilation of these works.

The Parishad, it may be mentioned, has already published the works of Bankim Chandra and Madhusudan.

U. P.

FACILITIES TO SCHEDULED CLASS STUDENTS

That scheduled class students be exempted from paying examination fees for the high school examination and that Indian music be recognised as a regular optional subject for boys also for the Intermediate examination, were among the decisions taken at the last meeting of the Board of high school and Intermediate Examinations, United Provinces, held at Allahabad.

A. R. P. TEXT BOOK

A suggestion to prepare a short booklet in simple Hindi and Urdu containing essential information and instructions about A. R. P. work to be introduced as a compulsory text-book in schools, was made at a meeting of the United Provinces Civil Defence Relations Committee, held recently at Lucknow under the presidency of Begum Aizaz Rasool. H. E. the Governor also attended the meeting for a short time. Sir J. P. Srivastava, the Raja of Salempur and Mr. Ahmed Ali Shah were elected Vice-Presidents.

LITERACY DAY

A pledge to work for the literacy and 'no-thumb-impression' campaign was taken on the Literacy Day, observed on Feb. 21 throughout the Province. Prabhat pheries were taken out in the morning and public meetings held in the evening and posters and placards were displayed urging the removal of illiteracy. The depressed classes of Lucknow participated in the celebrations.

PUNJAB**ISLAMIC HISTORY CONGRESS**

Dr. Sir Ziauddin Ahmad, Vice-Chancellor of the Aligarh Muslim University, presided over the first session of the All-India Islamic History Congress held on March 1 and 2. The main objects of the Congress are to popularise the study of Islamic History and to demand the institution of a Chair of Islamic History in the Punjab University and other universities in the country. Special attention is being paid to the preservation of Islamic monuments in India and the establishment of a central museum of Islamic history and allied subjects at some prominent centre of Muslim culture in the country.

ORISSA**PROPOSAL FOR A SEPARATE UNIVERSITY**

A revenue surplus of Rs. 12,000 was revealed by the budget proposals of the Government of Orissa for the year 1942-43 which were placed in the Provincial Legislative Assembly on 5th March by the Hon. Pandit Godavaris Misra, Finance Minister.

In the course of his speech Pandit Misra said: "Little in the field of education can be done without solving the most important question of inaugurating a University of our own. There is a widespread feeling that a University should be started immediately. I am trying to expedite preliminaries and to come before the house within a few months' time, with a University Bill drafted on the lines suggested in the report of the University Committee and also with a supplementary demand for the necessary money."

N. W. FRONTIER**SPINNING IN GOVERNMENT SCHOOL FOR WOMEN**

The Frontier Education Department, is introducing spinning as a subject in the Government School for Women, Peshawar, and the Lady Griffith Government High School for Girls, Peshawar.

ABAD**UNIVERSITY CONVOCATION**

Annual Convocation of the Osmania was held at the Town Hall on 26th

Feb., Nawab of Chattari, Chancellor of the University presiding.

A special feature of this years' Convocation was that two Honorary Degrees were conferred; one of Doctorate of Literature on Nawab Mahadi Yar Jung Bahadur, Education Member and Vice-Chancellor, and the other of Doctor of Science on Dr. Riazuddin Siddique, Professor of Mathematics.

MYSORE**COTTAGE INDUSTRIES COMMITTEE**

The Mysore Cottage Industries Committee which met on 4th March under the presidency of Mr. B. G. Appadorai Mudaliar, resolved to request the Government to create a separate department for Cottage Industries with a separate Director.

The Committee also resolved that the help of University students be taken during their holidays for conducting survey of cottage industries in specified areas. To start with, the Committee resolved that a stipend of Rs. 20 might be given to six students of the University for the purpose.

It considered the report of the Paper Expert who had been on deputation to Sodapur (Bengal) and resolved to give him all the hand-made paper industry in as many centres as possible.

BARODA

An expedition of the Archaeological Department, Government of India, working in the Sabarmati Valley in Baroda State has come across specimens of early stone age, which roughly indicate their age as 50,000 years. A systematic study of these specimens may reveal the story of India's earliest inhabitants and their activities.

KASHMIR

Accepting the proposal of the Imperial Council of Agricultural Research, the Kashmir Government have agreed to take over the administrative control of the scheme for an enquiry into the systematic cultivation of medicinal plants in India. The enquiry will be conducted at the Drug Research Laboratory, Jammu, under the supervision of Brevet Col. Sir R. N. Chopra, its Director.

PUBLIC OPINION

SIR SULTAN AHMED ON FUNDAMENTAL UNITY OF ALL RELIGIONS

"In this great land of Majma-ul-Bahrain, unity of religions must be a tangible truth, too glorious to miss. Where the faqirs of Sarhind and Pakpattan mingled their messages with those of the sanyasis of Benares and Prayag, we need but mutely think of this truth and better not argue," observed the Hon'ble Sir Sultan Ahmed, Law Member, Viceroy's Council, presiding over the All-Religions' Conference held at New Delhi on 14th March.

Continuing he declared: "Religion stands for man's ultimate relationship with his Maker. It expresses his joy of union with the Divine. Religious antagonism is a gross contradiction in terms, a perversion of value. It is the very negation of religion, a vile simulation of the prettiest of feelings, a miserable misrepresentation of the sublimest of passions. The religious lores of the Hindu, Buddhist, Zoroastrian, Christian and Muslim are full of messages of love. Not only different religions are to be viewed as compliments of one another, but also Religion and Science are to be regarded as allies. If we care to reach the heart of our religions and look into the ineffable light that the messengers of God had lighted, we should not fail to realise that not only all religions are united in spirit but all human beings too. 'Mankind was a single nation' says the Qoran (Chap. 11. 9). In fact, brotherhood of man is the corner stone of all the great religions of the world. It is this sense of higher fulfilment that puts India under complete and unqualified obligation to oppose the reactionary force of the Axis Powers as long as they choose to be reactionary. It is this feeling which makes us abhor the barbarous acts of Japan and coerces us to resist her in her nefarious ambitions."

MR. BUTLER ON THE TRUE OBJECTIVE OF EDUCATION

The president of the Board of Education, at a Physical Education Conference of British, Allied and Dominion representatives, who inclu-

ded Allied Ministers and administrators, doctors, teachers and education and health specialists, said that there had never been such a need for toughness in body and spirit. Wherever there was indulgence or slackness, there inevitably followed relaxing of guard.

Mr. Butler continued: "We cannot but face the future with a grim determination never again to neglect the physical side of life. We had always placed too much benefits and remedial treatment rather than on the prime necessity of maintaining good health just as, in industry, we tended to perfect our system of unemployment relief rather than concentrate on the positive maintenance of physical fitness.

"We pay too much attention to examination which tend to sap the strength of adolescents. No school can be regarded as efficient unless it makes proper arrangements for training children, not only in gymnastics but in independent ventures. To this end, we have arranged the return of some physical training instructors from the Army and we have in contemplation a big development of school medical service, which, eventually, should cover the whole range of adolescence after the children leave school."

SIR C. P. RAMASWAMI AIYAR ON UNIVERSITIES ROLE IN NATIONAL LIFE

The peremptory need for the evolution of a truly national spirit and the inescapable necessity to raise a citizen army, were emphasised by Sir C. P. Ramaswami Aiyar, delivering the Convocation Address of the Osmania University on 26th February last.

"With the enemy almost knocking at our doors and with ruthless aggression manifested all about us," Sir C. P. Ramaswami Aiyar went on, "he is blind who does not realise that new and unprecedentedly grave problems now confront our youth. The need has risen and is peremptory for the evolution of a truly national spirit; the necessity is also inescapable, in addition to the regular armed forces of the Crown, of a citizen army, not an uneducated and un-

disciplined rabble but close-knit and disciplined groups of patriotic young men who, by physical fitness, by scientific training and by a sense of solidarity, will play their part in repelling aggression, physical and psychological, and will help to bring about (God grant that it will be soon) a new era of peace and comradeship.

Sir C. P. Ramaswami Aiyar next spoke of the ideals set before the University at its inception in 1918 and how the choice of an Indian language as the medium of instruction, the adoption of a unitary type of University which would be both an examining and a teaching body and the translation bureau as well as the wise provision of residential quarters for as large a number of students as possible, appeared to be the foundations on which this great superstructure was being raised. He then indicated the lines on which the Travancore University was proceeding. Notwithstanding the high standard of education, impracticability threatened to be the result of one hundred years of a vast expenditure in money and energy; besides it was found that the strain of the studies and examinations were weakening the physical stamina of the students. Keeping this in view the Travancore University and the colleges and schools working under its stimulus have set before themselves the ideal of organised physical exercises and the formation of a Labour Corps as a part of the training in manual labour, and the yoking together of the advantages of the western and eastern schemes of physical culture."

REV. FR. P. CARTY ON THE BIFURCATION OF COURSES

The observation that he was not impressed with the scheme for the bifurcation of the High School course of studies so as to impart vocational education to some students and allow the others to prepare for University studies was made by the St. Joseph's College, Trichinopoly, presiding over the School Day and prize distribution of the Ramaswami Chettiar's High School on 12th March.

Fr. Carty referred to the recent tendency, which he felt was exaggerated, to reform the educational system in such a way as to give more technical training than general culture to students. He agreed that they should have more technical training. But he could not understand why they should have less of general

culture. The absence of culture would be harmful to humanity. He was not quite impressed with the programme or advisability of making a division of students after the Fourth Form into two classes, one to pursue their courses so that they could reach the University and the other to undergo vocational training. He asked whether the Fourth Form was the place for one to decide his career in life. At the same time he agreed that there was a rush for the University classes. He would suggest that instead of declaring the eligibility of hundreds of students by the moderation process in the S. S. L. C. examination, such students could be sent for vocational training. Sixth Form was the right place for giving vocational training and students could be given easily two years' training. The training given up to the Sixth Form now must be retained and some other way must be found to give vocational training to students without affecting their general cultural training.

SIR T. B. SAPRU ON THE VALUE OF SCOUT TRAINING

Sir Tej Bahadur Sapru on his assuming the office of the Chief Commissioner of the Boy Scouts Association in India on the 6th March in a message says :

"I have accepted the responsibility of the leadership of the Boy Scout movement in India at a time when not only our country but the whole world is passing through a most critical stage in its history. I am convinced, as I know that you are, that we have a great opportunity to show to the country the value of scout training in a serious situation like the present. We have promised to do our best to do our duty to God, King Emperor and Country. We are pledged to render service without making distinction of caste, creed, colour, race or religion. These promises and pledges are being put to the test now. I am sure that we will not be found wanting. I know that you have already proved this ever since the war broke out.

"And when the present crisis is over and the time comes for the re-building of a new world, remember that you will have had a large share in establishing it. If you now put into practice the ideals of the Boy Scout movement, as I believe that the ideals on which the new world order would be established, will not be different from those for which the movement stands."

COLUMBIA UNIVERSITY AND NATIONAL DEFENCE

THE world-wide war—economic, political and now in large part military—which has been waging for some thirty years and which has from the beginning involved the people of the United States as participants and as one of its chief sufferers, has now enlisted in the cause of national defense the most effective service which Columbia University is able to render. The conditions of military war and its requirements have changed so greatly since what is known as the First World War of 1914-18, that the part which the University can play in aid of national defense is now very different from what it was at that time. In 1916-18 all emphasis was laid upon the training of men directly for service in the armed forces, and the colleges and universities were turned into veritable military camps. At the present time there are many American colleges giving valuable service in the training of officer personnel for the army and the navy, but the emphasis is now placed more largely on research, particularly in the field of the natural and experimental sciences. As never before, the laboratory worker is, at the formal invitation of the Federal Government, focusing his training and his research skill on problems the solution of which is believed to be vital for national defense in the present emergency. College and university laboratories the country over are most active in carrying on work of this character. Institutions are pooling their research workers in very extraordinary fashion in the interest of the public welfare. When the time comes that the veil of secrecy can be removed and the contribution by the academic world of the present-day democracies toward the defeat of the totalitarian onslaught upon them is made known, scholarship will once again have demonstrated its commanding practical utility.

* From the Report of the President of the Columbia University for 1941.

In this work Columbia University is carrying its full load of responsibility. Twenty-three contracts have been made with various governmental agencies for the carrying forward of research and instruction under the direction of officers of Columbia University. A University Committee on National Defense appointed by the President of the University, which in turn has organized subcommittees on Research, on Selective Service and on Civilian Defense, has been in active operation throughout the year. The student body is encouraged to enroll in courses of instruction which will develop special aptitudes in the field of public service without interfering with a general educational program. The attitude of the student body toward the problems of this emergency is fundamentally sound and patriotic. Columbia University feels now, as always, that it can make no better contribution to the public weal than to send out into the life of the nation a steady stream of broadly educated young men and women who have high ideals and trained competence to go forward toward their achievement.

The service of Columbia University in the present emergency is not only in the laboratories and in the classrooms. Scholars in the political sciences, in the languages and literatures, in the natural sciences, in law and in medicine—in fact, in every field of intellectual activity—are serving the Government in various important ways. It would not be wise to describe these services in too great detail or too specifically, but it may be said that their range is wide and their importance very great. Forty-six leaves of absence have been granted to members of the University faculties and administrative officers in order that they might accept definite governmental service away from the University, many of them in active military service with the armed forces.

CURRENT NOTES

EDUCATION IN WAR TIME

By Mr. C. B. KRISHNA SASTRY, M.A., L.T.

