

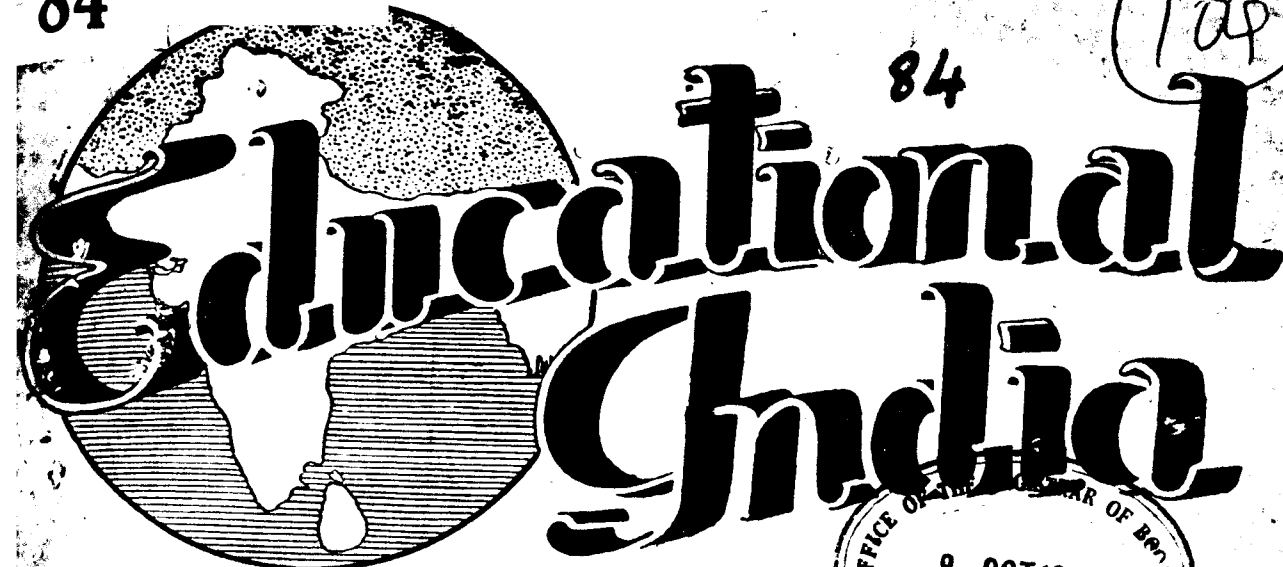
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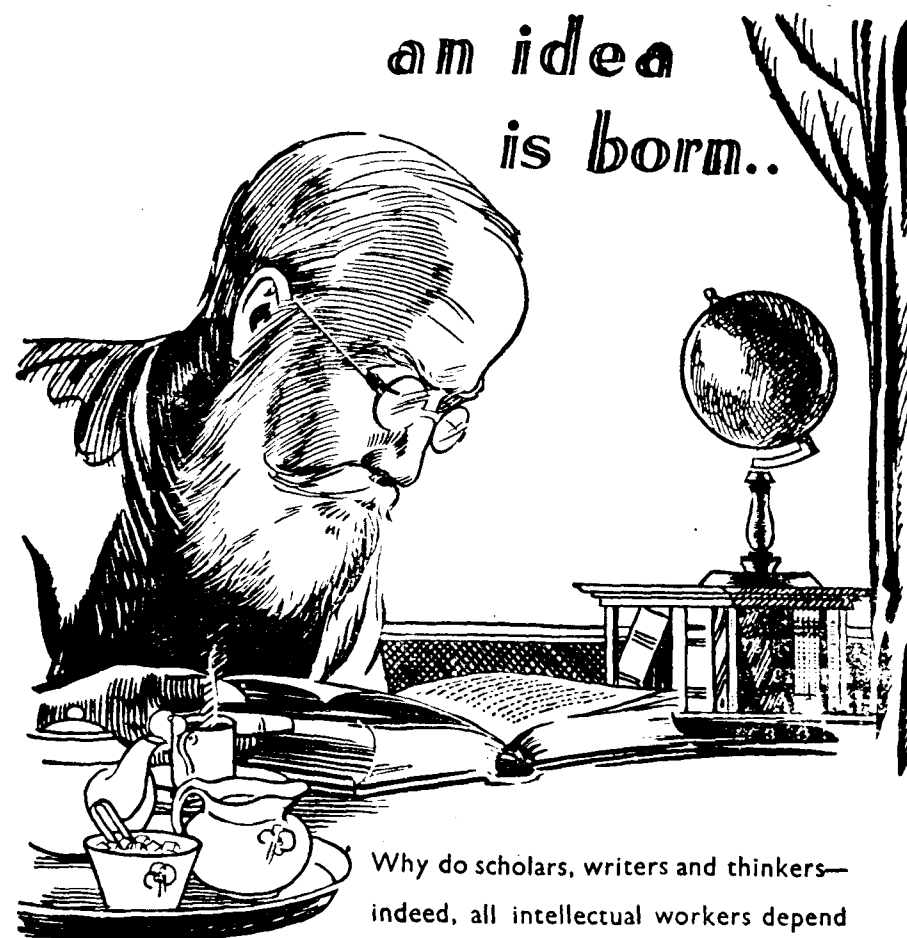
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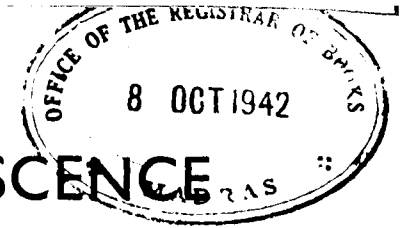
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HUMANITY'S ADOLESCENCE

By Miss JULIA K. SOMER,

Chairman, T. E. F., Krotone, Ojai, Calif.

SINCE the middle of last century mankind has become accustomed to consider our universe, and in particular this globe of ours, as an evolutionary scheme in which that mysterious Something which we call Life manifests itself through successive gradations of form—from the microscopic one-celled organisms to the highly complex organizations of cells that is the human body: or, from the so-called inorganic, seemingly dead world, the mineral kingdom, to our own acutely sensitive kingdom in which the physical body is instantly responsive, through its specialized nervous system, to environing conditions. This whole scheme of graded expression of Life through more and more complex and specialized forms—however clear and intelligible this may sound as a definition of evolution—is not so simple in its actual manifestation. Instead of one grand system of evolution and progress, there appear to be, as Walter Lippman says,

innumerable systems, variously affecting each other, some linked, some in collision, but each in some fundamental aspect moving at its own pace and on its own terms. The disharmonies of this uneven evolution are the problems of mankind.

The truth of the last statement is most evident. Consider the race problem, due to differences in evolutionary status between the races, a very serious menace to the peace of nations in many parts of the world. Or, the differences in national development. When the historic migratory period of the Indo-European peoples ended, and the various sub-divisions had settled themselves in different districts of the European continent, some pushed forward rapidly in their development as nations, while others progressed much

more slowly, as the Russian, for example. Religions, too, seem to exemplify separate stages of development, this being a cause of religious prejudices that divide mankind.

Finally, the tremendous differences in the evolutionary status of individuals is a most fruitful source of misunderstanding and disharmony, presenting a difficult problem in the art of living. Nowhere is that problem felt more keenly than in the educational world, particularly by the individual teacher in the school-room. Education in its primary root meaning is a leading forth, which may imply a drawing out of latency of power and capacities within the individual. And that Something within, which needs to be lured into objective expression, lies very deeply buried in many, and is much more patent in others or more easily expressed by them. Between these two extremes are all the stages of development to be found in mankind.

The educator's difficulty lies in the fact that different methods, and even seemingly different aims, are needed for varying stages of soul growth. The ultimate, all-inclusive goal remains the same for all no matter what their soul status, viz., to bring into objective expression the Divinity within. To accomplish this, diverse immediate aims call for differing types and methods of education, according to the needs of older and younger souls. The difference, in a general way, is comparable to that which obtains in the best of what in America we call progressive schools. More or less formal, academic training, which may be quite legitimate in the upper departments of an educational institution, is not imposed upon the elementary department, where free, though

supervised, play and a school programme requiring much activity, physical and emotional, co-ordinating brain, the developing emotional self and the physical body, are the rule.

Unfortunately the American public school system, with its main emphasis on the mastery of the three R's and factual memorizing through book learning, was developed along these more formal lines for all children. America, swayed by its ideal of democracy—demanding equal opportunity for all—was undertaking, in offering public education to all its children, a task for which it had no recorded precedent as a guide. Hence it adopted the only method then recognized as a means towards becoming educated. In less than three generations of this experiment its results were recognized by a few as wholly inadequate if democracy was to become a success. Voices crying out against this dry-as-dust, formal mode of training (it can hardly be called education) began to be heard during the closing decades of the nineteenth century and early in the present. But, little heeded at first by schoolmen generally, because they were regarded as too idealistic and impractical, these true educators continued their protests, and experimented, in putting their ideals into practice, with excellent results. Now a sick and weary world is beginning to realize their wisdom.

Dr. John Dewey called attention to the fact that we were not teaching our children how to think for themselves, a fundamental necessity in a true democracy; and that only through first-hand experience in doing and feeling would they learn how to use their minds in a thoughtful way, not merely repeating what others say and think. His very able protagonist, Dr. Wm. H. Kilpatrick, adds that the attitudes a child develops towards school and learning in general, towards work and play, towards parents, teachers, school-mates, while learning to read, write and figure, are of greater importance than

these skills he is obliged to master, for these attitudes carry over into his adult life and affect his conduct there. Mrs. Marietta Johnson, of the Fairhope, Ala. School of Organic Education, stresses the prime need for a healthy organic development of the child before the age of ten, thus relegating the three R's into a minor place in her school curriculum. The latter consists of a wealth of experience—through creative activity, play, story-telling, dramatics, music, dancing, observational expeditions into the natural (and man-made) environment—which lays the foundation for a truer understanding of life than the more formal training could possibly give.