THE world war has very seriously effected the reorganisation of education, as all such problems had to be kept in abeyance owing to the likelihood of an apprehended invasion by the axis partners, as was hinted by the Editor of the 'London Times'. It has also created a stir and commotion in the minds of all teachers, taught, parents and the authorities in charge of Education in the various provinces. Some teachers feel that their services are insecure and may likely be terminated by the aided agencies in spite of many years of their long, useful and efficient service; and the pupils' minds are unsettled and disturbed, as they find it difficult to concentrate their attention on studies and as they are thinking of bidding Good-bye at any moment to their schools and colleges for the time being, making capital out of a mild Dame Rumour of an expected air raid over a coastal town. The parents, weighed down with cares and anxieties are rather inclined to withdraw their children specially from Elementary and Secondary schools in big cities, exposed to attacks from above. All such circumstances have caused not a little dislocation in the peaceful pursuit of the courses of study.

But it is gratifying to note that Teachers' Guilds and Parents' Associations and public bodies have realised the implications of such moves; submitted memoranda to Directors, Advisers and Ministers in charge of Education urging the need for the allocation of greater Grants-in-Aid, payments of grants in advance, reduction of strength of sections and opening of camp schools. Directors of certain provinces like Madras have risen equal to the occasion with a liberal outlook

and assured managements of increased grants and advance payments; and teachers of continuity of service even by a proposed reduction of the strength of sections; and parents of adequate facilities for the continuance of their children's education.

The war has opened the minds of all experts to the fact that there is a woeful want of facilities for the production of tools, implements needed for the timely defence of the country, and that immediate steps should be taken to install big plants and colossal machinery for large scale industries and subsidise even village handicrafts to make the country self-sufficient and self-contained. Hence, a vocational bias with a practical turn in the different stages of education is recognised to be a *sine quonon* of any attempt at reform. It should be made to go hand in hand with literary courses, without laying undue stress on scientific and technical courses.

Moreover, war has given ample opportunities for all young men to compete for military, naval and aerial services and afforded them the rare privilege of doing service to their fellowmen and country by undergoing training in A. R. P. as wardens and supervisors. It has roused the latent passion for taking a course of military training even in schools and colleges and organising social and national service leagues, volunteer organisations, Scouting and Red Cross Unions, by holding out the ideals of service and sacrifice.

Teachers and parents will do well to lead the youngsters in the right direction giving them good advice and sounding cautious notes whenever necessary, so that they may be of considerable help to society and their Motherland.

WOMEN'S CORNER

WOMEN'S ROLE IN EDUCATION

Mrs. Rustomjee Fardoonji's Views

TRAINING for citizenship should be given in all schools for both boys and girls. This was a matter on which Walashan Princess Niloufer had laid great stress in her Presidential Address, some three years ago. It is only by each and all doing their duty as citizens that our country can advance.

Social Service Groups

Active Social Service groups should be formed and students taken out to look after certain areas and villages. I know this is being done in some schools, but it should be a part of the curriculum in every school, and it is only in that way that we can bring about the spirit of unity.

Women have entered the field of social service and politics with high ideals. They have not entered in order to accentuate divisions, factions, inequalities and the like, but to raise politics to a higher and purer level and to use their power to improve the lot of the poor—to give them better housing, sanitation, education, medical relief, and better living conditions all round.

Communal Schools should go

We do not wish to work in antagonism with our menfolk but *with* them towards improvement of the present world conditions, with which, I am sure, they cannot themselves be satisfied. A new mentality and a new method of education are absolutely necessary. Just as Germany could educate its youth to look upon war as a necessity, we, on our part, could educate the future generation to a spirit of brotherhood, love and friendship for all. Let us make a beginning in our own Dominions. Communal Schools should be barred, as, in my opinion, they tend to accentuate communal feelings. If all schools were non-communal, I am sure you would have a different India in the course of ten or fifteen years. Young men and

women will grow up with a spirit of unity as Indians, admiring whatever is good in every religion, and loving and respecting their own, all the more.

Unity League

As a practical woman, I venture to put a proposal to you. The All-India Women's Conference and our local Conference have often spoken of unity and passed resolutions to that end, but something more is necessary than an expression of that pious wish. I would urge that your wish should take a practical form. Let us start a Unity League to-day. Let none of us belong to any communal organisation, but let us be one big sisterhood, to share one another's joys as well as sorrows,—one another's social festivities, fasts as well as feasts. Let different communities meet oftener and find out what their several festivals and old customs signify, to be able to appreciate them. Advice of unity has come to us, before, from His Exalted Highness, and his good wishes will surely help us in materialising it.

Hindustani as Common Language

Another point, which is very near to my heart, is the subject of Hindustani, in which the Osmania University, with all its material, intellectual and spiritual wealth, can play a very important part. We talk of unity: Can any work be greater, in present conditions, than to have one common language throughout India? Leave Hindi and Urdu aside for the intelligentsia and let us evolve one common language from north to south, from east to west. What a magnificent opportunity there is in this for Hyderabad to lead the whole of India. Individually, I know there are a few high-minded men aiming at this, but let us beg His Exalted Highness for a Firman to that end.

* Extracts from the Presidential Address delivered at the Annual Conference of the Women's Association for Educational and Social Reform (Hyderabad Branch) held in October, 1941.

BOOK REVIEWS

"A DICTIONARY OF ENGLISH USAGE"

by H. Martin, M. A. (Oxon), O. B. E.—Published by Messrs. K. & J. Cooper, Bombay—Pages 182—Price One Rupee.

Here is *multum in parvo*, much in little. This book of less than 200 pages is a veritable mine of information on a wide variety of subjects. Points of grammar, the most ordinary and the more recondite, are elucidated with remarkable clearness, figures of speech are explained and illustrated with precision and aptness, punctuation receives its due share of attention, the elements of prosody have been set forth with great lucidity and the correct use of idioms and phrases impressed on the mind in an indelible manner. Words which are spelt or pronounced almost alike and which are in danger of being confounded one for another have been clearly distinguished and the illustrative sentences help to impress the proper use of them unmistakably. The book is the production of a master of language who has had a wide experience of schools in this country and who may reasonably be expected to have a good knowledge of where the average Indian student is likely to stumble and flounder. The Dictionary method of arrangement renders the work of reference easy in the extreme and its low price brings it within easy access of even the poorest student. That the book has supplied a keenly-felt want is attested by its running into a second edition within a month of its publication. We have no hesitation in declaring that the book is an invaluable *vade mecum* to every student who aspires to acquire a sound command of the English language and an exact knowledge of its idiom and grammar and usage.

—V. M.

GOOD ENGLISH THROUGH SEAT-WORK:

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—D. I. A.

Personal Notes

DR. BIDHAN CHANDRA ROY has been appointed Vice Chancellor of Calcutta University for a period of two years. Dr. Roy assumed charge of the office when the Hon'ble Sir Azizul Haque, the outgoing Vice-Chancellor left for London to join his new post of High Commissioner for India.

RAO SAHIB B. S. NIRODY, Hon. Secretary to the Agri-Horticultural Society of Madras, who had done some valuable research in America in plant breeding, has been honoured by a hybrid of *persea gratissima* (Avocado Pear) being named after him. This fruit is known in the U. S. A. as the 'Dollar-a-Slice Fruit.'

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There are many Readers in the field but we feel that this set is in refreshing contrast with almost all of them.—*South Indian Teacher*.

THE KORONATION ENGLISH SELECTIONS

Edited by J. F. THADDAEUS, B.A., L.T.

JUNIOR: As. 12. SENIOR: As. 15.

.....In preparing these books, selection is carefully made with a view to present the original writings as far as possible. Short biographical sketches are given in the beginning of each passage and at its end are given notes and exercises in grammar, which are well graded. —*Karnatak School World*.

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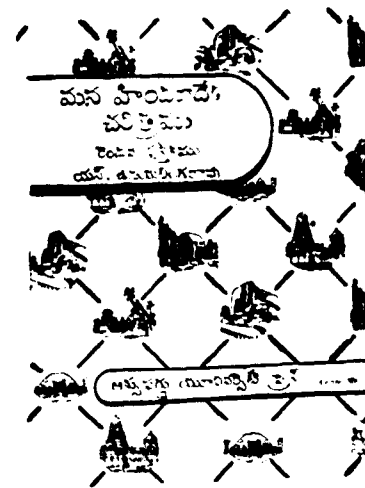
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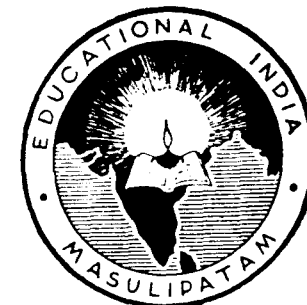
Vol. VIII: Nos. 11 & 12

May & June 1942

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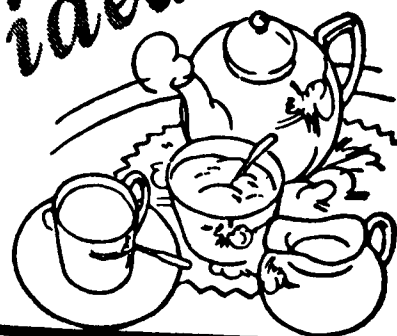
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RECENT ADVANCES IN EDUCATION

By Mr. BURTON P. FOWLER,

Headmaster, Germantown Friends School.

MUCH is being said these days about education for defence as if it were something wholly different from education for normal times of peace. Education is defence. Education in times of national peril should mean the intensification of our best practices rather than curtailment or the addition of pseudo-military activities.

In President Roosevelt's words: "The country must have well-educated and intelligent citizens who have sound judgment in dealing with the difficult problems of today" besides "scientists, engineers, economists and other people with specialized knowledge to plan and build for national defence as well as for social and economic progress. Young people should be advised that it is their patriotic duty to continue the normal course of their education so that they may be prepared for greatest usefulness to their country."

Our problem is to scrutinize the desirable characteristics of this "normal course of education."

What has been this normal course in the professional lifetime of most of us? Three distinct and major trends are discernible: (1) the *traditional* school which flourished at the turn of the century with its primary emphasis on facts to be learned from books; (2) the *early progressive schools* fifteen years later which received their chief impetus from the forces of reconstruction following the first World War, with their emphasis on individual child-growth, activity, and freedom; (3) the present-day *community schools* which are characterised by their concern for the social needs of adolescents and their participation in the real experiences of community living. This more recent accent on the community as well as on the individual—no better, through the individual—repre-

sents not so much a change in the early theory of progressive education as in the refinement and stabilization of its practices.

Today we believe that all the richest values of satisfactory democratic living lie in preparing youth to get along with other persons both singly and in groups in the broad sense of sharing obligations; that individual and social competence are not conflicting states but identical, and that a good society must be composed of good individuals. In other words, taking a leaf from experience, we are not condemning traditionalists, essentialists, or progressives, but are trying to harmonize, not the extremes that few educators have ever believed in anyway, but the more moderate and enlightened characteristic practices of each of the decades of this century. I do not wish to imply that the promising, vigorous social trends of education are only the clever result of skillful patch-work; they represent, rather, the re-weaving of old durable threads of theory and experience into a new fabric designed to stand the wear and tear of our industrialized society. We may still be confused but we are not lost. It is related that Daniel Boone was once asked if he had ever been lost. He replied that he had not, but he could remember having been considerably bewildered for three days. We may have been bewildered for three or four decades but we are not lost. Educational leadership in this country is regaining its sense of direction. To-day, I believe educational theorists are more nearly in agreement than any time in a half a century; unfortunately the same cannot be said of the rank and file of teachers, many of whom give lip-service to principles they either cannot or will not practice.

What are some of the principles that stand out as directive forces in the swift educational change of the present? At this point the speaker described in detail the interest developed by a twelfth grade boy in housing and the documentary film he prepared during the course of eight months of strenuous effort. The project involved the mastery of new skills and a wide range of interests. The boy thus described the benefits that accrued to him: "What did I derive from the experience? First of all, I had experience which I shall never forget. I had an opportunity to correlate my interests in social science, creative writing, art, and music. Much of my work was with people of entirely different backgrounds. I hope that this project has fostered a greater understanding of these folks who are different from myself. To the end, this project taxed my methods of study and organization so that any weakness on my part was readily discernible in certain failure. I would say also that this experiment in expression gave me a new outlook on life. The strongest element of this outlook is patience. Eight months ago I conceived an idea. From that time I have experienced relative success and large reversals. But I have realized that one must be patient. We younger people have about half a century of strife and conflict before us. We catch visions of a better world. We must preserve those visions by dogged perseverance and eternal patience."

This self-initiated and self-directed project grew out of a study of historical facts, an extensive research, winning the confidence and cooperation of laborers, contractors, officials and teachers, flexibility in the use of unusual techniques, social sensitiveness, artistic conceptions; and finally it taught the boy the value of patience. Every important principle of learning was implemented and it is a perfect example of a conclusion stated by the Educational Policies Commission:

"Only when students share largely in making important decisions as to what they shall

do, and particularly as to how they shall attack some community problem in order to solve it, does participation in community activities assuredly become education for democratic citizenship."

(*Learning the Ways of Democracy*, p. 328).

Also described was a plan under which each grade from kindergarten through twelfth was allotted by the faculty some appropriate phase of community life for special study, each grade keeping a record and contributing to a cumulative school record. This was used to illustrate (1) faculty initiative in solving an administrative problem and (2) the use of rich resources of local life in furnishing social experiences at various age-levels.