These are but three of a number of educators who have long been working for educational reform. It is well to note the importance they give to doing and feeling. Although Dr. Dewey stresses the need for learning how to think, yet he insists it can only be done through first-hand experience of doing and feeling. I quote from his book, *Democracy and Education*, p. 163:

Mere activity does not constitute experience When an activity is continued into the undergoing of consequences, when the change made by action is reflected back into a change in us, the mere flux is loaded with significance. We learn something.

A rather significant expression—is it not?—of the educative function of Karma! In other words an activity is no worthwhile experience unless it is a doing-feeling-knowing type of activity. Dr. Kilpatrick's "attitudes"—what are they but emotional, feelings aroused during the learning process towards the various elements that make up the learner's environment and experience? The ideal elementary curriculum which Mrs. Johnson has proposed and put into practice—is it not surcharged with demands for the emotional expression, hence development, of the learner?

One of the most important contributions to this problem made in recent times

is contained in a book by J. H. Denison, called *Emotions as the Basis of Civilization*. The author states in his preface:

Every successful civilization has owed its success to an elaborate system by which certain emotions were cultivated; it has met with disaster when its rulers have neglected with this system a perfect co-ordination is necessary between the forms of government of the group and the emotions which are developed by its religion and customs.

In his chapter on "The Emotional Cultures of Democracy," Mr. Denison asserts:

Democracy has been too much regarded as a panacea for human ills. It was assumed that when autocratic government with all its abuses was removed, the people would be found thoroughly capable of governing themselves. . . . Democracy is based on the assumption that men are intelligent, and that when the general good is shown them they will work together for it. But man is not yet governed by intelligence . . . his feelings and desires are still the controlling force. If he is to be successfully governed, it must still be done by educating and cultivating his emotions. When this is correctly done, we need no longer fear the failure of democracy.

The wisdom of these startling but thoughtful assertions is being vindicated by our present civilization's chaos. Many an educator, surveying the present situation, is now giving voice to a conviction that the schools, with their inadequate educational scheme, have played a large part in the general breakdown of our civilization. Consequently the need for a change in school objectives and methods is earnestly being considered.

To a Theosophist Mr. Denison's emphasis upon the need for emotional culture is particularly significant, for our teachings tell us that in the evolution of this globe, including its inhabitants, Nature is at that stage of its evolutionary progress when the element of feelings is being developed and elaborated, that being the fundamental urge that makes for human progress at the present time for the majority of mankind. True, in the human kingdom, moving

forward (or ought one to say backward at present?) "at its own pace and on its own terms" as Lippman would say, the crest of the evolutionary wave is in a mental cycle and subcycle—peculiar to the Aryan Race and Teutonic sub-race. But, compared with the more universal keynote of Nature, their racial status is a minor note, the major urge being dominantly one of feeling. It is certainly most obvious, as Mr. Denison rightly points out that the mass of mankind, with an exceedingly negligible number of exceptions, is still immersed in the task of interpreting life through the feeling aspect of consciousness.

The significance of this fact becomes still more charged with meaning to a Theosophical educator realizing that, in personality development, emotional unfoldment takes place during pre-adolescent and early adolescent years. It is during those years that the Ego is concerned with the integration of his new emotional mechanism with the physical body, in which process the wholesome development and proper co-ordination of the ductless glands, particularly those located in the trunk and neck, play a large part.

It is a well-known fact in educational psychology that most of the human instincts make their appearance in spontaneously generated behaviours during this emotional period. Those instinctive behaviours are the memories of racial habits formed when mankind was in its sub-human stages of development. The last to express itself is the sex instinct, or urge (a term preferred by certain modern psychologists), whose appearance closes the instinct period of development. Dr. Wm. McDougall, formerly of Harvard, now at Duke University, maintains that each instinct is charged with its own distinct feeling, a theory quite in harmony with observed facts, though the interpretation of those facts varies with different schools of psychology.

The educational implication of all this is plain—a child's pre-adolescent education

should be such that he will have the freedom to express his instinctive behaviours (not being compelled through fear or other deterrent influence to repress or suppress them); and that he shall have such wise guidance that he will gradually gain self-mastery over these instinctive behaviours, so that the sub-human feelings that generate such behaviours will be sublimated into emotional states more worthily expressing a truly human stage of culture. The Herbartian cultural epoch theory would bear out these ideas, for as the stages of culture in the evolution of mankind repeat themselves in the development of the personality, so the psychological implication is that, in order to educate a child properly, the aims and methods should agree with the racial stage of culture through which the child is progressing.

Hence the admirable suitability of an activity curriculum, with a minimum of emphasis on the three R's, such as Mrs. Johnson recommends for the elementary school child. The race as a whole has not developed in the past along the more formal academic lines, demanding a knowledge of reading, writing and arithmetic. Such learning was confined to the few. For the vast majority life meant manual labour and feelings, response to elemental urges, primitive desires. Out of the soil of such experience gradually grew, from the seed of Divinity which lies buried in each human heart, the understanding and aspirations commensurate with the soul growth of each.

But, there is still further evidence of the pre-adolescent and early adolescent stage of human culture through which we are now progressing. Statistical research in the measurement of the mentality of our children has developed a series of tests of intelligence, so-called, by means of which one may discover the mental calibre native to a child, i.e., with which he was born. There are now tests for the three-year-old and for each succeeding year up to adolescence. Beyond that there are

only two more—one for the average adult mind and one for the mentally superior adult. Significant, is it not, that they have not yet developed tests for the later adolescent years and onward?

When the United States entered the Great War in 1917, intelligence testing was at the height of its initial enthusiasm. So the psychological researchers in that field were given an opportunity to test the men enlisted for war service. The mental ages revealed by these tests enabled war officials in charge of enlistment to place each man into his proper niche in the service. But, the statistics in the hands of the researchers, when properly classified and compared, gave results so astounding that an attempt has since been made to discredit their validity. They showed that 70% of the men had a mental age of 14 years or less, which means that the big majority of the men had the intelligence (if such it can be called) of the pre-adolescent or of one just entering that period. However humiliating this evidence may be to our Aryan egotism, it seems to be in harmony with the thesis of this article, viz., that mankind as a whole, in its more universal evolutionary status, is entering or preparing to enter the adolescent stage of mental culture; and that it is therefore still predominantly influenced by the instinctive and emotional drive to action, and not by the mental.

Psychiatric research can also offer corroborative evidence, though possibly of a more indirect nature, to show the mental status of the major portion of mankind. Dr. Frankwood E. Williams, eminent psychiatrist of New York City and well known nationally, has written a book on *Adolescence, Studies in Mental Hygiene*, in which he discusses the problems that confront a boy or girl passing through that most critical period of life. According to Dr. Williams' findings, two fundamental problems must be solved by the adolescent rightly in order to ensure a worthy adulthood. First he must establish

his independence from parental control, which means not only financial independence, but also freedom from parental and maternal authority. Second, he must establish his hetero-sexuality, by which term the author intends to convey the idea of proper sex orientation. A discussion of these two problems is not germane to the subject of this article. They are mentioned here only to indicate that mankind seems to be grappling, as never before in recorded history, with these two problems.

Independence from paternal or patriarchal authority reveals itself in democracy, in socialism, or in any revolt of the people against their hereditary rulers. Socialism contains within it also the promise of mass freedom from the financial slavery of the so-called working classes in a capitalistic system. Indeed, the present depression in the economic and industrial world is recognized by some as the forerunner of the economic emancipation of the labouring classes. The overthrow of the patriarchal authority in government has been spreading over the globe since the last quarter of the eighteenth century; evidence of it may be traced back to the Reformation and even earlier. It seems to be rapidly coming to a crisis in this century. During the years from 1910 to 1931 eight crowned heads were shorn of their power—in Portugal, China, Russia, Germany, Austro-Hungary, Turkey, Greece, Spain.

That some of these peoples are having a difficult time in governing themselves, because of internal or external obstacles, does not detract from the validity, in reality enhances the force, of our argument. At the present stage of mass intelligence, a social or political problem of such far-reaching importance is never solved without its concurrent difficulties. These are often engendered by the very trial-and-error method of solution, which alone is possible when the ability to think a problem through with calmness and dispassion

is still a goal far distant, because of the present status of mental culture of the people as a whole. Even their leaders, chosen by the people, seldom are capable of such ability to think, though they may have more shrewdness.

The problem of sex relationship is also at an acute stage, at least in our Western civilisation. Traditional sex norms and taboos are being ignored, the present conditions of sex relationship being exceedingly chaotic. But, this very chaos bears within it the possibility of a change for the better, a more wholesome, a truer sex orientation that will abolish, let us hope, the exploitation of either sex by the other. Such a consummation through wise education from infancy through adolescence is possible, and has been achieved by some. So much depends upon the right emotional training, for we are dealing in this case with one of the most powerful of the instinctive urges. Hence the great need for developing true self-control over instinctive behaviours, and the cultivation of right ideals.

And finally, Dr. Williams devotes many pages of his book to a discussion of the general emotional immaturity of adults. He says:

The fact that men and women in high places, as well as the average run of men and women in their daily decisions and relationships to others, frequently reassert infantile and childish emotional patterns, is an important fact and should be kept to the fore in discussion . . . The world is full of such.

This emotional immaturity among adults is partly due to our very inadequate educational procedures with children heretofore, and even now to a too large extent; but it is also in part inherent in the race. Nevertheless, humanity may the more speedily, and with less misery than it now has to endure, evolve through its period of race adolescence, if we adopt the right kind of education, one that will develop a more wholesome emotional life, and an integrated, self-controlled personality.

EDUCATION OF THE WHOLE MAN

By Mr. WILLIAM H. COWLEY,

President, Hamilton College, New York.

MAY I start historically to discuss what I call "*holoism*"—I have created this word to be a contrast to *intellectualism*, the point of view which President Hutchins holds. He believes that the college or university should be concerned only with the mind of the student.

Holoism is not in any sense a new doctrine. Greek education is definitely holoistic. The medieval university, I think, pretty much forgot this but the Renaissance reintroduced a very large emphasis upon holoistic education. This point of view continues to dominate the British university. At least Oxford and Cambridge have this approach. Here morals are still the concern of the institution. The English university has been interested in a great deal more than the intellectual.