Now let us take a look at one of the most vexatious problems of the secondary school: What do we mean by a curriculum based on the needs of adolescents? Let me state my conclusion first. There is no single criterion for recognizing such needs. Therefore the secondary school curriculum should be characterized by variety, each type of curriculum being determined by the validity of the criteria accepted by those responsible for its adoption.

"Needs" are not necessarily met by a group of facts and experiences that constitute a core-curriculum for Tulsa, Denver, or Syracuse. In each there will be widely diversified groups within the city and within the schools whose needs in personal living, economic and social relationships, religious impulses, and community living will differ widely and be conditioned by cultural background, economic status, and individual aptitudes. Talented children with keen minds and powers of quick observation should not have their time wasted in trivialities that they will learn readily by themselves; on the other hand, undoubtedly the largest number of children will need to be taught directly the answer to literally hundreds of simple but vital questions of every-day living. This is the reason I am disturbed by some of the newer State-wide courses of study which prescribe such problems universally for all

RECENT ADVANCES IN EDUCATION

the pupils and thus deny that minority of potential leaders the opportunity to acquire an orderly body of knowledge and disciplines which always will characterize a liberal education.

At this time I am not prepared to say that any one of the prevailing types of core-curricula, such as those based on broad fields, scope and sequence, social demands or adolescent needs, is the best type for all American secondary schools. I am prepared to defend the thesis that the common philosophy held by any group of teachers, implemented by the professional equipment which they bring to their work, is more important than a core-curriculum based upon an inadequate conception of pupil needs.

Closely allied to the question of adolescent needs is that of pupil-teacher planning. The cooperative planning of what is to be learned is a logical extension of democracy in the school. Since learning to be most valuable must take into account the purposes of the learner, obviously his ideas should be taken into account in exploring the possibilities of what is to be studied. It would seem to be axiomatic that group-planning is superior to teacher planning, if for no other reason that it develops a feeling of responsibility in the learner.

That group-planning can be either productive or wasteful is also obvious. Teacher-dictation is probably better than pupil-opportunism. A curriculum planned in advance is certainly better than inexpertness and whim. Fortunately such alternatives are unnecessary. It would seem sensible that during the thirteen years of the elementary and secondary school appropriate areas of study should be determined in advance by persons competent to select them. The general design of the curriculum is the job of professional pattern-makers; then, when the time comes from the group to begin work, the first step is for the whole group, the teacher or teachers, the pupils, and even

the parents, to discover ways and means of making the pattern fit; general problems to be made specific; activities to be suggested and evaluated; methods of study to be explored; and responsibilities to be delegated. This sharing of plans is not only educative but it is the very essence of the democratic spirit which we have come to believe should pervade every appropriate area in the school. To say that all areas are appropriate is a perversion of the very idea of education.

It is equally true in the field of administration that the responsibilities for planning and executing plans should be shared appropriately by every group that constitutes the school community. Most teachers fail to realize their fullest potentialities because they lack administrative sense. They fail to make their concern every detail of school management. It is, however, also true that this does not mean the abdication of the Principal, Superintendent, and Board of Education. Teachers have a right to understand and help in shaping administrative policies, but they also have a right to be relieved of innumerable executive details which require specialized training and prompt action. Democratic procedures are best used as educative instruments rather than as efficient ways of getting things done.

So far there has been implicit in what we have said the basic assumption that educational experiences are desirable if they help children realize their full powers; if they afford them an opportunity to share in many kinds of community activities; and if they meet their widely varying needs as effectively as skilful teachers can guide them in choosing such experiences.

Another "need" has been given wide publicity during the past year, one that is so naively stated that it is nothing less than amazing that it has created such a stir in educational circles.

"Young people need to learn to work!"

Such an obvious platitude could hardly have been taken seriously before 1900. Most young people did not have to *learn* to work; they had to work. That the full impact of our industrialised society finally has created a workless younger generation is one of the most baffling phenomena of our topsy-turvy world. Little wonder that our young people are criticized for their excessive verbal facility. Too often they have nothing else to do but talk. Without reviewing the economic causes of such a threat of delayed maturity, it is significant that we have created a system of universal schooling with which no one, not even the group of educational experts who wrote "What the High Schools Ought to Teach," associates the concept of *work*!

Progressive educators have been saying this for twenty years but few have taken them seriously. The activity program for younger children has been essentially a work program, but work stopped at twelve and then "learning" began! There are now promising signs that learning and work may once more be brought together into a vital partnership; that study will again combine thought and action. John Dewey's prophetic dream uttered nearly a half-century ago may come true after all. Whether work camps for all shall be provided or work-programs in every school shall be set up, it now looks as if we were beginning to see the

light of a day that will usher in education as a maturing experience instead of a costly and prolonged period of infancy. Even *home-work* may become a reality instead of an extension into the home of the heavy, artificial hand of school tasks.

Maturing experiences! There is the keynote of modern education. Pushing back on children, adolescents, and adults every bit of responsibility they are capable of assuming; never doing anything for a child he can do nearly as well for himself.

Let us not be frightened by names. "Progressive education", "general education", or better still just "education", should not be judged by misrepresentations. If these are broad philosophies that stimulate us to better ways of doing things, we should accept them; if they are the petty formulations of narrow minds, we should reject them. I firmly believe that more sound, liberal educational thinking is going on in our troubled world today than ever before and I believe that this thinking is being promoted by every one of our great national educational organizations. If these newer ideas are really sound and liberal, it is because they are based on our unshakeable belief in the worth of human personality, in the right of every human being to have a chance for self-realization regardless of race, social status, or economic privilege, and in the value of democratic institutions.

Tea in the Front Line

A woman in an English village opened her door the other day to find six soldiers outside, asking if she could make them a cup of tea. "You see, we're dead," they explained, pointing to chalked crosses on each other's backs. When the poor woman looked rather startled they hastily reassured her, pointing out that they had been taking part in a mock battle and during tank manoeuvres the umpire had 'killed' them. Whereupon the good lady made seven cups of tea—six for the 'dead' men and one for herself to help her recover from the shock!

—TEA NEWS AND VIEWS, No. 6.

THE TEACHER'S IDEAL

By Mr. KALIA PANIGRAHY, B.A., L.T.

EVERY profession in human society has its own particular duty to perform.

The *Geeta* says that social harmony depends upon this performance of duty. It is better to die in one's own duty than to do the duty of another. There should be no encroachment of jurisdiction by persons belonging to different professions. The teacher perhaps is the last individual who acts up to this ideal of duty so clearly set forth in the *Geeta*. It is very often seen that when two doctors meet they talk of medicine and when two cobblers meet they talk of leather. But when two teachers meet they talk of something other than education. Their conversation does not refer to the method of teaching or the class room experience of the teacher. They very often talk of local and party politics. They have neither the sense of the dignity of their profession nor the conviction that teaching is a science which requires experimentation for its development and that education plays its noble part in the building up of the nation. They feel themselves as cogs of a wheel and have no sense of individual responsibility. What is this sad state of affairs due to? The first and the foremost cause is "Chill Penury". In a meeting of teachers at Calcutta some years back Sir Radhakrishnan pointed out the teacher's poor pay and its disastrous effect upon the education of the country. He said "If you are paying your chaprasi more than the teacher of a school gets, you cannot expect to get the best out of him." In the eleventh Quinquennial Review Vol. I, the author refers to the same question thus: "One of the reasons for the low quality of the teachers in Secondary schools in Bengal is that they are miserably paid and are compelled to seek other ways of augmenting their incomes. Most of them consequently undertake as much private teaching work as they can obtain.

Their energies are sapped by this dull business of coaching pupils daily over long hours and they have hardly any time or surplus energy left for preparing their school lessons or for trying to interest boys in the class room and hold their wandering attention. Class room teaching thus tends to become more and more lifeless and dull." Their remark is also applicable to conditions in Orissa, where private tuition work of teachers is not considered to be extraordinary. It is the business of the State to see that the teacher, to whatever grade he may belong, is kept content and above want. Security of tenure and minimum standard of living are the two main necessities without which it is impossible for a teacher to try to achieve his ideal.

A teacher is a teacher and not an election agent, nor a party leader of the locality. The school is his world of which he is both the master and the creator. Work in the school is his main concern for which he is paid. His chief concern is with the boys of the school and their education, their health, and their culture. Outside activities, if healthy, get their cooperation from the school. For example, "Rural schools may be centres of rural uplift." "But indiscriminating mass policy designed to secure this would defeat its own end. It would inevitably burden a number of school masters with responsibilities beyond their powers. The schools would deteriorate and rural uplift would be a fraud." This is the mature opinion of Messrs. Abbot and Wood on outside activities of the school. There are examples where headmasters of schools have been imprisoned on account of their bad management of cooperative societies. It is very often seen that the visit of a Health Inspector or a Revenue Inspector to a rural school is an unnecessary and

undesirable disturbance to its regular work. The report referred to above further says, "The schools must not have tasks for the enlightenment of the adult community forced upon them and then be left alone to perform them. It were better that the school limited itself to its more modest, but always exacting duty of educating children." Interference of outsiders who have little to do with education should be put a stop to. This, however, does not mean that there should be no cooperation with the other departments. But this cooperation should not be at the loss of the legitimate work of the teacher in the school.

When once one takes up the duty of a teacher it is one's business to see that whatever one does in life is done in terms of education. By precept and example he sets the ideal before the boys. The very dress he wears, the habits he contracts, the way in which he spends his leisure—all these have their proper effects upon the life of each individual boy. So the teacher is rather placed in a very delicate position. He cannot be loose or lax at least for the sake of his boys. If he is dishonest, there lies the fear of his boys catching the infection. So at least for the sake of his boys he has to be honest. If he is idle, unpunctual, irregular, dull, inactive, unclean, ungodly, the contagion will spread over the whole school world and will create havoc. So he has to avoid all these vices and cultivate virtues which will be living examples for the boys to follow.

The teachers have "to mould the minds and hearts of the younger generation." Inside and outside school we have the "splendid opportunity" of "raising the country to a higher plane, a generation later." It is not enough if we confine our duties to the class room. Education has now-a-days spread from the four walls of the class room to the open ground under the sky. Education is no longer simply the intellectual work of the brain.

The centre of education is the child and literacy of the whole individual is its modern aim. The teacher has to educate his boy not only from his chair in the class room but also in the hockey ground, the school theatre, the campfire and the dormitory. Education is no longer confined to a few pages of the prescribed text, but has spread all over the whole life of the individual boy who is going to be a citizen of tomorrow. Let us, therefore, reshuffle our old and antiquated views of education and set before us the new ideal.

From age to age new systems of education are introduced and new plans adopted. In no other sphere of human affairs does the old order change so frequently giving place to new as in the field of education. For education is always related to the mind of the society and this mental attitude changes from time to time. But no system can be a success without a successful teacher. It is the teacher who can make or mar any system of education. It is, therefore, the business of the State to see that no square peg is introduced into a round hole in the department of education. Even so late as this age in many provinces of India untrained teachers are appointed in schools. Even now many a raw graduate of the University makes the post of a teacher a stop gap arrangement in his life for getting some other job in some other department. After all trials fail one succeeds at last to get the job of a teacher. In such circumstances it is no wonder that the teacher possesses no status in society.

When once a teacher decides to take up the profession of teaching it is his duty to see that he fulfils all the conditions of becoming a true teacher. The teacher should know it as a great truth that there is no end to learning and unless he continues to learn, he cannot teach in the true sense of the term. Some teachers who are ease loving and consider themselves sufficiently wise and intelligent laugh at their brethren of the same profession working

hard to get more knowledge. They simply do not understand why one should work so hard when there is no public examination to appear for or when one's increment of pay does not depend upon the increase of one's knowledge. They simply "live upon their capital" and become exhausted. In no time their teaching becomes insipid and they themselves lose all interest in the profession and plod on like jaded horses attached to the hackney carriages. It is to avoid such a sad state of affairs that Rabindranath Tagore emphasised on the desirability of the attempt of the teacher to learn. He said "A most important truth, which we are apt to forget is that the teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame." Regarding the teacher who makes his teaching as a dull routine he said, "The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his students, can only load their minds; he cannot quicken them." The mercenary way in which the teachers of the present day coach up their examinees kills all enthusiasm of the teacher as well as the taught and becomes useless after the examination comes to an end. In the words of Tagore again "their subjects are like dead specimens of once living things with which they have no connection of life and love." Another educationist thinks that the teacher should consider himself as a senior student. It is only then that the flow of knowledge will not stagnate but remain pure.

Co-operative effort is another quality which is conspicuous by its absence in educational institutions. Teachers think that there are water tight compartments of different subjects and the teacher of one subject or one class has no business in another subject or in another class. Apart from much waste of time and energy on account of over-lapping this attitude of indifference on the part of the teacher tells upon the general tone of school discipline and the conduct and character of the boys. Exchange of ideas between teachers regarding their work, common discussions regarding the courses of studies and enthusiastic co-operation in all extra-mural activities will have their cumulative effect upon the life of every child in the school. It will set right the indifference and give true value to the work of the teacher. His efforts will not be wasted. Any experiment in the educational field will become a success if only teachers have a will to see to its success. But this will is lacking every where. The teachers should think the institution as their own home and students as their own children. The factory idea of the employer and employee and the idea of so much out turn for so much wages and so much time for so much money is the least fitted for a school, however industrial and commercial the world might have grown. As Tagore said, "The institution should be a perpetual creation by the co-operative enthusiasm of teachers and students." If we cannot live up to this ideal, it is better that we give up our profession and take up another.

"Every subject, every teaching in every class, every examination, the whole purport of a truly National System of Education must be directed toward the refinement of Social Service, so that when a young man or a young woman has left school, has left college, he or she is more or less of an expert in Social Service, knows how to exercise self-control, knows how to be a useful asset in the home, knows how to be a good citizen of his Mother-land."

—DR. G. S. ARUNDALE.

Mutual Understanding in the Home

By Prof. Anjilvel V. MATTHEW, B.A., M.Ed.

A HOME of mutual understanding is a home of peace and contentment. The man goes out to work, and comes home tired; but when he comes back with the assurance that his wife appreciates the hard work he does, it becomes easy for him to bear his burden. But men often have a tendency to presume that the burden of the household rests mainly on them, and that their women have a comparatively easy time of it. But an understanding husband knows that the life of his wife is often a hard and monotonous one, and that she does not have her difficulties mitigated by opportunities of change of experience which he himself enjoys. Where there is mutual understanding between husband and wife, children also grow up in an atmosphere of calmness and security; and it is children who are brought up in such an atmosphere who have the best chance later on of turning out to be citizens with a sense of social responsibility and with an ability to easily get on with persons of all kinds of temperaments and viewpoints.

As a matter of fact it frequently happens that the home which should be what we have here described turns out, instead, to be a place of bickerings and quarrels. Several causes may be mentioned of this deplorable state of affairs. One of them is that unhappiness and misery, like cheerfulness and good humour, are extremely contagious. All persons—even animals for that matter—copy other members of their own species: copy their deeds, thoughts, and feelings. If one dog barks at a strange object, other dogs do the same; if one deer runs away in fright, the other deer in the herd follow their frightened herd—follow even if the former do not perceive what occasioned the flight of the first animal. If one man is angry and speaks in anger, his neighbour is likely to

behave in the same manner. Many of the quarrels and much of the wordy warfare of a home are caused by the unhappiness or sense of frustration of either the husband or the wife; and that unfortunate person easily passes it on to one's life-partner. Some persons boast that they are of an erascible nature, that they have an easy disposition to anger, and that this erascibility has run in the blood of the family for generations together. I do not deny that there may be individual differences in native equipment in the matter of such things as anger and fear, but I have no doubt that many of our emotional reactions are more often caught from those that are around us than are actually inherited through birth. Again people who boast of their disposition to anger will recognize that they have more reason to be ashamed than to be proud, when they know that anger is more often a sign of weakness than of strength. It is when a person wants to do a thing and feels frustrated that he feels angry; and very often it so happens that one who feels angry at a superior person and cannot strike him back still feels the anger, and gives vent to it in his relations with someone who cannot do much harm to him. Husbands who get angry in their homes and shout at their wives and children will confess to themselves, if they are honest in their thinking, that often they are angry in the home because something went wrong in their relations with a superior officer or with a more powerful neighbour whom they could not hit back.

There are jealous husbands or wives. Let us take the case of a jealous husband. (What is said here of a man may equally well be true of a woman too, men and women have the same problems and difficulties on the whole, though their settings may be different.) He loves his wife, and

loves her much. But there is nothing to guarantee that it is his love alone that causes his jealousy. It may very well be that he has temptation to be disloyal to his wife. Or it may be that he is haunted by an evil conscience with reference to something that happened in his life when he was younger. He, therefore, hates himself for what he was, or is afraid whether he may fall into the temptation that he has hitherto been more or less resisting. For this reason he feels insecure within himself and makes himself miserable, and his fears and sense of misery are easily passed on to his wife in a subtle way. The suspicion he has of himself he puts on his wife, and he becomes jealous.

Take another example: a man is in an insecure job, and he is afraid of what would happen to himself and his family if he loses his job. Such a person is impatient, and his impatience and nervousness and fear are taken home by him; and without his knowing it he communicates it to his wife and children. He may not speak of it very directly, and he may ostentatiously refuse to speak anything about it at home. But his feelings and attitudes speak louder and more clamorously than his spoken words. A gentleman that I know was in a high position, but he aspired to certain still higher places; which, however, were denied to him. He was very much agitated in his mind and was discontented with the treatment given to him. There was a big casualty in the home: one of his nearest relatives fell ill and became an invalid. He himself recognized later that it was his unhappiness which resulted in the calamity.

A husband or wife can be miserable, and can pass on the misery to the other life-partner. Let us talk of him again, though what is true of him may be equally true of her. He may have caught this untrue way of feeling within himself and happy way of feeling within himself and dealing with other people in his own childhood. His mother might have been emotionally unstable and she might have

created a restless nagging nervous atmosphere in the home. She thus infested her whole household with it, and her son who is now himself the head of a family is repeating in himself the emotional condition of his early home, and as a result is making his wife and children suffer the consequences of his emotional instability. In this unfortunate family constellation the worst sufferers are the children. The quarrels and angry disputes of parents make children anxious, and their anxiety is expressed in numerous ways.

Quarrelsomeness is one of the manifestations of the anxiety. If children in a home quarrel between themselves and are quarrelsome in their contact with other children, it is possible that their touchiness and quarrelsomeness have their origin in their own anxiety caused by the quarrels of their parents. They cannot bear this anxiety and therefore feel compelled to somehow express it; and this is one of the ways they unconsciously resort to, to express their sense of restless uncertainty. Some children express their anxiety through an attempt to get away from an active conduct with the outside world. They keep to themselves, are extremely reserved and shy, and do not go out even to play with other children. Some children show their anxiety through wetting the bed at night, and through poor control over their bowels shown by either constipation or diarrhea or through untimely visits to the latrine. In some cases there may be speech difficulties such as stammering, and in some others continued illness such as an erratic high or low temperature.

When they see these unwholesome features in the children, parents may sometime fondle the children too much. It is not fondling that children need but sympathetic understanding. Fondling the child, making much of him, and fussing about his whims, spoil the child: he gets a false notion of the world as something to serve him and something to which he does not owe any service. Such children, when they

grow up, become over-assertive or too dependent on others. Some parents, when they do not understand their children and are puzzled by their conduct, deal with them in a harsh and dictatorial way and wound their self-respect. This is a cruel way of dealing with young people; thereby parents either break the spirit of the poor child or, if they do not succeed in doing it, prepare the way for his becoming a rebel against society. Some parents are so uncertain of themselves and their methods that sometimes they fondle the child and at times are rigorous in dealing with their petty offences. All these are faulty ways of dealing with children and not only bespeak the ignorance of parents but often indicate that the latter are not themselves

emotionally well adjusted. The bringing up and education of children is so important a matter that it requires the best that a man or woman can put into it. To maintain an emotional poise is not only a virtue but a solemn duty of parents for, on their emotional balance and sobriety depends not only their immediate happiness, but the happiness and social usefulness of their children now and in adult life, and to a not negligible extent even of their children's children. "I sanctify myself for *their* sake", said a great teacher when he prayed for his disciples; and no parent can afford, not to do the same for their own children when they realize the far reaching consequences of their own mode of life on their children.

Tagore's Conception of Education

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

THERE is a beautiful song of devotion in the *Gitanjali* of the great poet Rabindranath Tagore, which embodies the poet's conception of true education. I propose, in this article, to attempt an exposition of the educational ideal contained in that beautiful song, which is so exactly and perfectly worded that it appears to be the direct result of intuitive perception. The song runs as follows:—

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

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

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

"And it shall be my endeavour to re-

veal thee in my actions, knowing it is thy power gives me strength to act."

The first important thing that strikes our mind in this poem is that it contains a four-fold educational endeavour, viz., (1) physical education, (2) mental education, (3) emotional education and (4) the resultant education in action or *Karmayoga*. Another important thing that we should note is the fact that the four-fold process of education is to be well based and founded on the living faith of the omnipresence of the Divine and His capacity to act as our Inner Guide in the educational process. The poet's song is through and through saturated with the essence of spirituality. All education starts from that faith and culminates in the realization of the Divine through and in the body, mind, heart and actions. The third thing to be noticed in the poem is that the poet has supplied us with motivation in all our four-fold educational effort. The knowledge that the

Divine is lodged in our body, mind and heart, and is to be revealed through our actions is to act as the lever, impelling, guiding and directing our educational endeavour. That knowledge is to be our mainstay and support in all the educational vicissitudes. Thus viewed as a whole, the poem enunciates that all life is pregnant with a divine purport and that education is co-extensive and identical with life.

Now we shall try to examine the four-fold educational effort separately.

(1) The basis of all real education is a strong, healthy, vigorous body, capable of sustaining all strain and impact consequent upon the individual's mental effort, emotional struggles and varied life-activities calculated to reveal the indwelling Divine and serve the all-pervading spirit. This includes the learning and observing of all rules of health and hygiene, personal cleanliness of body and dress. This reminds us of the Vaishnavite theory that the body is the holy temple of the Divine, and as such has to be kept pure and clean. A strong spirit and a weak body ill-go together. This effort in physical education also includes the strength of nerves and the capacity to take all necessary work from the body as from a loyal and obedient servant. This sort of control over the body is to be found in the lives of all truly great men, and without it nothing great or noble is possible of achievement. All have needed it, the saints and great rulers, students and soldiers, poets and public workers, merchants and mariners. The edifice of great education can be securely reared only on the sound foundation of a perfectly poised body.

(2) Mental education means a very chaste discipline of thought. The Buddhist philosophers include it in the eight-fold path of perfection. The real logicians called it strict mental discipline. The mind has to be trained to think the right type of thoughts, in

accordance with the highest light of reason. In this sense, the reasoning power of human mind is a derivation from the Divine light of knowledge. In its upward progress, it develops into the higher power of intuition. As a preparatory process to this noble achievement, all wrong thoughts have to be weeded out and right ones to be substituted.

3. Emotional education aims at developing right kinds of attitudes to person and all things of life. Feelings have to be chastened. This includes aesthetic appreciation and pleasurable contemplation of things of beauty and art. In this kind of endeavour, love is the central feeling. It ennobles the heart and enables the individual to go in for any kind of sacrifice in the interests of his fellow-beings. Love is the Light that illumines and warms the heart. It is the most fruitful of all feelings. With pure love enshrined in the heart as a beacon-light and guide, the man can easily overcome all obstacles bearing the path to educational fulfilment which is the total realization of the Divine on all planes of the being. Love emanates into sympathy and social service. In fact, the personal and social happiness or misery depends more on the right or wrong kind of emotional education than on anything else, for instincts are a very powerful force in determining and guiding all activities of life.

4. The triple process of education, described above, finds its fruition in actions performed by the individual in love and spirit of *Karmayoga*. The poet, thereby, suggests that an education that makes men merely bookish and introspective and self-contemplative, is faulty in its aim and application. A truly educated man, whose body is strong and pure, whose mind is straight and wise, whose heart is full of love and charity, is bound to exercise his developed faculties for the good of the world in a spirit of service, with complete non-attachment, trying to execute the plan and will of the Divine in

A CRAFT-CENTRED SCHOOL

By Mr. R. A. ATHALEKAR, B.A., B.T.

"A school apart from life is a hypocrisy"

If we look at the educational scheme conceived at Wardha, with the aforesaid view of real education we shall find that craft-centred education is the real education for our children at present, though that is not the final type of education we need.

The great war is fast approaching us and the enemy is advancing with tremendous force. We can neither fight nor prevent the great evil. Hence the great man Mahatma Gandhi is advising encouragement and organization of village industries and village crafts as a practical measure against the evils of war. For thereby we can only serve the needful people and secure their confidence.

A true democracy can only be developed by the education of the masses. But the education should be a true education and not a hypocrisy. And to my mind it is the craft-centred education which will help true education through intellectual development, physical development and polytechnization.

Is not the present situation a call for us young teachers—a call for making a silent social revolution? If the revolution is to come, if the coming struggle for power is to be a success of democracy, if the present children who are to be the citizens of

tomorrow, are to be the true citizens of a democratic state they must receive true education.

It is not the imaginary philosophy of religion or that of nationalism of the few that will make a true world citizen. Imperialism and extreme nationalism are the outcome of machine age. But at the same time the machine has entered man's life as development—progress of humanity as a whole—and not as destruction. The present destruction of man by machinery is but a transient phase. Today the machine sucks man's labour because man has used machine against man instead of against natural resources. The machine is the means of making natural resources for the use of man and not of exploiting him. But to achieve such an ideal the labourer must realize that the machine is means and not an end. For that he must be developed into a true individual—a true individual as a member of a group of organized workers which will be a group of real humanity. All the workers of the world will put forth co-operate efforts, and drag out the natural resources for man's service. They will not draw them out for a limited group of men but for the whole of humanity including themselves. But for that, co-operation must be developed.

The felt need for co-operation irrespective of religion or of any other such creed will only arise when children live a life of co-operation. Full co-operation does not necessarily arise from benches and books but it does arise out of crafts. There the child understands that the implements should belong to him as to the other workers and not he or they should belong to the implements. In an agricultural farm he will realise that the plough must belong to him and not he to

the plough. Man is not to be the slave of the machine. But what has man made of man! In the craftwork the child will have to participate in social life and will realise the great principle 'From everyone according to his ability and to everyone according to his needs.'