The American college was created in the tradition of the European university. It began as a residence institution and was concerned with the student for twenty-four hours a day—with the religious and moral and social life of all the students. It was interested in the student as a whole person.

The British tradition in America, unfortunately, I believe, fell under a cloud in the middle of the last century, chiefly because the liberal arts colleges refused to face the problems of their times. The sciences and social sciences were coming in; knowledge was expanding; but the liberal arts colleges insisted in holding to the old curriculum, Greek and mathematics constituting a large part.

Americans started going abroad for advanced education. The English universities were not interested in science. Nor were the French particularly interested in

science. But the German universities welcomed American students with open arms. Between 1815 and 1915 10,000 men and women had received Ph. D.'s from German universities, which became the Mecca for people all over the world. Americans went there to see the values for themselves of specialization. In relation to American education this was not advantageous because at the beginning of the century the Germans decided to take care of the intellectual and let other things take care of themselves. Then American students going to the German institutions came back, almost as a man, intellectualists.

The leading intellectualist of the last century, C. W. Eliot of Harvard, spent two years in Germany after the age of thirty, and came back with the idea that all America needed was a great University on the pattern of the German. White of Cornell and Gilman of Johns Hopkins were others. These men did much to change education. A number of people protested against this influence, especially at Yale and Princeton. Woodrow Wilson introduced the tutorial system as an active protest. He also attempted to change the housing system at Princeton but was defeated in this. The conflict between these two points of view beginning about this time—the last half of the last decade of the nineteenth century—continued. About 1909 Lowell at Harvard established dormitories and the tutorial system.

Holoism was gaining ground rapidly until along came Robert M. Hutchins ten years ago, who said that the colleges and universities of this country are third-rate intellectual institutions, chiefly because they are dominated by a country club ideal. This is an interesting point of view,

but historically it will not stand. Before the days of intellectualism there were no football games, no proms, no social activities. Our colleges and universities, if they are country clubs, have become country clubs because of intellectualism and as a reaction against it, rather than because of holoism.

I have been frequently called upon to deal with students who were products of this intellectualism. A boy who was not to be graduated from preparatory school was sent to me. I put him in a hospital, gave him simple tests. It was discovered that the boy's reading ability was no better than that of a high school freshman—he read no faster, though his comprehension was better. Then a hospital test came through showing that he had a minus 35 metabolism and apparently had not the energy to do the assignments. Here all these years he had this difficulty which was not diagnosed. A view of this boy as a whole person showed that the cause was physical, preventing him from developing the necessary

simple skills. For six months the boy was put under the care of a physician and for six months he was put under remedial teachers. He then entered Ohio State University and has done a good job—graduating with a B average.

I suggest that the intellectualist approach to this and similar cases would have been fatal. Their only hope is the holoistic approach. Find out the complete facts about the student as a person and give him advantage of this whole view.

Without being a sentimentalist, without going through one's life as an educational administrator intent upon saving souls, one can do a whole job of education by seeing a student as a whole, intellectually, emotionally, physically, and I would add even spiritually and religiously. We must put all our energies in this holoistic approach with the conviction that if we see the whole student better his intellectual progress will be even better than in an institution which emphasizes the intellect alone.

THE IDEAL OF EDUCATION

By Mr. ANGELO MOSES, M. A., F. R. A. C., B. P. E.

"THE present system of education in modern India is faulty and fundamentally wrong", says Swami Abhedananda, "for the education of a nation must depend upon the national ideal of civilization." "Education", as Herbert Spencer has said, "means the training (of the mind) for completeness of life." Education will bring out the perfection, the man which is already latent in his soul. Education does not mean that a lot of ideas will be poured into the brain of the individual and they will run riot; but it means the gradual growth and development of the soul from its infancy to maturity.

But what do we see in our schools and colleges today? The students are com-

pelled to study a little of the different subjects in their text-books and are obliged to cram the notes of their teachers in order to pass the examinations creditably. They tax their memory for the time being and forget what they learnt as soon as they have finished their course. They get their Degrees and Diplomas for their ignorance. Year after year scores of full-fledged graduates troop out of the portals of Indian Universities with none of their faculties attuned to the task before them. They may as well have been trained in Timbuctoo.

Contrast this with the ancient system of training which never failed to train the character of the young man and to bring

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out the very best in him. In the words of the Hon'ble Mr. J. P. Srivastava, there was the Maulvi or Pandit versed in his lore, universally respected, indifferent to monetary gain, secure against his few wants by voluntary presents made by the community, and there he sat under a tree paying individual attention to the students who came to him for learning and moulding the character. "He was drawn from the very society where, apart from teaching, he had a distinct place; he had points of contact with the society in which he was working. He officiated as priest and recited religious stories during sacred months. He fulfilled in every way the popular notion of learned men about whom we read in Goldsmith's *Deserted Village*:-

'And still he gazed and still his wonder
grew
That one small head could carry all he
knew.'

In this system the student had an example to follow. His *guru* was his example and his guardian. A living example is better than hundreds of precepts. A teacher should not be like a man who draws a fat salary and lives an immoral life. Such a man cannot be an ideal teacher. One living example will change the whole character of the student, and it will mould his future career according to the ideal which is before him.

Character-building must go hand in hand with intellectual culture. Self-control, self-mastery, honesty, truthfulness, self-sacrifice and disinterested love for all should adorn the character of a truly educated man or woman. This is the Hindu ideal of education. But a man who robs others to promote his self-interest is not a civilized man according to the Hindu ideal. The Christian and Muhammadan ideals are the same. A man may not be judged by his outward appearance but by his inner nature and character. The outward garb, dress, clothes, formality, etiquette do not amount to anything. The

Lord sees purity of the heart. We must be pure in heart and loving to all irrespective of caste, creed or nationality. Any education that alienates mortals from mortals, that disunites brothers from brothers, is not uplifting and should not be the ideal. Therefore the aim of education should not be mere intellectual culture with commercial ideals to gain one's livelihood in the struggle of competition, but that the ideal of education should be such as would elevate man from his ordinary selfish state into the unselfish ideal of Godhood.

Proper education should include moral training. The whole of Ethics depends upon love, which does not mean selfish love but the expression of oneness in spirit. Love means the attraction of two souls which would vibrate in the same degree and which would be tuned in the same key. As Swami Abhedanand has beautifully expressed it, "Just as in a room when two musical instruments are kept tuned in the same key and when one is struck the other responds; so is the case with two lovers. When the thoughts and ideas which rise in the mind of the lover will vibrate in the mind of the beloved and will produce similar response, then there is love and that means oneness in thought and spirit. Again where there is true love there cannot be any selfishness. If you love any one, you would be ready to give him all that you possess; because you would say, 'O my beloved, thy necessity is greater than mine. Whatever is mine is thine'. We must learn to merge our small personality into the bigger personality of humanity." That should be the ideal of moral education.

Physically we should develop and train our bodies so that we can have strong and healthy bodies possessing abundant powers of endurance. Then we should educate our minds so that we may be able to acquire self-mastery and do not remain slave of passions, desires and selfishness. Self-conquest should be our ideal in training our minds.

PSYCHOLOGICAL CLINICS

By Dr. G. F. LAKHANI,

B.A. (Bom.), Dip. in Ed., Ph.D. (Edin.)

ANYONE who is connected with children either in the capacity of a parent or a teacher, must sometime or the other come in contact with children whose behaviour is in some way or the other in deviation from the normal. Everyone of you is familiar with the aggressive child who by his stubbornness, quarrels, abuses and several other devices gets what he wants and makes it too hot for his parent, teacher and neighbour and everyone is anxious to get rid of him. There is another type of child who is not at all vocal in his demands; on the contrary he always prefers to be in the background and is too shy and quiet either to get even his legitimate share of things or profit fully from his environment. While the first type of child has always been considered as a nuisance or a Problem Child, the second type is on the contrary adored as an ideal child, specially by the teachers in the school. But if a child psychologist were consulted as to which of the two types of children had more chances of success in life, he would without the least hesitation say that the aggressive child had more chances. I do not want to imply thereby that we should try to make all our children boisterous and noisy. The point which I wish to explain is that we should realise that an unsocial, quiet, shy child is as much a problem as an young burglar who has been involved in a daylight robbery.

Such problem children are to be found in every society. Let me give you a concrete example of such a Child Mildred who lived somewhere in America. She was 12 years old, and an unusually tall girl for her age. She was retarded in her school work and had developed a profound state of intimidation, embitterment and

withdrawn from contact with others. Even her tutor could not on certain days get any response from her. She was apathetic, unsocial, sullen and had retired to an inner world of her own. As regards her schooling, she had entered the Church School at six but her five years there had been much interrupted by illness. She made no progress but was promoted from year to year. Much of the time, she was used on errands. She was transferred to a public school at the suggestion of her teachers. Up to the time of schooling, she was reported to be a bright, sociable, friendly and apparently a normal child. A change for the worse gradually became apparent in the girl. In the public School, she was put back in the 1st grade about which she did not tell anyone and hid her 1st reader under her pillow. It was discovered there by her young sister $2\frac{1}{2}$ years old who taunted her for her demotion whereupon Mildred became wild and told her that she (Mildred) would kill her. In the Church School no books were supplied and all reading was done through charts. It appeared that Mildred had memorised all her reading, when in fact she did not know any reading at all. It might appear that the chief difficulty in this case was school failure and the resultant bitterness and despair that was exaggerated manifold by the circumstances of having a younger sister, drawing ahead. In such a case, you would say that a sympathetic and intelligent handling in the class-room and private tutoring would have improved matters. But although these devices had proved successful in the beginning, at the end, they ceased to produce any results. The central difficulty was that the girl had lost all confidence and self-esteem under the burden of failure and had become absolutely hopeless.

In the first interview with Mildred the physician made one small discovery that Mildred did not wish to be conducted to and from the Bureau where her case had been referred for treatment, by the teacher. It was accordingly arranged that she should come to the Bureau without any attendant. This gave her some sense of importance that she could be trusted to do little jobs independently, find her own way about, remember appointments and that her friends considered her to be a competent young person.

I have already said above that the girl was given special tuition; her mother was also instructed to see that the younger sister did not taunt her in any way. On the contrary, if she did anything more successfully, it was to be picked out and commended upon. Further more in order to widen her interests and distinguish her thoughts from herself to the outside world, she was inducted to join the Girl-Guide Movement and a library. A special visit was arranged at the Natural History Museum in the morning, lunch and an afternoon at the Hippodrome. The idea was that Mildred should have something which others did not have and so that she might *feel superior* to others at least in some ways.

This kind of treatment at the hands of the Bureau of children's Guidance produced happy results. Her success in the School, the fact that she had now outstripped her sister, and the School people talked about her, all produced the desirable sense of confidence and self-assurance. The idea of success and achievement plays a really important part in the development of children and it was not without its effect in this particular case. Thus gradually from a "Timid, hopeless, despairing Child, utterly unequipped to deal with Life," Mildred was transformed into "a wholesome, vigorous, playful young person, working hard and carrying her full share of the family burden."

I have dealt at length to give you this example, to illustrate to you how important it is to have special arrangement, for tackling the problem of young children so that they may not be hampered by their mental conflicts in their growth. There are hereditary, physical, environmental and psychological reasons for the mal-adjustment of children and in the Western Continents and in America. Psychological or Child Guidance Clinics have been started to study the problems of children.

I am convinced that if we propagated the knowledge of Child Psychology among parents, guardians, teachers and all those who have to deal with children and saw that it was applied in practice, we shall have a generation of far happier and healthier people. Much of the misery that we find in the world will have disappeared.

The staff of such a Clinic will be threefold—a psychologist, a social worker and a psychiatrist. The social worker will visit the Child's home and School and collect all the data about the child's early history and present environment at home and school. The psychologist will study the working of the child's mind, his complexes, conflicts while the psychiatrist would study the psychology of the child from the medical man's point of view. Apart from providing excellent facilities for the welfare of children, a clinic of the above sort will afford ample opportunities for research. Side by side with a full-fledged clinic of the above sort, we should have arrangements in each school for the treatment and understanding of at least the minor problems of children attending these schools. Two or three teachers can concentrate on this kind of work and should be given sufficient leisure for this purpose. But for more hardened cases a Child Guidance Clinic of the sort I have described above, will be absolutely necessary, and I hope it will not be long before we bring it into existence in each big town.

UNRELIABILITY OF MARKING

By Mr. F. M. KHAN

Personally I have done two experiments in this connection. In the first experiment actual Geom. Scripts of 5 boys of class 9th which they had written in the course of examination were given to ten Mathematics teachers of different High Schools for marking. These teachers had the experience of teaching mathematics to high classes for several years. I tried to make the experiment a success by taking the following precautions.

First, every mark made by the class teacher on the scripts was completely removed before they were submitted to the examiners appointed for investigation.

Secondly, I allowed the examiners in almost all the cases the time they desired, thinking that this condition is absolutely necessary for favourable marking.

Thirdly, every precaution was taken to ensure that no answer was over-looked. A Mark-sheet was provided to every examiner wherein he had to make separate entries for each answer.

Fourthly, the examiners were requested not to enter any marks, remarks, or signs inside the scripts.

The candidates were asked to attempt all the 10 questions and each question carried 5 marks in the original paper. I raised the maximum mark for the paper to 100 instead of 50.

Results.

The marks awarded to the five candidates have been inserted in the following table No. I.

The results in the table show much divergence among the marks of different examiners and clearly show how a change in the selection of particular examiners from well experienced teachers

would effect the fate of individual candidates.

TABLE I

Boys	Ex I	Ex II	Ex III	Ex IV	Ex V	Ex VI	Ex VII	Ex VIII	Ex IX	Ex X	Range.
A	27	33	43	25	29	36	26	21	37	33	22
B	49	53	64	33	52	51	51	48	56	54	31
C	69	81	82	64	69	84	74	81	72	64	20
D	23	46	39	23	19	40	33	24	41	21	27
E	39	57	65	44	39	62	34	39	51	45	31

CLASSIFICATION

Table II shows the number of failures and passes in all the divisions awarded by the different examiners :

TABLE II

Examiners.	I Dn	II Dn	III Dn	Failures	Total
I	1	1	1	2	5
II	1	3	1	x	5
III	3	x	2	x	5
IV	1	x	2	2	5
V	1	1	1	2	5
VI	2	1	2	x	5
VII	1	1	2	1	5
VIII	1	1	1	2	5
IX	1	2	2	x	5
X	1	2	1	1	5

We find that examiners I, IV, V, VIII plough down 2 candidates each; examiners VII and X plough one candidate each and examiners II, III, VI and IX do not plough any candidate.

Examiner III awards I division to 3 candidates; examiner VI to 2 candidates; while all others award I class to only 1 candidate.

Candidate C gets distinction marks

from 4 examiners, while the remaining six award him bare I class marks.

Order of Merit. The order of merit of the candidates according to different examiners has been given in Table III :

TABLE III

Candi- dates.	I Ex.	II Ex.	III Ex.	IV Ex.	V Ex.	VI Ex.	VII Ex.	VIII Ex.	IX Ex.	X Ex.
A	4	5	4	4	4	5	5	5	5	4
B	2	3	3	3	2	3	2	2	2	2
C	1	1	1	1	1	1	1	1	1	1
D	5	4	5	5	5	4	4	4	4	5
E	3	2	2	2	3	2	3	3	3	3

There is a considerable agreement as to the good quality of candidate C. Opinions widely differ with regard to D and A and B and E. Six examiners place B second in order of merit and four place him third in the same order. The case of E is the opposite of B. The cases of A and D can easily be analysed.

Awards to individual candidates

TABLE IV

Candi- dates.	I Ex.	II Ex.	III Ex.	IV Ex.	V Ex.	VI Ex.	VII Ex.	VIII Ex.	IX Ex.	X Ex.
A	F	3	3	F	F	3	F	F	3	3
B	2	2	1	3	2	2	2	2	2	2
C	1	1	1	1	1	1	1	1	1	1
D	F	2	3	F	F	3	3	F	3	F
E	3	2	1	3	3	1	3	3	2	2

Note.—F. stands for failure, 3 for third class and 2 for second class and 1 for first class.

Again there is some agreement among the panel of examiners with regard to candidate C; but with regard to other candidates there is no agreement.

Two candidates B and E have been awarded III class marks, II class marks, and I class marks by different examiners.

Candidate D gets II class marks as well as he is ploughed down by as many as five examiners.

DETAILED ANALYSIS OF THE SCRIPTS

Script of candidate A

A is ploughed by five examiners and is awarded a pass by the remaining five. The highest marks awarded to him are 43 by examiner III and the least are 21 given to him by examiner VIII. There is thus a range of 22 marks.

Script of candidate B

B has been awarded I class marks by one examiner, II class marks by eight examiners and III class marks by the remaining one. He has been awarded 64 marks by examiner III and 33 marks by examiner IV. There is thus a range of 31 marks. The most lenient examiner in this case is III but the stiffest examiner in this case is not VIII but IV. Examiner IV gives him only 8 marks more than A but examiner VII gives him 25 marks more than A.

Script of candidate C.

C secures first class marks throughout. Examiner VI gives him 84 marks but examiner IV and X give him only 64. According to examiner X he gets 10 marks more than B but according to examiners VI and VII he gets 33 marks more than B.

Script of candidate D.

D has been awarded II class marks by one examiner, III class marks by four examiners, and has been ploughed down by the remaining five examiners. Examiner II gives him 46 marks and examiner V gives him only 19. There is a range of 27 marks in his case.

Script of candidate E.

E has been awarded I class marks by two examiners, II class marks by three examiners, and III class marks by five examiners. Examiner III gives him 65 marks and examiner VII gives him only 34. There is a variation of 31 marks in his case.

Comparison of B and E.

According to examiner III, B gets 64 marks and E gets 65 marks. In other

words the answer books of both the candidates are of the same standard. Let us find out if the result holds true according to other examiners as well.

Examiner I gives B 49 marks and E 39 marks. To him B is better than E and B gains 10 marks more than E.

Examiner II gives B 53 marks and E 57 marks. To him E is slightly the better of the two.

Examiner IV gives B 33 marks and E 44 marks. To him E is far better than B.

Examiner V gives B 52 marks and gives E only 39 marks i.e., B secures a good II class and E, a poor III class.

Examiner VI gives B 51 marks and gives E 62 marks i.e., B secures a good second class and E, a I class.

Examiner VII gives B 51 marks and to E only 34—a difference between a good II class and bare pass marks.

Examiner VIII gives B 48 i.e., II class marks and gives E only 39 i.e., III class marks.

Examiner IX places B and E in the same category although B gets 5 marks more than E.

Examiner X also places them in the same category although B gets 9 more than E.

II Experiment.

The second experiment done by me in determining unreliability was that I selected the answer book of Mathematics paper A (Arithmetic and Algebra) of the boy who topped the list in class IX on the whole and who was one of the best in Mathematics. Taking into consideration that the answer book of the best boy had been selected for investigation and that, too, of Arithmetic and Algebra I expected to get minor variations. I was wonder struck to find that the boy received marks ranging from 43 to 84—varying from III class to distinction. (The distribution of the various ratings is given in the diagram at the end, and the chart below)

Marks.	No. of Exa- miners awarding them	Marks.	No. of Exa- miners awarding them.
43	1	64	6
46	1	65	3
48	1	66	9
49	1	67	5
50	5	68	3
51	1	69	5
52	3	70	3
53	3	71	2
54	2	72	4
55	6	73	3
56	4	74	2
57	3	75	1
58	1	76	3
59	3	77	1
60	6	78	1
61	7	80	6
62	3	81	2
63	6	84	1

This led me to the conclusion that it is absolutely impossible to mark even Arithmetic and Algebra paper with mathematical accuracy.

Hence the common belief that Mathematics is the easiest subject for marking because of its apparent precision is not true. Mathematics is not easier to mark with mathematical precision than other subjects and there are just as many chances for divergence of judgment in Mathematics as in other subjects.

These experiments are not new. Similar experiments have been performed severally in other countries.

Starch and Elliot made an investigation in which a paper worked at a Final examination in Geometry at an American High School was submitted to 115 Mathematical teachers and the marks ranged from 28 to 92.