Let me now describe such an effort that is being made here at Rajapur. It is a Taluka Town in Ratnagiri district in Bombay presidency. Here the Shikshan Prasarak Mandal which has already been conducting a high school for fifty years has recently developed a new institution i. e., an agricultural school which has now been recognised by the Government of Bombay. The pioneers sympathetically looking into the life of the backward pupils tried to give them scope for development by founding a new school of agriculture. They were sure of getting success. But to be successful the experiment required persistent effort and funds which the ambitious pioneers with their spirit of sacrifice and service were able to gather and bring the institution to its present position. Now it has become a grant-in-aid institution with a farm and premises of its own.

The school mainly consists of the agricultural farm with a dairy, poultry, bee-keeping, fruit-canning, spinning and weaving, coir work and several smaller

crafts. Though there is such a wide range of variety for providing industrial training the course consists of three years' work in agricultural craft as compulsory and two other crafts out of the aforesaid crafts as voluntary subjects. Sufficient training in languages, arithmetic and civics is also being given. The time-table contains three periods of instruction and four periods of practical work each day on six week-days. On Sunday the hostel students have a little farm-work. Otherwise they are free.

The pupils are found to take extremely keen interest in the work and to have full cooperation in doing their practical work at the experimental corner of the field allotted to them. Again they are found keen in acquiring knowledge of not one or two crafts only but in using their skill and ability in all sorts of activities the school provides. When once I went to see the school as a spectator the pupils therein showed their manuscript magazine to me. When I turned its pages and saw all sorts of topics dealt therein and the cooperative effort of the children came to realise that their literary and artistic development was no less than that of our high school students.

Will such institutions serve as examples to young and enthusiastic workers? Will the attention of the public be drawn to such constructive experiments?

Dr. Annie Besant—The Educationist

By Mr. J. L. DAVIDGE

IN the field of education Dr. Besant achieved remarkable results. Quite early in her Indian career she realized that if the religious revival for which she was working was to bear lasting fruit it must be given concrete embodiment in educational institutions which would combine the ancient ashrama ideals of education with the best assimilable ideals of the

West, and to that end she founded the Central Hindu College which in a few years' time, as Mr. Harendranath Datta, Vice-President of the Theosophical Society and of Shantiniketan, has told us, "turned out scholars by the hundred, sturdy in build, Aryan in character, keen of intellect, independent in outlook, and invincible in championing their own faith."

Continued from preceding page

the terrestrial manifestation, like His loyal and obedient son. Without that consummation, all this effort is vain.

May our educators study carefully this educational conception of our great National Poet, take it to heart, and put forth their best efforts to carry it out, in whatever degree of strength and perfection it is given to them, in themselves and their institutions.

"Indian education was, until she and her colleagues came on the scene, a thing largely controlled by foreign albeit benevolently patronizing agencies," writes Sir C. P. Ramaswami Aiyer, Dewan of Travancore. "Some years ago it was the right thing to wear European dress, not because it was more convenient, but because it was the sign of progress, because our own dress was looked upon with what may be termed the inferiority complex. She hammered all such ideas out of the youth who came to the Benares College."

But not only education, all her activities were inspired by intense love of India. "Her radiant spirit rekindled India's faith in her own ideal and destiny," says Sarojini Naidu, the poet. "A world figure of unprecedented vigour, intellect, physical energy and beauty of character" is how Sir Tej Bahadur Sapru spoke of her when she passed away: he mourned the loss of "a great Indian woman." Because of this intense interest in education Dr. Besant longed for an institution which would carry on her tradition and her spirit. "If ever India remembers me," she said more than once, "I would desire no greater memorial than the help of the young and the founding of a school in my spiritual home at Adyar." And every single day for months before her passing she asked: "Where is my school and where are my children at Adyar?"

The school materialized in 1934 and was opened by Dr. G. S. Arundale to carry on the Besant tradition in education, and Dr. Arundale inspired its activities until Shrimati Rukmini Devi herself, already head of Kalakshetra, assumed the direction also of the school, joining the Besant spirit with her own special contribution in the field of Art Culture. "There can be no true education without culture," says Rukmini Devi, "and no true culture

without education. I am sure that when right education and culture are combined, there will come into existence a true education worthy of her in whose name we have started this work. And it also reflects what seems almost a prophecy made by Dr. Besant thirty-three years ago:

'Not until the great spiritual impulse now sweeping over the earth that we call the Divine Wisdom gives birth to a new ideal and conception of beauty will the Art of the future be seen among us, the Art which shall be the expression of beauty for our age.

'If you would preserve what is left of Indian Art, if you would create the Indian Art of the future, you must revive the religious spirit which is the mother of Art.....Then, and then only will Indian ideals of Beauty draw again the hearts of mankind and give through the most spiritual of religions the highest expression of Art'.

When we remember Nalanda and other ancient Indian universities, there is significance in Rukmini Devi's dream that not only shall this Adyar cultural centre flourish, but that in due course it will develop into a college and eventually a university, itself a great centre of art. She dreams even of that 'World University' for which Dr. Besant worked so many years which could have as its centre no more fitting home than India, the heart of the world."

Could Indian patriots offer their service to any ideal greater than to bring new leaders to grow in the atmosphere of Adyar under the blessing of her magnificent ideals, asks Rukmini Devi, so that there may be trained a great citizenship for a New India? Happily such leaders are being trained at Adyar, where leadership is the impelling ideal, as it was a quarter-century cycle earlier at Benares.

LEISURE AND RECREATION A TALK TO TEACHERS

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

I WANT to speak to you about recreation, not only because your energetic interest might prove contagious and the pupils might profit thereby, but because you need recreation yourselves. You need plenty of it and desperately. I shall explain why I feel you are in such great need of pleasant pastime and ample recreational activity.

There are five rather obvious reasons. They are: that you may maintain your health; that you may be personally attractive; that you may continue to grow mentally and socially; that you may be successful as a teacher and that you may enjoy life. In other words, your own development as an individual as well as your effectiveness professionally is intimately bound up with this problem of leisure time occupation. Without a wise use of your spare time you can't expect to have health or enthusiasm or buoyancy or popularity or breadth of vision. The day's routine runs counter to the development of these assets. Long hours on your feet, the pent-up life, working in ill-ventilated and crowded rooms, the nerve-racking company of forty lively children, the long days of carefully planned talking and acting, are, as you know, features peculiar to your life as teachers. You must, therefore, depend on your leisure to offset these exhausting and deadening effects of school work. Your leisure must help you to build up reserves that will enable you to have the 'abundant life' which is the *sine qua non* of success.

And now that your long vacation is within sight and you will have not merely days but weeks and months at your disposal, it is desirable that you should make up your mind as to how you will spend your

time. The only way to ensure a satisfactory use of these holidays is to budget your vacation and that is best done by making a time table for each day and week. For what a man does with his free time determines the kind of person he will be—physically, socially and intellectually. Your leisure—forced or otherwise—is therefore of no small consequence. An attempt is made in this article to suggest to teachers a few possible and profitable ways of spending their spare time.

Theodore Roosevelt expressed in his life the romance of rugged health and unbounded energy. He should serve as a challenge to the weak and hopeless. By nature puny, he doggedly set about to make good his physical defects, and by determination, wise forethought and persistence he developed himself into a very symbol of radiant health. Said he, "It is good to live; to be able of limb and strong of heart; to have great battles to fight and a chance to win. It is good to test our strength; to know the things worthwhile; to joy in the splendour of victory." Such joy in living and eagerness for accomplishment are the rewards of the person who has kept his body and mind in the best condition. And after all, the most important thing that the teacher takes into his classroom is himself!

What sort of recreation do teachers need? To find out what teachers actually do for recreation, a statistical investigation was conducted not long ago in the United States. From the data it was found that teachers take just what comes along; there is no evidence of co-operative recreation or of activities that are planned. It was equally evident that the activities are poorly suited to their needs. Thus, while

nearly one hundred per cent of all teachers should be taking part in some kind of vigorous games or sport, far less than ten per cent engaged in any kind of exercise other than walking. Passive recreation and fancy work, which have little to offer to teachers, ranked higher than sports and games. The three principal forms of recreation were found to be reading, walking and cinemas. It is obvious that teachers the world over are very much alike!

A word about the state of mind necessary for the enjoyment of leisure. Take evenings and week-ends particularly. The tired teacher should leave his school as soon as it is closed and, if possible, avoid the company of teachers! That is one way of forgetting school work and school worries. This shadowy background, this residue of strain and foreboding, prevents us from going heart and soul into our play, comes in the way of our enjoying wholeheartedly the company of others; it renders impossible untroubled sleep and recreative rest. Napoleon said his mind was arranged like a bureau of drawers; he drew out one when he wished to attend to that subject, and pushed it back when he was through. When he wanted to go to sleep, he closed all the drawers and sleep ensued almost immediately. If this might be true of teachers, it would add a hundred per cent to their efficiency. You must keep your mind and heart open. In addition, if you go to your play with the feeling of work well done and leisure really deserved, if you have a clear conscience, if you can drop the tension of your purposed achievements out of your muscles, if you are looking for things to turn out well, you certainly have the guarantee of rest, recuperation and renewed vitality.

And now for suggestions as to how we might get the best out of our leisure. It should be written in the teacher's Bible that the period from the close of school until supper time is given to him or her to recuperate and is sacred unto recreation!

He needs to get out of doors and fill his lungs with fresh air; he needs to get new red corpuscles into his blood; he needs to throw off the strain of his teaching and management. These hours should be reserved for a vacation from professional routine. Participation in some form of vigorous exercise when possible is more to be desired after school than more school work or mere passive recreation. And school authorities should realize the value of their teachers getting out of doors soon after the bell has gone and even remove any hesitation on their part so to do.

If you are taking a long walk instead of playing a game, you should see that you make it recreative, you should fall back into the life of sensation—the surest path to relief and freedom—inhale the odours of the flowers and the green grass, listen to the song of the bird, the gurgling of the brook, the rustle of the leaves, dwell upon the colours of the sunset and feel a tingle with the soft touch of the breeze. Generally speaking, a walk which does not lead to or from the school will be more likely to bring restful associations.

Speaking to teachers I need not stress the importance of the different leisure occupations. Reading is fairly popular, but not as popular as it should be. The teacher should be in touch with what is going on in the world. We must recognise the moral obligations to be intelligent. A daily paper and some monthly or monthlies are to be recommended for the purpose. Childhood literature cannot be neglected. Standard books need not be boycotted altogether nor need light fiction be despised. Huxley once said that a well educated man is one who knows something of everything and everything of something. To employ one's leisure in trying to realize this ideal will make for continuously increasing enjoyment of life.

The social life of an active progressive teacher must include many types of human contact. Your greatest asset is an under-

standing of human nature, and sympathetic mingling with people will give you this in a measure not possible in any other way. We must learn to use our leisure without being a nuisance to others! We need to mix a great deal more than we are inclined to with people outside our profession. The richness of experience and the breadth of outlook that comes from heterogeneous friendships cannot be sacrificed on the altar of mental inertia or natural diffidence. Someone has said "If you would have friends, you must show yourself friendly." Emerson reminds us that a friend is one in whose presence we may think aloud. Such a privilege for the teacher, with his many cares and problems, is devoutly to be desired.

Another avenue of useful holiday activity is social service. In a country so obviously full of misery and misfortune, sorrow and suffering, he must be made of stone who has not heard a soul-stirring S. O. S. Scouting, social service leagues, rural uplift, adult education and co-operation with hospitals and child welfare centres are all so many challenges to those who have the heart to help. As a small return for the health and strength we enjoy, we should try to serve for a while during the holidays those less fortunate than ourselves and share with them our great privileges.

While all this is true ordinarily, the call to national service of various kinds is most particularly insistent today. Men with skill and sympathy and intelligence are needed to help in a hundred different ways these days specially in exposed places. There is a demand for volunteers, more volunteers, and yet more volunteers. We can't be less useful than our counterparts in other war-affected areas.

If you expect to enter into the kingdom of youth, you must keep alive your desire for wider experiences and bring to

the classroom treasures and messages from far and near. If we are to think clearly, act generously and teach sympathetically, we must know the trials, successes and general conditions of our neighbours on the other side of the river, over the mountain, across the seas. Picnic journeys and educational tours might be tried oftener than they are. School doors and windows, figuratively speaking, should swing inward and outward so that the outside world may have easy ingress, and the teacher and the pupils unimpeded egress to the world beyond the books and blackboards, whence the path of life must finally lead them.

Hobbies provide enjoyable occupation and teachers will do well to discover a line that attracts their fancy. When Edward Bok as a boy visited Oliver Wendell Holmes, the good poet took him to a carpentry shop and pointed with pride to some of the products of his skill and labour. He advised young Bok to choose a hobby that was entirely different from his regular duties. You need varied interests about which you are happy and enthusiastic, and in which all your physical, mental and spiritual powers get proper exercise.

I should like to say something about a few other ways of spending your evenings, week ends and vacations, but I must not detain you longer. Your school should purchase instructive books on the subject of leisure. *The Teacher Outside the School*, by, Marsh (World Book Company), *Recreation for Teachers*, by, Curtis (Macmillan), *Education through Recreation*, by, Jacks (University of London Press). I trust that you will make it a point to dwell in your classes on an intelligent use of spare time before you close school for the summer and that you will not fail to ensure for yourselves a useful, restful and recreating vacation.