(Ballard—The New Examiner p. 82)

The best illustration of variability and therefore of un-reliability of marking is the case, where a model answer book written by an examiner was mixed with other examination books and received

marks ranging from 40 to 80 per cent from examiners' own colleagues—
(Folkstone conference pp. 87-88)
Second Investigation of the first experiment.

The first investigation of the first experiment was complete in 1939. In 1941, the second investigation began. The aim of this investigation was to determine variation when the same examiners mark the same scripts a second time. I was sure

that they had no record of their previous marking. This time again I issued instructions to them which were identical with those issued to them in 1939.

For the sake of comparative study, I insert the marks in tables V and VI. It is really interesting to compare the two awards with those given in 1939.

Conclusions

(1) So far as numerical marks are concerned the marks of none of the examiners

TABLE V

Candi- dates	Ex. I		Ex. II		Ex. III		Ex. IV		Ex. V		Ex. VI		Ex. VII		Ex. VIII		Ex. IX		Ex. X	
	I II		I II		I II		I II		I II		I II		I II		I II		I II		I II	
	Marks		Marks		Marks		Marks		Marks		Marks		Marks		Marks		Marks		Marks	
A	27	35	33	43	43	42	25	38	29	38	36	38	26	33	21	30	37	33	33	37
B	49	52	53	75	64	61	33	60	52	60	51	64	51	65	48	64	56	61	54	65
C	69	75	81	86	82	81	64	80	69	82	84	88	74	85	81	83	72	85	64	77
D	23	35	46	33	39	46	23	26	19	28	40	30	33	42	24	45	41	42	21	25
E	39	43	57	63	65	58	44	48	39	54	62	44	34	50	39	53	51	50	45	54

TABLE VI

(F. for failure, 1 for first class, 2 for second class and 3 for third class marks and D for Distinction marks.)

Candi- date.	Ex. 1	Ex. 2	Ex. 3	Ex. 4	Ex. 5	Ex. 6	Ex. 7	Ex. 8	Ex. 9	Ex. 10
	I II mark- ing	I II mark- ing	I II mark- ing	I II mark- ing	I II mark- ing	I II mark- ing	I II mark- ing	I II mark- ing	I II mark- ing	I II mark- ing
A	F 3 3 3	3 3	F 2	F 3	3 3	F 3	F F	3 3	3 3	3 3
B	2 2 2 D	1 1	3 1	2 1	2 1	2 1	2 1	2 1	2 1	2 1
C	1 D D D	D D	1 D	1 D	D D	1 D	D D	1 D	1 D	1 D
D	F 3 2 3	3 2	F F	F F	3 F	3 3	F 2	3 3	F F	F F
E	3 3 2 1	1 2	3 2	3 2	1 3	3 2	3 2	2 2	2 2	2 2

ers are identical on two different occasions. The range is the least in the case of examiner III, candidates A and C; and examiner IX, candidates D and E. In all the four cases there is a difference of only 1 mark. In the case of examiner IV candidate B, there is a range of 27 marks and in the case of examiner VIII candidate D, and examiner II candidate B there is a range of 22 marks. The difference in the range is given in the table below. In seven cases out of fifty there is a decrease marks and in forty three cases there was an increase of marks. The details are given below :—

TABLE VII

No.	Exami- ner	Candi- date	Range.	
1.	III	A	Decrease of	1 mark
2.	III	C	"	" 1 "
3.	IX	E	"	" 1 "
4.	IX	D	Increase	" 1 "
5.	VIII	C	"	" 2 "
6.	VI	A	"	" 2 "
7.	III	B	Decrease	" 3 "
8.	I	B	Increase	" 3 "
9.	IV	D	"	" 3 "
10.	IX	A	Decrease	" 4 "
11.	VI	C	Increase	" 4 "
12.	IV	E	"	" 4 "
13.	I	E	"	" 4 "
14.	X	A	"	" 4 "
15.	IX	B	"	" 5 "
16.	II	C	"	" 5 "
17.	X	D	"	" 5 "
18.	I	C	"	" 6 "
19.	VII	A	"	" 7 "
20.	III	D	"	" 7 "
21.	III	E	Decrease	" 7 "
22.	I	A	Increase	" 8 "
23.	V	C	"	" 8 "
24.	V	A	"	" 9 "
25.	VIII	A	"	" 9 "
26.	V	D	"	" 9 "
27.	X	E	"	" 9 "
28.	VII	D	"	" 9 "
29.	II	A	"	" 10 "
30.	VI	D	Decrease	" 10 "

No.	Exami- ner	Candi- date	Range.	
31.	X	C	Increase	" 11 "
32.	VII	C	"	" 11 "
33.	X	B	Increase	" 11 "
34.	IV	A	"	" 13 "
35.	VI	B	"	" 13 "
36.	V	C	"	" 13 "
37.	IX	C	"	" 13 "
38.	I	D	"	" 13 "
39.	II	D	Decrease	" 13 "
40.	VII	B	Increase	" 14 "
41.	VIII	E	"	" 14 "
42.	II	E	"	" 15 "
43.	V	E	"	" 15 "
44.	VIII	B	"	" 16 "
45.	IV	C	"	" 16 "
46.	VII	E	"	" 16 "
47.	VI	E	Decrease	" 18 "
48.	VIII	D	Increase	" 22 "
49.	II	B	"	" 22 "
50.	IV	B	"	" 27 "

(2) If we analyse the awards class-wise carefully we find that the examiners changed their awards on 30 out of 50 occasions as shown below. It will be noted that they have moved candidates one class up on 24 occasions, two classes up on 3 occasions, 1 class down on 2 occasions and two classes down on 1 occasion.

TABLE VIII

No.	Candi- date	Awards on two occasions		Exami- ner	Remarks
1	A	3	3	III	No change
2	A	3	3	VI	"
3	A	F	F	VIII	"
4	A	3	3	IX	"
5	B	2	2	I	"
6	B	1	1	III	"
7	C	D	D	III	"
8	C	D	D	VI	"
9	E	2	2	X	"
10	C	D	D	VIII	"
11	D	F	F	X	"
12	D	F	F	IV	"
13	A	3	3	X	"
14	D	F	F	V	"

No.	Candi- date	Awards on two occasions	Exami- ner	Remarks.
15	A	3 3	II	"
16	C	D D	II	"
17	D	3 3	VII	"
18	D	3 3	IX	"
19	E	3 3	I	"
20	E	2 2	IX	"
21	A	F 3	I	1 class up
22	E	2 1	II	"
23	A	F 3	IV	"
24	A	F 3	V	"
25	A	F 3	VII	"
26	B	2 1	V	"
27	B	2 1	VI	"
28	B	2 1	VII	"
29	B	2 1	VIII	"
30	B	2 1	IX	"
31	C	1 D	I	"
32	C	1 D	IV	"
33	C	1 D	V	"
34	C	1 D	VII	"
35	C	1 D	IX	"
36	D	F 3	I	"
37	E	3 2	IV	"
38	E	3 2	V	"
39	E	3 2	VII	"
40	B	2 1	X	"
41	E	3 2	VII	"
42	C	1 D	X	"
43	D	3 2	III	"
44	B	3 1	IV	2 "
45	B	2 D	II	"
46	D	F 2	VIII	"
47	D	3 F	VI	1 class down
48	E	1 2	III	"
49	E	1 3	VI	2 classes down
50	A	1 3	III	"

(3) The examiners were on the whole more lenient on the second occasion than on the first as shown below :—

TABLE IX		
I Investigation		II Investigation
No. getting I Dn	13	20
" " II Dn	12	11
" " III Dn	15	14
" " Distinction	4	10
No. of failures	10	5

(4) Examiners are not very consistent in their award on the whole. The most consistent examiner is III. The maximum difference in his two ratings is not more than 7. Examiner IX is also somewhat consistent. There is not much difference in his two ratings in the case of candidates A, B, D and E. He differs by 13 marks in the case of candidate C, whom he awarded a bare first class in his first marking and distinction marks in his second marking. Examiner III moves one candidate 1 class down and another candidate one class up. Examiner IX moves one second divisioner into first division and one first divisioner into the list of candidates getting distinction marks. However both are above the average in steadiness.

(5) In several cases examiners have altered their general standard of marking on the second occasion. In my experiments I have not got a single examiner who has given lower marks but there are many examiners who are more lenient in their awards throughout on the second occasion. Thus in table IX we find that examiners I, IV, V, VII, VIII and X are lenient on the second occasion throughout. Examiner I has moved 3 candidates one class up; examiner IV has moved 3 candidates one class up and one candidate two classes up; examiner V has moved 4 candidates one class up; examiner VII has moved 4 candidates one class up; examiner VIII has moved 2 candidates 1 class up and 1 candidate two classes up; examiner X has moved 2 candidates 1 class up.

Discrepancies question-wise

The paper consisted of ten questions and the boys were expected to answer all the questions. Maximum marks for each question were ten.

I do not wish to insert the marks awarded to individuals question-wise. However I will put down the cases in which discrepancies amounting to sixty per cent or more occurred.

TABLE X

No.	Candi- date.	Ques- tion.	I	II	III	IV	V	VI	VII	VIII	IX	X	Range.
1	D	III	7	13	9	7	2	5	8	13	5	0	10 marks.
2	D	V	3	5	8	0	3	5	0	0	9	3	9 "
3	A	VI	0	0	8	0	1	9	0	0	4	2	9 "
4	E	VII	3	5	7	8	3	9	0	0	5	0	9 "
5	B	III	7	0	8	3	4½	8	3	7	5	0	8 "
6	B	VI	0	0	8	0	2	0	0	0	0	5	8 "
7	B	VII	5	10	6	2	8	9	8	8	8	8	8 "
8	D	VIII	0	0	0	0	1	2	7	0	8	2	8 "
9	E	VI	0	0	8	0	2½	2	0	0	0	2	8 "
10	D	I	3	6	5	3	2½	7	2	1	5	0	7 "
11	D	IV	7	10	7	6	3	8	7	5	7	8	7 "
12	B	IV	7	10	8	7	3	8	8	8	8	8	7 "
13	B	V	8	8	8	7	9	2	8	6	7	7	7 "
14	E	VIII	0	5	6	0	0	3	2	0	7	4	7 "
15	C	X	4	10	9	3	6	8	8	10	8	5	7 "
16	B	II	7	10	9	4	9½	10	8	9	8	7	6 "
17	D	II	3	10	9	6	7	8	8	4	8	8	6 "
18	C	V	9	8	8	8	3	9	8	6	8	8	6 "
19	A	VII	0	5	2	0	0	0	0	0	0	6	6 "
20	B	X	2	5	3	1	4	2	5	5	7	4	6 "

Discrepancies Question-wise (II Investigation)

TABLE XI

No.	Candidate	Question No.	I	II	III	IV	V	VI	VII	VIII	IX	X	Range.
1	D	VIII	3	4	5	2	2	4	9	7	0	2	9 marks.
2	A	I	3	6	5	4	5	7	5	0	5	5	7 "
3	D	III	9	4	9	2	3	2	8	8	8	2	7 "
4	D	V	5	5	9	2	2	4	4	7	8	3	7 "
5	E	VII	0	6	7	3	3	2	3	7	2	6	7 "
6	E	VIII	2	4	0	3	3	2	2	6	0	3	6 "
7	A	VII	0	6	5	2	0	0	0	3	2	6	6 "
8	B	VI	0	6	0	0	1	0	5	0	0	5	6 "

A glance at the above table will indicate the different examiners in regard to particular answers.

We note that there is a case where the boy has been awarded cent per cent marks and no mark; there are three cases where the difference between the highest and the least marks is 9 out of a maximum of 10; there are 5 cases where

the difference between the highest and the least marks is 8; there are six cases where the difference is 7 and five cases where the difference is 6.

C is the best candidate of the lot. He has been awarded a first class throughout. He is the best boy in the class in the opinion of the class teacher. In question X the highest marks awarded to him are

10 and the least marks awarded to him are only 3. Again in question V he receives 3 marks as well as 9 marks. Hence we notice that even in the case of the best candidate there is no semblance of agreement in the marking of answers to the same question. In the second investigation too the range is as much as 9 marks out of a maximum of 10 marks.

Comparison of the two markings question-wise

I compared the marks of the examiners awarded to various questions on two different occasions and found out the range. The range is given in the following table.

We find that in 17 cases there is a variation of sixty per cent or over and that all the examiners except VII are involved in committing these changes. Examiner VII has made a change of 5 marks in two cases. He has increased the marks of B and E in question VI from 0 to five.

TABLE XII

S. No.	Examiners	Question No	Candi. date	I marks	II marks	Range
1	II	III	B	0	8	Increase of 8 marks
2	IV	VII	B	2	10	" 8 "
3	VI	V	B	2	9	" 7 "
4	VIII	VIII	D	0	7	" 7 "
5	VIII	VI	E	0	7	" 7 "
6	X	III	B	0	7	" 7 "
7	I	VI	A	0	6	" 6 "
8	I	II	D	3	9	" 6 "
9	II	VI	B	0	6	" 6 "
10	V	IV	B	3	9	" 6 "
11	VIII	VII	E	0	6	" 6 "
12	X	VII	E	0	6	" 6 "
13	IX	VIII	D	8	0	Decrease of 8 marks
14	III	VI	B	8	0	" 8 "
15	IX	VIII	E	7	0	" 7 "
16	VI	VII	E	9	2	" 7 "
17	III	VIII	E	6	0	" 6 "

Mother's Care

In all the world of darkness
One flaring lamp was burning ;
In all the world of stillness
One babe was restless turning ;
When all the world was cold,
One heart there was a-yearning ;
When all the house was cold,
One bed there was so warming ;
The cradle rocked to and fro,
The hand that moved was weak and slow,
And then the stars did dimmer grow,
The wakeful eyes their hold let go.
A mother's care if I did know,
Mother, I would not trouble you so.

— V. J. Mani.

NOTICE

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EDUCATIONAL INDIA

Masulipatam, July, '42

Medium of Instruction in Universities

THE problem of making vernaculars the media of instruction in all non-language subjects in Secondary Schools and Colleges has been engaging the attention of all genuine lovers of educational progress for a long time past. But it is to be highly regretted that inspite of strenuous agitation for a bold championship of the much-needed reform, little progress has been made in the right direction and there are still 'chips of the old block of faddists' of English, who refuse to be convinced of the desirability of putting into force a principle, which has been more or less universally acclaimed as the best panacea for curing the ills of Indian education.

IN the case of secondary schools, it is gratifying to note that the choice hitherto given to heads of institutions is being slowly withheld and pressure is brought to bear, though in a mild

form, for its widespread adoption. Even in Madras, the Director of Public Instruction did well, though after inordinate delay, in effecting a change in the rule stating that vernaculars shall be made the media, reserving to himself the right to grant exemption under special circumstances.

BUT in regard to Indian universities including the Andhra University which has for one of its chief ideals the rapid vernacularisation of courses of study, the spirit of reform is woefully wanting. Every time the motion is tabled, all kinds of imaginary objections are urged that—owing to the lack of suitable text books in vernaculars, migration of students from one province to another and absence of uniform standards—such a proposition could not be accepted, on the ground that it may even adversely affect the fates of a select few aspirants for success in competitive examinations for all-India services. While admitting that English has its own role in international relationships, we fail to understand how it could for all time stand in the way of the development of vernaculars, better understanding of the various subjects of study and realisation of national and linguistic ideals and aspirations. The students would gain more and lose less by such a reform and they would do well to demand it in no unmistakable way against the wishes of interested votaries of English language.

MR. NARAYAN Agarwal has taken pains to correspond with the heads of various universities about the present position of vernaculars as the media of instruction in Indian universities but has met with disap-

pointing replies. In the great universities of Calcutta, Bombay, Madras, Delhi, Punjab, Agra, Patna, Dacca, Mysore and Andhra, the same old condemned procedure is being adopted, much to the detriment of local vernaculars. Pupils having received instruction in vernaculars in their High School forms find themselves all on a sudden transported to higher and more difficult regions where English predominates and all subjects are taught to them in a language alien to their country, native genius, intellectual growth, cultural equipment and past traditions. The result is a tragedy of half-assimilated, ill-digested knowledge which they find impossible of expression in a foreign tongue. No civilised country in the world has so wedded itself to an alien language in spite of its political subordination as India.

ALLAHABAD, Lucknow and Nagpur seem to have been making attempts in a half-hearted way at a slow pace in favour of vernacularisation of studies. The Travancore and Annamalai Universities have organised Boards for the preparation and publication of suitable text-books. Benares, Aligarh and Osmania have progressed well by the adoption of vernaculars and their students are in no way inferior to the products of their sister universities in All-India competitive examinations.

WE wish that at no distant date all such prejudices should be rooted out and new liberal-minded and nationalistic aims find a firm foothold in the hearts of those who are in charge of Indian Universities, so that the long-cherished ideal of vernacularisation may be enforced uni-

formly and speedily. Such a course would indeed reflect national genius, preserve and promulgate Indian culture and create greater aptitude for collegiate studies.

WE hold the view that the Inter-University Board should move actively in the matter of enforcement of a change in favour of which they have already committed themselves by oft-repeated resolutions, and that their recommendation should be of a mandatory character backed up by the educational authorities of the Central Government.

Education for Youth

MR. JOHN SARGENT, the Educational Commissioner with the Government of India, has returned to India after a careful study and critical appreciation of the working of educational institutions in China. The Generalissimo and the Government of India were right in thinking that educational institutions should be regarded as agencies to build up reserves of brain-power for national reconstruction after the war, rather than prepare man-power for the immediate purposes of the war. At a time when more than half of the civilised world is plunged directly in a war of tremendous magnitude and far-reaching import, it is really to be admired that the statesmen in charge of the conduct of war have thought it wise not to interfere with the steady progress of the education of the youth. While appreciating that an intelligent display of technical skill by trained youth in aerial, naval and military tactics of war will be of considerable value, their ser-

vices have not been requisitioned to any large degree in a manner prejudicial to the prosecution of their courses of study.

RECONSTRUCTION after the termination of the war is an insuperable task which can be successfully undertaken by the eminent educationists endowed with far-sighted vision and a peep into the political, social, economic and religious future of the world as a whole. Such complex problems as racial equality, economic freedom, political liberty, and freedom of speech, religion etc., which are enunciated in the great Atlantic Charter could be tackled at the right time in the right manner and established on a sound and lasting basis only by men of infinite brains, resourcefulness and insight. We hope and trust that the significance of the statement so wisely made by the Generalissimo would be translated into practice by all those interested in the welfare of the world by letting the youth pursue their courses of study, forgetful of all troubles and turmoils which have been affecting their elders interested in warding off the disastrous consequences of a dreadful war.

NOTES — July 1942

Educational Progress in Madras

In a review of the progress of education in Madras during the last quinquennium, the Director of Public Instruction observed that the distribution of grants every quarter, preservation of service registers for teachers, increased allotment of grant, growth of numbers among school-going boys and girls, the making of provisions for the redress of the grievances

of unfortunate teachers, the abolition of cut in teachers' salaries and the enforcement of prescribed grades have contributed a good deal to the progress in the right direction. The Director may have sufficient reason to congratulate himself on his creditable achievement and earn the gratitude of the ill-paid, over-worked elementary school teacher.

BUT in a province where the revenue has risen by five crores the appropriation of about half a crore more on the greatest of all nation-building departments is no great accomplishment. The problems of increased literacy, free and compulsory elementary education still remain unsolved for the most part. At a time when educationists are agitating for the assumption of complete control, direction and management of elementary education by the State, a contribution of a grant-in-aid and a proposal to hand over elementary education to the control of Village Panchayats are no sound propositions worthy of adulation. His assurances that Dearness Allowances in view of the prevailing high prices may be granted and sufficient safeguards may be forced in the interests of the security of tenure of teachers are most gratifying and should be implemented without any further delay. We wish that the Director would try his level best to raise the grants paid to Elementary, Secondary and Collegiate trained teachers, and to double their present level before he would lay down the reins of office, so that teacher's lot may be comparatively improved, and his status in life adequately recognised. We urge that

a final shape should be given to the proposals he made some years ago for educational reform in the light of public criticism, at an early date.