Education in a Changing World

Mr. N. R. Sarker's Delhi Convocation Address

I WOULD now take the opportunity to give expression to certain thoughts on the present educational system, specially in its bearing upon certain practical problems. I do not propose here to offer you any pious advice or to enter upon any academic discourse. The problems which I am about to discuss are, indeed, some vital issues that were impressed on my mind during my long and varied experience, in the course of which I gained an intimate knowledge of the aspirations and disappointments of our educated young men. I hope you will bear with me if I take this occasion to present before you the nature of these issues even at some length. I feel that it might be of some help to you in facing the harsh realities of life in a world which is becoming more and more complex and often even cruel and unrelenting.

One fact which appears to strike me is this that although there have been revolutionary changes in many spheres of our life, the educational system has not recorded any commensurate progress, nor shown a conscious plan in its development. In the world of ideas, thoughts and beliefs, for example, many things today are in the melting pot. In the world of concrete realities again, whether it be in the sphere of Governments or in the economic sphere, far-reaching changes are taking place. Conflicting economic ideologies are trying to gain ascendancy over each other. All these fast moving changes naturally make greater demands upon the understanding and intelligence of each individual in a world which is growing at once smaller and more complex. They also serve to demonstrate that in times like this our educational standards and methods can no more remain static.

I am aware that with the intensification of the forces tending towards democratisation, the urge for higher education is likely to increase. This healthy urge is not to be checked. In fact it should not be, but the urge that proceeds from a fetish of diplomas and leads to an invasion of the Universities by all and sundry, irrespective

of their mental equipment and their capacity to undergo a University course, cannot be considered healthy. It is, indeed, a sad reflection that in our traditional educational system, differences in environment and culture are often neglected and differences in the interests and activities of individuals ignored. It has been aptly said that 'instruction based on false psychology of learning was hammered home by harsh discipline' and in many cases with disastrous results. Such a process, I am afraid, often leads to individual failures which could well have been avoided.

Higher education, University Degrees or diplomas are believed to endow a person with social status and there is, therefore, among all sections a hankering after such education. With the growing emancipation and spread of enlightenment among the economically lower classes, this urge for higher education may further increase among them, while those possessing the aptitude for higher education must not in a democratic society be denied opportunities for it, no matter to which social or economic strata they may belong, yet, on the whole, any extension of higher education must be made with an eye to the economic future of the country, or else we shall not only be landed in unnecessary and wasteful expenditure of money and efforts, but the education itself may become a misfit. While I appreciate that the guiding principle of an educational system cannot and should not be entirely vocational, it is as well to recognise that a real adjustment in the system of education would be greatly facilitated by a broadening of the scope of employment, particularly in industry, commerce and scientific agriculture.

Such an adjustment, I feel convinced, will call for much greater emphasis being put on the secondary stage of education than at present. Only those should go up for the higher or University education who are to enter the liberal professions, the Superior Government Services in all branches of its administration or take up controlling positions in business or develop as leaders and statesmen or pursue higher research work. The emphasis and direction of our education must change if the somewhat aimless

drift of higher education is to be arrested. If this fundamental defect is to be rectified the system must be attuned to the basic conditions of the economic life of the country. India is predominantly an agricultural country, about 80% of the population being dependent on agriculture. This is significant of an inherent weakness in the economic structure of the country and the ideal which now guides India is the establishment of a more balanced economy resulting in the expansion of her industries to an extent that will help to reduce the proportion of agricultural population to a level of 50% by transfer of the excess to non-agricultural pursuits. It is, however, well to point out that even when this ideal is realised quite an impressive number will still remain employed in agriculture for whom an education upto secondary stage should suffice, even assuming that improvements in future will provide some scope for large scale and scientific farming. In the industrial field again there will always be a large number of smaller establishments whose personnel need have no more than a good high school education. With such prospects ahead the scope for higher education in India is bound to be, in a sense, rather limited, in any case much smaller than that of Secondary Education. Unfortunately, secondary schools at present generally act as pumping stations for the Universities and a reorientation in outlook in this regard would appear to be essential. A careful reflection on our peculiar problem and needs would show that for the large majority secondary education should in itself be complete after which they would either start specialising in various technical lines or to pass on to some kind of employment needed by them. I cannot emphasise our requirements better than by quoting the following remarks of a noted author in which the ideal has been beautifully defined thus: "It is important that all the children of a country should be considered alike as living plants, whose spontaneous growth will be assured by the same methods; only the trunk will be allowed to grow up to a certain height before the branches are permitted to shoot out without the opposition of any artificial obstacle to the expansion of their being whose innate powers will raise each up to the level designed for it."

There is yet another aspect of education on which I should like to focus attention. I have often wondered whether it should not be possible for our students even while pursuing their studies, to maintain some contact, during their holidays, vacations and spare time, with the

masses of our people and the live forces in our national life. I may say here that even in the West, the Universities were, and are still in some countries purely academic, but a healthy reorientation appears to be in process, particularly since the last Great War. A critic of our educational system has said that there are an enormous number of students who go through the Universities as if they were going through a machine. Young men in their student life are made to live in an abstract unreal world of their own, and when they come out of the Universities, they find themselves totally unequipped for the harsh struggle of life. The Youth Movement in the Western Countries has appeared as a reaction to this type of an educational system uncorrelated to national life. During the last war, a youthful generation bred in the artificialities of an urban society and an equally artificial system of education, suddenly came in contact in the trenches and in the field—with nature and raw life. They returned from the trenches with a distaste for the remote-from-life attitude of the old academic world and with a determination to reconstruct the whole of life. They were no longer content to live life only partially—in a strange and abstract world insulated from reality. The book-worm turned and it longed for a lively contact with the whole people. It demanded a university which much more directly than before should equip its students for the service of the people and state; which should educate 'character,' 'citizens,' 'leaders'—to make the 'full man' intimately conscious of the broad streams of national life. Education has thus discovered its social contents and the Youth Movement embodies this new ideal in education in which knowledge is integrated with life. I hope and trust that our students too, while they are acquiring knowledge, should develop and maintain a healthy contact with life and Nature through such means as organizing excursions and camps in the countryside, studying conditions in rural areas and imparting some education to the villagers during holidays and vacations.

I have given expression to some practical problems bearing upon our present educational system that have exercised my mind from time to time. My object in referring to these problems is not to suggest any plan of reorganisation of the system itself but to invite attention to certain essential human aspects which remain to be tackled by competent educationists.

* Extracts from the Convocation Address of the Hon. Mr. N. R. Sarker, Pro-Chancellor, Delhi University, on April 18, 1942.

NOTICE

All articles for publication, and books for Review should be sent to the Editor.

Business communications should be addressed to the Manager, Masulipatam.



EDUCATIONAL INDIA

Masulipatam, May & June, '42

Adam's Reports on Education

THE University of Calcutta deserves the gratitude of the country for having published a fresh edition of Adam's Reports on the state of Education in Bengal submitted by him to Government between 1835 and 1838. The value of the new publication is considerably enhanced by the ability with which it has been edited by Professor Anathnath Basu. He has brought together not only the original reports but also the appendices and the statistical tables prepared by Mr. Adam and the lengthy introduction of the Rev. J. Long to his edition of 1861 which contains a history of educational developments in Bengal between 1835 and 1861 and the extent to which the Government gave effect to the suggestions and recommendations of Adam. Professor Basu has contributed a valuable introduction to his edition of the reports. He has given a sketch of the life of William Adam and the significance of his work in relation to the state of

public opinion on educational matters in Bengal in the fourth decade of the last century. The reports throw such a flood of light on the educational problems of the country and are of such interest in their solution that they deserve to be carefully studied not merely by educationists but also by statesmen engaged in creating a new order in the country.

THE value of the reports consists in the first place in the scientific bent of mind that Mr. Adam brought to bear on the topics investigated by him. He proceeded systematically to obtain first-hand information on the state of education in Bengal in his day while using at the same time the information collected by several others. To him education was not a subject which could be studied in isolation. As it has to do with life it has a close and intimate connection with the social and political conditions of the country. He has, therefore, given a prominent place to the social and political bearings of education. His scientific attitude is brought out in the labours he bestowed on the collection of statistics of population, of children of school-going age, of adults, of Hindu and Muslim schools of learning and of the institutions already established under European auspices. It was equally brought out in the caution and care with which he analysed the statistics and drew the inferences that could be drawn from them. His attempts to establish a correlation between progress in education and diminution in crime are of an original character. Students interested in statistical research may find much to learn from the methods pursued by him.

THOUGH the reports are more than a century old the controversies with which they deal are still with us. One such controversy is in respect of the relation between government on one side and education on the other. It has been the complaint of Indian publicists that government has not paid sufficient attention to the spread of mass education and that the expenditure it has been incurring on this item compares very unfavourably with what is being spent on Army, Police and what may be styled security services. Adam was one of those that believed that government should take steps to spread education among all classes and that no time should be lost in accomplishing such a task. There were many Englishmen in those days — as there are to-day — who thought that an enlightened India would not tolerate the continuance of foreign rule and that in the interests of British imperialism it was necessary to proceed slowly and cautiously in educational matters. Adam's replies to this school of thought deserve careful study even at the present day. They reveal to us his prophetic insight into the real nature of the relations that should be developed between the British and the Indians and how mutual trust ought to be their basis and how such a trust could arise only through the British rendering real service to Indians. It was his view that "the political power which rests on the affections of its subjects may be likened to 'the wise man who built his house upon a rock, and the rain descended, and the streams came, and the winds blew, and beat upon the house, and it fell not, for it was founded on a rock.' The political power which rests on the ignorance of

its subjects may be likened to 'the foolish man who built his house on the sand, and the rain descended, and the streams came, and the winds blew, and beat upon that house, and it fell, and the fall of it was great.' How wise, prophetic and true are these words we now realise.

Adam's reports reveal to us that in spite of the political vicissitudes through which the country passed the even tenour of her educational life has not been much affected. Most villages continued to have their schools and they imparted the rudiments of education to children of all classes. Besides these there were higher schools of Sanskrit, Persian and Arabic learning where advanced studies in different sciences and philosophies were carried on in the traditional style. A point of some significance is the awakening that was already found among the members of the backward classes and the members of the children of these classes found in elementary schools. Among the new influences which he saw working around him was this: "the very lowest and most degraded and hitherto wholly uninstructed classes have begun.....to move upward into the class receiving the instruction of common schools".

AT the same time there was considerable room for improvement in quantity as well as in quality. While all were agreed that a bold step should be taken by government in satisfying this need, differences of opinion arose in respect of the methods to be employed for the purpose. It is well-known to all that there were two schools of thought in those days — represented by the Orientalists and the Occidentalists — those who believed

in making use of indigenous institutions, and the vernaculars of the country and those who advocated the use of the English medium and the establishment of an entirely new set of Schools, Colleges and Universities modelled after the West. Adam was a convinced supporter of the first school of thought and his advocacy of the orientalist point of view has nothing in it that is wanting. The arguments he then used are the arguments which the advocates of national education are now using and they are as fresh today as they were a hundred years ago. His conclusion on this matter deserves to be quoted: "Existing native institutions from the highest to the lowest, of all kinds and classes, were the fittest means to be employed for raising and improving the character of the people,—that to employ those institutions for such a purpose would be the simplest, the safest, the most popular, the most economical, and the most effectual plan for giving that stimulus to the native mind which it needs on the subject of education, and for eliciting the exertions of the natives themselves for their own improvement without which all other means must be unavailing." He devoted a good deal of space to what he called, "the leading idea, that of employing existing native institutions as the instruments of national education."

THERE is an element of thoroughness and completeness in all that Adam wrote. There is much that has to be learnt from him in regard to the kind of text-books to be used at different levels and grades of study, the training of teachers, the financing of popular education and its control

and management. Even today the question as to whether it should be completely controlled and managed by Government or whether the local bodies should be given a share in this task has not found a solution. Adam, however, believed that the village community was the proper authority for watching over educational endowments and enforcing their conditions and that communities initially formed for school purposes would ultimately become organs of municipal government, village police, local improvement and statistical knowledge. There are many other observations of his which reveal the keen insight into the realities of the country and its problems which he possessed and the appreciative sympathy with which he surveyed the situation around him. It is unfortunate that the occidental school led by Macaulay triumphed in the end and that little heed was paid to Adam's reports even though he prepared them under the directions of Government at a cost of a lakh of rupees.

Education in a Changing World

THE address delivered by the Hon'ble Mr. N. R. Sarker at the Convocation of the Delhi University held a few days ago is highly refreshing, coming as it does from a person who—as he himself has said—received his education in the hard school of life rather than in the universities. He drew prominent attention to one or two directions in which education should be changed if it is to fit in with the altered conditions of life around us. It is a profound truth which he expressed when he said that while everything was undergoing alte-

ration our system of education is today practically the same as it was half a century ago. And it is this that makes educational reform quite urgent. According to him the main draw back in our present system is that it does not provide most educated people with a living. It is, therefore, necessary that "any extension of higher education must be made with an eye to the economic future of the country, or else we shall not only be landed in unnecessary and wasteful expenditure of money and efforts, but the education itself may become a misfit". The instruction imparted in schools and colleges should enable its recipients to secure employment in industry, commerce and scientific agriculture. From this observations follows automatically the conclusion that University education should be restricted only to those few who have to enter the liberal professions, the superior government services and the higher branches of business, politics and research. This is a piece of healthy and wholesome advice that deserves to be followed.