Sir R. M. Statham

WE hasten to offer our hearty felicitations to Sir Randolph M. Statham, K.T., C. I. E., Director of Public Instruction, Madras, on the Knighthood recently conferred upon him, in recognition of his meritorious services to the cause of Indian education. Sir Randolph's extraordinary services as the D. P. I. of Travancore, then as the Commissioner with the Government of India and laterly as D. P. I. of Madras are too well-known to be recounted. In all the positions he held, his outstanding talents for organisation and reconstruction found full scope which led to the improvement of our educational system in several fundamental directions. Re-organisation of Primary and Secondary Education in Madras has been his main work for some years past and in this, we dare say, he is gaining good results.

Educationists in India really feel honoured by the Knighthood conferred on him and wish him many more years of useful service.

ALL-INDIA EDUCATIONAL CONFERENCE

The All-India Educational Conference will be held now at Indore (C. I.) during the Christmas Week of 1942. At the last Conference at Srinagar it had been decided to hold the Conference at Madras. But as Madras expressed its inability to hold the Conference this year, the late Principal Seshadri approached the educationists of Indore to invite the Conference there. The Education Minister of Indore has invited the Conference there and has informed that His Highness the Maharaja Holkar has kindly consented to be its patron.

Educational India

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THROUGH different PROVINCES

DELHI

MR. SARGENT'S VISIT TO CHINA

Mr. J. Sargent, Educational Commissioner with the Government of India, who returned on 1st June from his 20-day visit to China, speaking to pressmen was enthusiastic in his praise of the extraordinary courage, efficiency and cleverness with which the Chinese Universities carried on in spite of persistent enemy attempts to destroy them.

Mr. Sargent went to China at the invitation of the Chinese Government to discuss possibilities of making cultural relations closer between the two countries. One or two concrete suggestions had emerged from his discussions. One was to arrange for exchange of professors and students. The proposal was that, facilities should be given for Chinese Professors and students to visit Indian Universities, particularly specialist institutions in subjects like Forestry, sugar technology and metallurgy.

It had also been suggested that a representative gathering of Chinese Professors should make an exploratory visit to the Universities in India and advise the Chinese Ministry of Education as to which of them would be best suited to take in Chinese students.

While Chinese Universities would be glad to receive Indian students reciprocally two difficulties stand in the way. Firstly, as already stated, Chinese Universities are carrying on under difficult temporary conditions and secondly instruction is given in Chinese.

The general Chinese approach to education, Mr. Sargent observed, was practical, and the object aimed at was to make education serve the country's economic needs. Probably because education was so related to economic needs in China and also because of war conditions, he heard no reports of unemployment among the University graduates in that country. Two of the most interesting institutions he visited were one which gave refresher courses to officials to

keep their mental equipment up-to-date, and the other provided degree courses in Public Administration. These institutions were tackling the problem of providing trained administrators—a problem which needed to be faced in India.

INTER-UNIVERSITY BOARD: HONOURS COURSES

The suggestion that the Honours course in Arts or Science in any Indian University should be a three-year post-Intermediate continuous one is made by the Inter-University Board of India.

It is pointed out that difficulties are experienced by students of the various Universities when they are candidates for a post. For example, a B. A. Honours student of the Dacca University finds himself at a disadvantage when pitted against a B. A. Honours man of the Calcutta University.

The Dacca University has drawn the attention of the Board to the necessity of fixing a uniform standard for the different classes in the B.A., B.Sc., B. Com., M.A., M. Sc., and B.L., degree examinations. The University points out that while its students securing 44 per cent in the B. A. examination can claim places only in the third class, students of the Calcutta University with only 40 per cent to their credit are placed in the second class in the same examination.

BRANCH OF GEOLOGICAL SURVEY FORMED

The formation of the Utilisation Branch of the Geological Survey of India at an estimated annual cost of twelve lakhs has been announced. It will demonstrate the practicability of commercially establishing the production of minerals, ores and metals which have not previously been utilised in India.

The loss of Malaya and large parts of Burma has deprived India of sources of important minerals and metals which must be found hereafter within the country.

MADRAS**SCHOOL FEE CONCESSIONS TO SCHEDULED CASTES**

The Government have decided that the restriction contained in Rule 92 of the Madras Education Rules, namely, that fee concessions should be withheld from pupils who remained for more than one year in the same class, should be relaxed in the case of pupils belonging to the Scheduled Castes in secondary schools. The pupils are allowed now to retain the concession for a second year and can be deprived of it only if they fail at the end of the second year.

DIRECTOR'S CIRCULAR TO MOFUSSIL SCHOOLS

The Director of Public Instruction has informed the local bodies and the managers of all aided schools that all the schools in the Madras City, Vizagapatam town and British Cochin are likely to reopen after the summer holidays of this year, that in case the number of pupils on the rolls in the several schools in those areas considerably deteriorates, it is likely that a few teachers will be found in excess of requirements, while in the mofussil schools there may be a demand for additional teachers that it is the desire of the Government that no teacher should, as far as possible, be thrown out of employment, that with this end in view the Director is maintaining a register of teachers employed in the several aided institutions in these areas and that he now desires that all the managements in the mofussil should recruit teachers from this register at least temporarily whenever vacancies arise in their schools.

GOVERNMENT OPPOSED TO SENDING AWAY TEACHERS IN EMERGENCY

With reference to the proposal to dispense with the services of about 200 Corporation School teachers, Mr. V. Chakkarai Chetti, the Mayor, met and had a talk with the Director of Public Instruction on June 16. The latter is understood to have expressed the view that it was not desirable to send away teachers on account of the emergency. A proposal to withdraw grants from any school that might utilise this opportunity to retrench the teaching staff is also, it appears, under consideration.

BOMBAY**MAHARASHTRA UNIVERSITY**

Mr. M. R. Jayakar, Chairman, Maharashtra University Committee, appointed by the Bombay Government, is making satisfactory progress with the scheme for the University.

He has already informally interviewed a number of important men in Poona and outside, exchanging ideas and regarding the type of University—unitary, federal or affiliating—which will suit the needs of Maharashtra. He is hopeful that these informal talks will lead to good results in course of time.

TATA'S TWO LAKHS DONATION

The trustees of the Sir Dorabji Tata Trust have offered to donate a sum of Rs. 2,00,000 for the endowment of a Readership to be named after Sir Dorabji Tata in the Pharmaceutical and Fine Chemical section, which is proposed to be opened in the Department of Chemical Technology of the Bombay University. Mr. R. P. Masani, the Vice-Chancellor of the University, told a meeting of the University Senate that the University had already received from Miss Halankote a donation of Rs. 40,000 for equipping the new section. When the further donation of Rs. 2 lakhs was received the University would be able to make a start with the Pharmaceutical section.

BOTANICAL RESEARCH

A scheme for botanical research on wheat, at an estimated cost of about Rs. 6,200, has been sanctioned by the Bombay Government. The scheme is to be spread over a period of three years and will be carried out at the cereal breeding station, Niphad, under the supervision of the Crop Botanist to the Government.

AVIATION TECHNICAL TRAINING SCHEME

The Government's Aviation Technical Training Scheme, which was inaugurated early in 1941, has already sent some 70 youths, who have had twelve months basic training, to the Air Force and about a hundred candidates have been absorbed by civil industry.

There is an ever growing demand on behalf of the service and civil industries for young men, who have had basic technical training, but it is learnt that the number of young applicants

is not sufficient to meet the demands. There are at present a thousand vacancies in the various Technical Training centres where training is offered free and a generous subsistence allowance is given to the candidates.

BENGAL**RURAL PUBLIC HEALTH**

The Government of Bengal have sanctioned a sum of Rs. 4,93,000 towards the cost of rural public health units in the Province. The sum will be distributed among 25 district boards which are in charge of these units.

INDUSTRIAL SURVEY COMMITTEE

The Bengal Industrial Survey Committee has been reconstituted by the Government, with Dr. P. N. Ghosh, Head of the Department of Applied Physics of the Calcutta University as the Chairman and Mr. D. N. Ghosh, as Secretary. The Committee has been requested to submit its final report with as little delay as possible and an *ad interim* report immediately on the possibility of developing those industries which may be of special import during the present emergency.

U. P.**KASHI VIDYAPITH : NEW SCHEME OF STUDY**

The Kashi Vidyapith is reopening on July 17 after the summer vacation. A school of practical sociology is being started in the Vidyapith, with the object of imparting education so as to prepare the students to work efficiently in different spheres of public activity, such as social, political, economic and others. A syllabus of studies has been prepared which includes along with the different social sciences of the west, the study of present-day Indian problems having as its basis the background of Indian culture and social organisation. Students having passed the Intermediate or other equivalent examinations will be admitted. They will have to pay a fee of Rs. 15 per mensem for boarding, lodging and clothing, but in deserving cases some concession can be given.

The course of study will be for three years after which "Shastri" degree will be conferred. Acharya Narendra Dev, M.L.A., Mr. Sampurnanand, ex-Minister of Education, Shri Prakash M. L. A., Mr. Birbal Singh, M. L. A., Mr.

Raja Ram Shastri and others have agreed to work as professors. Prof. Ram Saran, M.L.A., and Dr. B. V. Keskar of the A.I.C.C. Foreign Department, have also been invited to work as professors in the Vidyapith.

GRANTS TO UDAI SHANKAR CULTURE CENTRE

The Government of the United Provinces have sanctioned a recurring grant of Rs. 5,000 per year towards the maintenance of the Uday Shankar India Culture Centre and non-recurring grant of Rs. 10,000 towards its general expenditure.

FOREST RESEARCH INSTITUTE

Investigations carried out at the Forest Research Institute on the possibility of utilising *ulla* grass for the manufacture of wrapping and packing papers are described in the Forest Bulletin No. 100. This grass is available in the forests of the United Provinces in sufficient quantity and at economic prices to support a mill with a capacity of about 6,000 tons per annum. The Bulletin further points out that the total capital requirements for the manufacture of 6,000 tons of wrapping papers per annum is estimated (at pre-war price levels) to be approximately Rs. 31,00,000, and the yield on a capital investment of Rs. 27,00,000 about 8 per cent.