ANOTHER remark which he made is of equal weight and significance. It is the need for our students "even while pursuing their studies, to maintain some contact, during their holidays, vacations and spare time, with the masses of our people and the live forces in our national life. This need is brought home to us today by the circumstances created by war. There is everywhere an exodus of people from towns to rural areas and among the evacuees there are many

young men. These, however, are finding it rather difficult to adjust themselves to the village surroundings or make themselves useful to the villagers. This is mainly due to their not having had opportunities in the past of cultivating close contact with villagers and masses of people. The war has also shown how the educated youth with university diplomas and degrees are of no service whatever to their neighbours in the rural areas, knowing as they do nothing of agriculture and other avocations of the inhabitants of villages. Is it not high time that the changes recommended by the Hon'ble Mr. N. R. Sarker are given effect to?

ONE difficulty in the way of educational changes in our country has so far been that no university was prepared to move in any direction unless there was a guarantee that other universities would do the same. It was not an easy thing for all the universities to become convinced of the need for change. The result has been that while every one talked of reform no one effected any reform. The University of Delhi deserves congratulations on its having overcome this difficulty and taken a very important step in a new direction. It has reduced the degree course to three years even though no other Indian University has done it. And the Hon'ble Mr. N. R. Sarker rightly praised the university authorities for taking this courageous step. As he has pointed out, very few advances of any kind would be made if every one waited until everyone else was ready to step forward at the same moment.

The late Prof. Seshadri

We are pained to record the sad demise, due to heart failure, of Prof.



P. Seshadri, Principal, Government College, Ajmer, on April 18, 1942.

After graduating with distinction from the Pachchaippa's College, Madras, Mr. Seshadri served the college for seven years till 1907. He was Principal of the Salem Municipal College for two years before going over to the Benares Hindu University as the head of the English Department. From 1928-31 he was Principal of the Sanatana Dharma College at Cawnpore and Dean of the Faculty of Commerce, Agra University, after which he became the head of the Government College, Ajmer.

Prof. Seshadri represented India at the World Conference of Education in Denver (U. S. A.) and in Tokyo (1937) and the Conference of the Universities of the British Empire Edinburgh. He held office as Secretary of the Inter-University Board

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We have been running this Journal during the last eight years with a low rate of subscription, compared with the rates of other Journals of its kind. But now, in view of the abnormal rise in the cost of paper and printing material, we have been obliged, with great reluctance, to enhance the rate of subscription by One Rupee—

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We trust our learned subscribers will appreciate our position and extend their usual patronage.

—Managing Editor,
"EDUCATIONAL INDIA."

and was a member of the Educational Experts Committee of the League of Nations. He was President of the All-India Federation of Educational Associations since 1925. Prof. Seshadri was welcomed to the Boards of Expert Teachers and Examiners in every University of upper India.

In the academic and public life of North India, which he virtually made his home, he took a dominant share.

In Prof. Seshadri India has lost an eminent educationist and administrator.

May his soul rest in peace!

THROUGH different PROVINCES

DELHI

I. A. F. RECRUITMENT BOARD VISITS UNIVERSITIES

For establishing cordial relations between the educational institutions in the country and the Indian Air Force, a Special Travelling Recruiting Board has been formed by the Government of India.

The members of the Board will visit the Universities and other educational institutions in India, where they will deliver lectures and show cinematograph films and, in addition, answer queries from intending candidates for the Force among students.

ALL-INDIA LIBRARY CONFERENCE

The fifth session of the All-India Library Conference was held in Bombay on April 4, 5 and 6 respectively. On the 3rd April, Mr. K. M. Munshi, ex-Minister of Bombay, declared open the 'Book in India' Exhibition organised by the Rev. Randas of the Hume High School, Bombay. The opening session was inaugurated on the 4th by Mr. R. P. Masani, the Vice-Chancellor of the University of Bombay. In the absence of Mr. John Sargent, the Educational Commissioner with the Government of India, Mr. Masani presided over the Conference for the first session. For all the other sessions Rao Sahib S. R. Ranganathan presided.

During the session, papers were read, visits were made to famous libraries and book-shops and discussions on resolutions and topics of current interest were held.

DEVELOPMENT OF THE DELHI UNIVERSITY

For implementing further the recommendations made in 1939 by the Hon'ble Sir Maurice Gwyer, Vice-Chancellor of the Delhi University, on the subject of future development of the University, some proposals relating to the development of the Delhi University were approved by the Standing Finance Committee at its meeting held in New Delhi on March 31 last.

The proposals include some substantial grants—both non-recurring and recurring—for the reorganisation of secondary education and maintenance of Colleges.

The main features of the Vice-Chancellor's scheme were:

The introduction of a 3-year Degree Course, also involving a complete reorganisation of the high school system in Delhi; the establishment of a number of Professorships and Readerships in the University; the transfer of the constituent colleges to the University area and the improvement of the conditions applying to the teaching staffs of the colleges.

MADRAS

TEACHERS IN LOCAL BOARD SCHOOLS

In September last, the Government published for general information the draft of certain amendments to the rules relating to establishments under Municipal Councils and District Boards in regard to the selection of teachers for discharge when posts are abolished. Most of the criticisms received refer to the hardship that would be caused to the teachers discharged from service under the amendments. The Government point out that the amendments provide for the discharge of only those teachers who are least competent to handle the new syllabuses in elementary schools. While appreciating the strength of those objections, the Government state that, on the whole, preference must be given to the desire to improve the quality of teaching in schools.

The Government have accepted the suggestion that, untrained teachers who are exempted from possessing the trained teachers' certificate of the lower elementary grade should be discharged before trained teachers of that grade are selected for discharge. The amendments will be altered accordingly and will be confirmed as altered.

TRAINING IN MAKING DOLLS AND TOYS

With a view to improving the dolls and toy industry in the province, it was suggested to the Government that the industrial schools where carpentry was taught may be supplied with a good range of foreign toys, so that they may be copied with the help of modern equipment.

As the beginning made in the industrial school at Calicut was promising and the toys manufactured there found a ready market, the Director of Industries and Commerce proposed that a toy section might be opened in the Government Industrial School at Madura also, and the best students in the section advised to start toy making of their own in suitable cases. The Government have accepted the proposal of the Director and a new section will be opened in the school at Madura from the beginning of school year 1942-43.

SERICULTURE IN BOARD SCHOOLS

The Anantapur District Board is forging ahead with its scheme of introduction of sericulture in the District. In addition to its decision to introduce sericulture in the Board school at Lepakshi, in Hindupur Taluk, the Board, it is gathered, is making arrangements to impart instruction in sericulture in the Board High School at Kalyanadrag. A site in the school premises has been chosen and steps for digging a well to facilitate water-supply for the purpose are being taken up.

SANSKRIT HONOURS COURSE REVIVED

On the recommendation of the Syndicate, the academic Council of the Annamalai University, at a meeting held on March 28, resolved to reintroduce the Sanskrit Honours course from June next and approved the institution of some additional teaching posts therefor.

The Senate ratified the proposal at a meeting held the same day.

The Sanskrit Honours course, it might be recalled, was abolished this year along with the Botany and Philosophy courses.

BENGAL

NEW SECONDARY EDUCATION BILL

A Calcutta Gazette Extraordinary issued on March 28 published the text of the new Secondary Education Bill.

It may be recalled that the previous Government brought forward a Secondary Education Bill, which was referred to a Select Committee, and the Bill, as reported by the Select Committee, was partly gone through in the Assembly. The present Government did not proceed with the old Bill, but has brought forward a fresh one, which it proposes to refer to a Select Committee.

The New Bill, like the old one, seeks to set up a Secondary Education Board for the regulation, control and development of Secondary Education. The features of the new Bill, in comparison with the provisions of the old one, are that it gives a more comprehensive definition of "Secondary Education", seeks to set up a larger Secondary Education Board and executive Council, providing for the representation of different interests, and a larger number of special committees with statutory powers to safeguard the interests of special education and communities. In the Bill, provision is also made for increased financial assistance by the Government to the proposed Board and for the payment of compensation to the Calcutta University for taking away its powers of holding the Matriculation Examination.

It is understood that the present Bill sets up an authority upon which there is representation for all educational interests. This authority will have almost complete power and it is hoped that it will be able to develop secondary education upon sound lines.

THE EDUCATION BUDGET

The questions of introduction of free and compulsory primary education, de-provincialisation of Government high schools, increased provision for the education of the scheduled caste community and the administration of the Calcutta University were raised by means of cut motions in connection with the Education Budget in the Bengal Legislative Assembly on March 19.

Replying to the debate, the hon. Khan Bahadur M. Abdul Karim, Education Minister, pointed out that the scheduled caste community had been granted special facilities for their education. The special fund created for the advancement of education among the scheduled caste community would last at least for ten years and the Government, he assured, would be prepared to meet all expenditure for the education of the scheduled caste community

subject, of course, to the limitation of Government financial resources.

Speaking on the question of de-provincialisation of the Government schools, the Minister announced that he would make an experiment, at the beginning, by abolishing one or two Government English High Schools so that the money thus released might go to other institutions in places where there are other institutions to take the place of the institutions so de-provincialised.

BOMBAY

AID TO EDUCATED UNEMPLOYED

Special grants to assist educated unemployed persons to develop industries of their own or to set up new business or trade are being sanctioned by the Bombay Government.

The grants will be made by the Director of Industries and will be for the purchase of tools, implements and appliances or machinery, including the cost of erection; to enable a recipient to tide over the early stages of manufacture on a commercial scale; to help to meet losses due to poor production in the beginning; and for working capital in special cases.

A grant will not ordinarily exceed Rs. 1,000 and in no case will be more than Rs. 2,000 without the special sanction of the Government. If a grant is sanctioned for two or more persons for a joint undertaking, however, the total sum may be equal to what would have been admissible to each of them separately.

Fifty per cent of this grant will be considered as a subsidy, and the remaining 50 per cent will be treated as a loan from the Government free of any interest and repayable in instalments.

SPECIAL GRANTS TO ADULT EDUCATION

Special grants for the supervision of adult education classes have been sanctioned by the Bombay Government to associations running such classes.

The adult education classes were formerly paid grants under the rules for recognition of and payment out of grants in-aid to these classes but the associations running them were not paid extra grants towards overhead charges. Though the Government is satisfied that the inspection of the adult education classes, which is being made regularly by its inspecting officers, is quite adequate, it has directed that, in order to en-

courage educational associations running such classes to arrange for their supervision, special grants for supervision charges should be paid.

These special grants will be at the rate of two-thirds of the actual supervision charges incurred, or ten per cent of the total grants (excluding equipment grants) earned, by the educational associations on account of the adult education classes run by them, whichever is less. They will be paid subject to the conditions that the number of classes maintained by each such association is more than five and that such overhead expenditure is actually incurred by it.

MILITARY TRAINING FOR TEACHERS

Five members from the teaching staff of various Colleges affiliated to the Bombay University will shortly undergo a special course in military training at a military training centre for twelve weeks.

It will be recalled in this connection, that the university of Bombay had recently decided to introduce a diploma course in military training for its students. Consequently, the University Syndicate Committee requested the authorities in the Defence Department, whether they would be in a position to spare a couple of military officers to train up the students. The authorities in the Defence Department replied, it is understood, asking the Committee to select a few representatives of their own who would be trained up in a special course suitable for students.

SCHOLARSHIPS FOR ARTISANS

The scholarships of Rs. 30 a month each are to be awarded to candidates from hereditary artisan classes in the different districts of Bombay Province engaged in artistic handicrafts, such as gold and silver smithy, inlay work, ivory and sandal wood carving.

The scholarships are tenable in the first instance for one year at the Sir J. J. School of Art, Bombay, or at any other suitable institution for a course of training extending to two years. Continuance for the second year will depend on the satisfactory progress of the scholar.

Candidates must have a permanent home in the British territory of the Province or must be domiciled in it. They should be not less than 18 years or more than 30 years of age on June 1. They will be selected by the Director of

Industries to whom applications on the prescribed form, accompanied by a certificate of physical fitness from a registered medical practitioner, must be submitted by May 15.

U. P.

CONCESSIONS TO CHILDREN OF MEN IN WAR

In order to help the classes that provide personnel for the defence forces, the United Provinces Government have sanctioned a scheme for the grant of concessions in connection with the education of the children and dependents of men who are taking part, or may do so, in the present war.

In broad outline, the scheme follows the scheme sanctioned in 1918 for the children of men who lost their lives or were incapacitated in the last war, but its scope is wider in as much as it applies to the children and dependents (both boys and girls) of all members of His Majesty's forces, whether they are serving or have served in a theatre of war or not. The scheme provides for the award of scholarships, ranging in value from Rs. 2 to Rs. 20 per mensem. The number of scholarships set out in the scheme is limited, but the Government will be prepared to increase the number should the number of children eligible under the scheme be found to exceed the number already sanctioned.

HELP FOR EVACUEE STUDENTS

At its meeting held under the presidency of Lt.-Col. Raja Bisheswar Dayal Seth, Vice-Chancellor, the Court of the Lucknow University decided to provide facilities for study of those students who have been evacuated from Rangoon and other places. The Court by a majority decided to increase the representation of the lecturers on the Court from twenty to thirty one.

It was further decided to institute degree courses in pedagogics, physical culture, analysis of food and drugs and pharmaceutical chemistry. A resolution demanding the introduction of vernacular as the medium of instruction and examination in all faculties of the University was also passed.

C. P.

TEACHING OF VILLAGE INDUSTRIES

With the object of preparing young men and

women for village work and of teaching them a village industry, the All-India Village Industries Association has been conducting courses in its Gram Sevak Vidyalaya, at Wardha. The next session for the Gram Udyog Vinit (Elementary General Course) is from the 1st July 1942 to 30th April 1943. Students will have the option of taking one of the following two groups:—(1) Oil-pressing, (2) Paper-making. Instructions in Bee-keeping and Soap-making will be given to both groups.

MYSORE

COMMITTEE FOR REORGANISATION OF WOMEN'S EDUCATION

The Government of Mysore have passed orders constituting a committee of 16 members with the Director of Public Instruction in Mysore as President, to formulate a scheme for the reorganisation of women's education in the State. This committee has been formed in response to a recommendation made by the Legislative Council at its last session in December 1941.

NEW CHAIR IN SCIENCE INSTITUTE

At a meeting of the Governing Council of the Indian Institute of Science held recently, the Council considered and approved the recommendations made by the Court that, in view of the fact that metallurgical industries were rapidly developing in India, a Department of Metallurgical Research should be established in the Institute and secondly that, in view of the fact that it was almost impossible to import from abroad industrial plants, it was desirable that first class research workshop in Mechanical Engineering should be established in the Institute with a suitable staff of fuel engineers, chemical engineers, mechanical engineers and metallography experts to solve the problems of design and construction for erection of such plants.

HYDERABAD

INSPECTOR APPOINTED FOR HARIJAN SCHOOLS

H. E. H. the Nizam's Government have sanctioned the post of an Inspector of Schools for the Harizans. It is understood that the Inspector will be a Harijan.

PUBLIC OPINION

THE HON. Mr. N. R. SARKER'S CALL TO THE YOUTH

Addressing the new graduates of the Delhi University at its Convocation held on April 18, last, the Hon. Mr. N. R. Sarker, Pro-Chancellor of the Delhi University, observed:

"In the journey ahead of you nothing is more important than that you should keep an alert, open and receptive mind and at the same time retain your capacity for free and original thinking. As you all are aware, a life and death struggle is being waged today between the principles of freedom and democracy on the one hand and the conceptions of a regimented society on the other. In the totalitarian States a frontal attack has been delivered even on the democratic and liberal conception of education. Education there is regarded not as an aid to the development of the personality of the individual but merely as a technique of state power—a mere tool for manufacturing standardised patterns of individuals as parts of a mechanical regimented society. In truth in its educational system a society invariably puts into practice the principles it really believes in. In a democracy the education of the citizen—education not in a formal but in a true and comprehensive sense—is the most vital task. For, the success or failure of democratic institutions must depend in the final analysis, on the quality of the human material which sustains them. A democracy must educate its masters, for in a democracy it is the masses which must return a verdict on vast issues and for which they must possess a fair standard of general education. A democratic society, must have a type of education which gives individuals a personal interest in social relationships and control and the habits of mind which secure social changes without introducing disorders. The young men who are today passing out of the University must constitute the natural vanguard of an educated and competent citizenry on which would rest the task of preserving and sustaining our democratic principles and institutions."

Proceeding he said: "Now that you are at the portals of a hard and intensely competitive world, I would like you to realise the great complexities of modern life. In days gone by there was almost a certainty that the average university student could, on the completion of his college career, step into some definite job which did not leave him in want of the material necessities of life. But the situation today has become ever so much more difficult and complex. There is therefore a greater need now to equip yourselves more thoroughly for the respective vocations of life you elect to pursue. Even the career of a government servant requires, now-a-days, far greater equipment for the efficient discharge of his expanding duties than ever in the past. And this need for a better equipment is equally insistent in other walks of life. Business, for example, has become more complex, and for success one has to be well posted in regard to conditions not only in this country but also outside lest he should be overtaken by a more intelligent, well-informed and enterprising competitor. Business and service conditions of every description make an increasing demand on the capabilities, both mental and physical, of our young men, and they must train themselves adequately to meet the requirements of such a demand."

"It is against the easy discomfiture of our young men in the face of odds" he concluded, "that I want you to be sufficiently guarded in time. The faint-hearted never win a victory. Life is as much a test of your moral qualifications as of your intellectual or educational equipments. Maintain the standards of conduct your Alma Mater has instilled into you, keep your ideals high, your mind clear and your heart stout in the adventure of life in which you will soon enter, and success will be yours."

SIR M. VISVESWARAYA ON THE FUTURE OF THE SCIENCE INSTITUTE

In the course of his opening address at the fifth annual meeting of the Court of the Indian Institute of Science, Bangalore, Sir M. Visveswaraya, the President, referred to the several improvements to be made in the Institute and said:

"There are other long-range problems which escape attention, because the Institute is still ill-equipped for dealing with them. One rarely notices discussions of new problems at our meetings. There is no dynamic spirit in their proceedings; the Institute has become static in its outlook. Some thirty years ago, the Government of India sanctioned a yearly grant of Rs. 1½ lakhs to this Institute. The growth of science in this interval has been revolutionary, and research work has acquired tremendous importance in the two Wars. But there has been no addition to the resources of the Institute. A further grant of Rs. 1½ to 2 lakhs from the Government of India has been long overdue. At the same time, there should be an agency in the Institute for enlisting public sympathy and support by bringing to notice the importance of scientific work in these days and the useful work the Institute is doing, and obtaining contributions and gifts from large-scale industrial establishments and public spirited philanthropists. The present restrictions governing the admission of students seem rather arbitrary. There is a strong view held in some quarters that they ought to be relaxed and the number of students and research workers, if possible, doubled. The matter requires close scrutiny. The service which this Court should render to the Institute, the part, it should play in its future administration and development, may be clearly defined with advantage. An understanding in this matter seems necessary."

Concluding he said: "The work done in the Institute should be examined from time to time and progress from period to period compared. The teaching work done and the researches carried on should be examined in the light of similar work performed in foreign institutions. There can be no two opinions that periodical self-examination of this kind is necessary for the moral health of the institute. This is a machine age and there has been marvellous developments in mechanical engineering for war work. Industry is also largely based on engineering. But there is no provision in this representative

technological institute for the study of mechanical engineering or for the training of industrial engineers. There are thus many reforms and improvements, which are urgently needed, and which should materialise if the Institute is to become progressively more efficient and exert its proper influence on the scientific activities and industrial life of the people."

SIR C. P. RAMASWAMI AIYER ON YOGIC CULTURE IN SCHOOLS

"I hold that a sound and healthy body, a vigorous and an alert mind, will keep away from us those dreads, those fears, those signs of nervousness and those timidities which are disfiguring the country to-day. We are face to face with a crisis. Shall we meet it like men and women or, shall we run here and there like whimpering curs? We might not have the wherewithal to fight, but if we are overcome and if we are killed, it is better to die with courage and defiance in our minds and in our hearts," said Sir C. P. Ramaswami Aiyar, the Dewan of Travancore, presiding over a lecture and demonstration of Yogic Physical Culture by Swami Kuvalayananda of Bombay, recently in Trivandrum.

Sir Ramaswami Aiyar claimed that a proper adherence to the physical, intellectual and moral sides of Yoga gave one that equanimity, that ability to bear triumph and disaster alike and that dexterity in action which was the aim of our forebears to create. Realising this, a beginning had to be made for the introduction of Yogic Culture in the scholastic and University systems here. He had known the Swamiji's work for some time. He had devoted his talents, energies, enthusiasm and patriotism for the purpose of doing good to the school and college population of Bombay. In Bombay, the Swamiji conducted his Yoga tuition in an institution on modern lines. The Bombay Government had wisely endowed that institution lavishly.

The Dewan concluded that it was in the hope of starting a similar scheme in Travancore that the Government had invited the Swamiji who had demonstrated here in theory and practice what could be done by Yogic exercises. It was his hope that by the Swamiji's example, Travancore would recapture the secret of Yoga Sastra, so that apart from the spiritual side of it, one could bring into existence not merely strong, supple and efficient bodies but also efficient

LIFE IN A MOSCOW UNIVERSITY

CHANGES WROUGHT BY NAZI INVASION

There are far few students now in the Moscow Universities and High Schools than before the war. The greater part of them have gone to the front. Many who only six months ago were sitting quietly over their studies are now well-known airmen, tank destroyers and officers. A large number of women students have gone as war nurses, writes a correspondent in *Soviet War News*.

Consequently, many of Moscow's schools are closed. Closed also is the central wing of the oldest Moscow University, which has been bombed by the Germans and is now being rapidly rebuilt.

In a number of other colleges, however, studies went on throughout the whole time of the great battle for Moscow. A few days ago we went to visit the students of the Moscow Pedagogical Institute, which is the foremost Russian training college for teachers.

No changes have been made in the syllabus of the Institute in general, but most subjects have been adjusted to the practical needs of the war. The classes in anatomy are supplemented by lectures on aid to and care for the wounded. Lectures on the doctrine of Darwin have been superseded by lectures on Nazi racial theory. Particular attention is devoted in the history classes to do, history of the Slavonic peoples and their struggle against German domination.

All students are engaged in military training. Several hours a day are given up for military classes, so that from the classes of the Pedagogical Institute spring up not only rank-and-file fighters, but also special squads of snipers, machine-gunners and tank destroyers.

All students, men as well as women, are enrolled in the air defence detachments. It is particularly strenuous work,

as it extends over seven large wings of the university buildings. In every one of these wings day and night watches are kept, which means that forty men and women students are on duty throughout the twenty-four hours.

In the darkest days of the siege of Moscow all students of the Pedagogical Institute were out on the fortification work. It was they who erected the heavy iron obstacles on the edge of the embankment, fastened iron beams into the ground and built barricades of thick logs and brick secured by two rows of iron girders.

At the same time, men and women students were and are on duty regularly day and night in the nearest bomb shelters in the Underground stations, where they give lectures on history and conduct talks on current politics. Another set of students are on duty in the evacuation centres at one of the Moscow railway stations, taking care of the evacuee children. Many help in the collection of warm clothing for the Red Army.

Professors and students work in close collaboration, in studies and war work alike. The Professors are doing their share in defence work. Professor Kotyarov, for example, the Director of the Institute and a well-known Russian educationist, is the moving spirit in the whole work.

You can see him at the lectures, you will find him surrounded by students in the military training class or meet him in the air defence detachment.

Despite their hard work, the students find time for reading and for discussing questions of politics. The ever-growing interest in Britain and U. S. A. finds expression in the increasing number of Moscow students who are learning the English language and studying the literature and history of the two great allied countries.

BOOK REVIEWS

RAMA'S ENGLISH ESSAYS

RAMA'S ENGLISH STORIES

JASMINE SELLERS.—Written by Mr. K. S. Rama, M. R. A. S. etc., Journalist and teacher, Chirala. Price Re. 1/- each.

The first book is a collection of 'essays,' the second a collection of 'stories' and the third a collection of 'poems.' In the first book the author seeks to turn the searchlight on matters of commonplace interest. He deals with such topics as examinations, purohits, names etc. His essay on naming prompts us to ask him whether his name as notified in his books is abridged or unabridged or he is called so after 'the deity out of maximum piety.' On the whole his book of essays is full of 'profound thoughts, loose thoughts, wise thoughts and incorrect thoughts.' The author has got a fascination for high-sounding phraseology and his work is full of verbosity. More often than not the words he uses are apparently without any meaning but they appear to have been brought out of their repose in the dictionary just for the sake of alliterative value. Words like 'gape and stare', 'aloof and isolated', 'stiff and tough', 'sincerely and whole-heartedly' etc., 'the loftiest and the highest' are used. On page 59, he writes 'another side is occupied by a row of boxes consisting of male and female apparel required by demand and high command.' In describing the examinees in an examination hall he writes; "Some hiss. Some push. Some rush. Some whisper. Some frown. Some smile. Some fume. Some sweat. Some revel. Some rival. Some conceal and some reveal; but unfortunately some miss too." The laboured style and laboured humour of the author detract much of the value from his essays.

The second book presumes to be a book of stories. The author makes mention of what a story ought to be and what elements contribute to its 'vigour.' He states that a story should not be a 'drag' on the reader, that it should contain 'remiscences of day to day life' and 'portrayal of lovely words and deeds of little children who revel in innocent pleasures of paradise.' He wants them to be short so that the readers 'automatically and enthusiastically feel inclined, with real interest, towards reading the same.' He has been completely carried away with the 'form' of a story and its mechanics so much so that he pays no attention at all to the material of the story. Almost all the stories are without incident. They are in effect musings and epigrammatic statements. The pieces 'Broken friendship', 'Pearls of Beauty' are sermons rendered by the author outbeating the clergy in tenor. We find more English in these than story-content. The so-called 'stories' may be appropriately named 'Rama's English Sketches.'

The third book 'Jasmine Sellers' is a poetic effort on the part of the author and is the outcome of his feelings as a result of his "adolescent and inquisitive attention being roused and arrested by the charming and unforgettable beauties of the country-folk scattering themselves for painful but faithful sale of the sweet jasmine." The emotional content of the author flows throughout this book of poems. The author takes advantage of the apt aid of artful alliteration and the poems are a sort of light symphony. The diction is well chosen. The culture and taste of the author are exhibited in his poems. A sample may be had in poem 42: "He has a field; She has a field. Both do their labour; Out comes the flavour." Comments are needless on the material of the poems. The get-up of the books is handy.

— V. S. V. N.

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