C. P.**THE LAKSHMINARAYAN TECHNOLOGICAL INSTITUTE**

The Lakshminarayan Technological Institute, constructed out of a princely donation of 34 lakhs, donated by the late Rao Bahadur D. Lakshminarayan, Member, Council of State, will commence functioning from this month. Dr. Salatore of Calcutta has been appointed the Director of the Institute. The assets of the Lakshminarayan bequest now stand at about Rs. 52 lakhs and this is the largest single donation received by the Nagpur University which controls the affairs of the Institute.

ORISSA**SCHOLARSHIPS FOR JOURNALISM**

It is understood that the Orissa Government have decided to grant scholarships to two young men desirous of taking a course in jour-

nalism outside the Province of Orissa. This is done with a view to removing a long-felt necessity of finding suitable persons to undertake work in connection with publicity.

PUNJAB

EDUCATIONAL DEPARTMENT'S GRANT

The Punjab Education Department have sent a cheque for Rs. 59,000 to His Excellency the Governor of the Punjab for purposes connected with the war. Out of this sum Rs. 50,000 are earmarked for a mobile canteen for troops; Rs. 5,000 for refugees from Burma and Malaya and Rs. 4,000 for the Punjab A. R. P. Mobile Canteen Fund.

MYSORE

ELEMENTARY EDUCATION AND GOVERNMENTS' POLICY

In the Mysore representative Assembly Mr. J. Mohamed Imam, Minister for Education, explained the educational policy of the Government.

Mr. Imam, attributed the low percentage of literacy in Mysore to the vast disparity between the percentage of literates in urban areas and that in the rural areas. The Government had prepared a scheme of primary education specially for rural areas. If the percentage of literacy in Mysore compared unfavourably with that obtaining in Cochin and Travancore, it was because in Mysore the entire cost of education had to be borne by the Government while in the other States primary and even middle schools were working on the aided system. The Government were doing all in their power to banish illiteracy, and about 375 more primary schools were proposed to be opened in the coming year. Mr. Imam assured that very soon every village with a population of 500 in the maidan areas, and 300 in the Malnad area, would have a primary school. In the Malnad area, arrangements would be made to have a central school for groups of villages, as it was not possible to have schools in every village in view of the scarcity of students from individual villages.

TRAVANCORE

TRAVANCORE UNIVERSITY RESEARCH COUNCIL

The tenth meeting of the Council of Research was held at the University Mr. C. V. Chandrasekaran, Pro-Vice-Chancellor, presiding.

Dr. K. L. Moudgill, Vice-Chairman of the Council of Research, made a report of progress, the most noticeable feature being the production of Calcium Sulphate on a semi-factory scale as a bye-product in the salt pans. As Gypsum is not otherwise available in Travancore, this material will be in demand for the manufacture of Plaster of Paris and will be later required in large quantities in the manufacture of cement. A preliminary survey shows that some 3,000 tons of this material can be produced in a very pure state per annum.

The University is conducting experiments on behalf of the Transport Department on the production of charcoal for use in the producer gas vehicles.

COCHIN

DEARNESS ALLOWANCE TO AIDED SCHOOL TEACHERS

The Cochin Government have passed orders sanctioning a contribution amounting to half the cost, from Chingom 1118, towards the expenditure of giving dearness allowance to aided school teachers, if the managements decide to give the same according to the scale allowed already to Government employees.

SIND

SOIL INVESTIGATION IN SIND

An investigation scheme to determine the soil and sub-soil conditions in the Lloyd Barrage Zone has been approved by the Imperial Council of Agricultural Research.

Sixteen stations, scattered throughout Sind, have been established for the purpose and already over 3,000 soil samples have been examined in regard to their texture, salt content, base exchange capacity and other physico-chemical properties.

The scheme is for three years and a full report will be published after fully analysing the data.

PUBLIC OPINION

SIR RADHAKRISHNAN ON UNIVERSITIES AND WAR CONDITIONS

"With the bombing of coastal towns and the sinking of ships in the Indian Ocean, India has been drawn into the war", said Sir S. Radhakrishnan, addressing the students of the Benares Hindu University on April 10.

"With the sort of preparations we have had," Sir Radhakrishnan observed, "it will be too much to expect that we would behave like Londoners. We have been lulled into a sense of security, which has been rudely shaken by recent happenings, and if some of our young men are disturbed by the shocks and surprises of this war, it is not unnatural, but we should not exaggerate the importance of air raids. Great Britain has had air raids for nearly two years and a half, but her normal civil life has been going on."

Continuing, Sir Radhakrishnan said that the wealth of a nation did not consist in the strength of the armaments at its disposal, but in the spirit of the people,—a spirit which does not lose its nerve, which is able to stand up to the shocks and surprises and bear it with equanimity. "We have prided ourselves," he added, "on the possession of these qualities and this is the testing time, when we have to exhibit those qualities and give an example to others. The University men have had more advantages than others and it is up to them to give a lesson in behaviour."

"We must realise", Sir Sarvepalli said, "that self-defence is an essential part of self-government, and as a result of this war and our participation in it, India is bound to win freedom. We cannot expect our shores, our hearths and homes to be defended by the British, by the Americans or by the Chinese. We have to defend them ourselves and in this matter a country looks to the University men."

Mr. N. S. SUBBA RAO ON THE FUNDAMENTAL NEEDS OF INDIAN EDUCATION

Reviewing the Report of Education in India in 1938—39 in the *Mysore Economic Journal*, Mr. N. S. Subba Rao former Vice-Chancellor, Mysore University draws attention to the serious economic problems, first of the educated unemployed and second the need of caution in the expansion of technical education. He Says:

"Universities may save themselves much immediate trouble by raising standards and limiting numbers of admission, while Governments may similarly direct that admissions to technical institutions should be limited rigorously to the immediate needs of organised industry. Or, Universities may help the community by devising non-degree courses of a vocational character, and direct entrants away from degree courses to these, while Governments may help by a vigorous development of industries in the country. One can salve one's administrative conscience, or give free play to one's prejudices, by throwing the blame on the unfortunate parents. But public opinion will not be satisfied until room is found in the educational institutions of the country for all young men and women according to their capacity, and unless the occupations of the country (other than Government services) are increased and improved so as to absorb more and more young men and young women. This can be done, must be done, and will be done, by a forward economic policy on the one hand, and on the other, by providing both in the Universities and outside them, numerous and varied courses based on a careful study of the immediate and prospective needs of the country. The economic life and policy of the country must be brought into close relationship with its Educational organisation, and the younger generation must be helped to sort itself out among the different occupations and the courses leading to them by a competent system of vocational guidance."

DISCIPLINE IN SCHOOLS

EXPERIMENTS IN THE SOVIET UNION

It is generally accepted that educational experiments in methods and discipline were carried out on a vaster scale in the Soviet Union than anywhere else in the world, and that children were given freedom and responsibility on an equally vast scale. It is true that much of this freedom and experiment was not so much the result of educational principles as of economic and political necessity, a fact of which enthusiasts for Soviet education in its early manifestation appear to have been unaware. Nonetheless, the Soviet Union has been, so far as discipline is concerned, the most generally advanced country. Corporal punishment was made, and still is, illegal; punishment of any kind as we understand it disappeared, and the teachers had to discover persuasive methods that would act on children not amenable to the Soviet atmosphere.

It was firmly believed by many Soviet educationists that the abolition of capitalism and its replacement by a socialist environment would result in the almost automatic disappearance of any discipline problems. This hope was doomed to disappointment. The new Socialist environment created new problems. Psychological change in the adult mind lagged far behind economic change in conditions. Nor has it been possible in time to educate all the parents in the socialist upbringing of children. Further improved well-being has often resulted in parents spoiling their children. The very able head of one of the best schools in Moscow commented,

"I am deeply concerned that a section of our children are very undisciplined. They have been completely spoiled by their parents, who have denied them nothing, who have indulged their every aim. This has made them soft and selfish."

More recently educationists began to discover that it is not only the parents who have made those children soft and selfish. They themselves must bear some of the responsibility for this. By their efforts to render everything easy for the children by not making demands on them, by allowing them a choice where there should have been no choice, they had contributed to this state of affairs. It has been borne in upon Soviet educationists that the negative influence of surrounding children with a pleasant environment and assuring them absence of interference does not produce the type of person ready to tackle, and able to solve the problems created by modern conditions.

Soviet educationists, like many elsewhere, have arrived at the conclusion that children need, as well as security, an ordered life, which creates a rhythm of existence. It is beyond the capacity of a young child to decide what he shall learn, what time dinner shall be served, or whether a visit to the cinema or theatre is desirable, but his approval of the decision taken should be obtained by suitable preparation where necessary. Further, it is essential that children should be given tasks which demand both intellectual and physical effort. They should be accus-

tomed to fulfil unpleasant tasks: there is a satisfying quality about the accomplishment of such tasks which creates a respect for work as well as developing abilities which the present situation requires.

HATRED OF EVIL NECESSARY

One of the qualities held to be most desirable is that of loyalty. In school this begins with loyalty to the class and develops through loyalty to the school, to the place of work, to the city and the whole country, to loyalty to the working class of the world. This loyalty, which is the same for the whole community, demands a steadfast devotion and readiness for sacrifice. Soviet educationists hold, too, that with love for and loyalty to the country there must go hatred of its enemies, an uncompromising attitude to evil. They hold that in order to destroy evil it is essential to hate it, and they teach this hatred of evil to the children.

There is still discussion and experiment to discover the best methods of obtaining the discipline which will create the devoted, loyal, daring individual, ready to endure for the sake of his country, appreciating knowledge and learning, able to show initiative and independence of judgment, and implacable in his hatred of his country's enemies. Let me here hasten to say that there is ample provision for gaiety and joy and creative self-expression in the out-of-school organisations.

The responsibility for Discipline is divided between the school and the home. This means that the school plays a part in the home, for there is scarcely a home where the parents do not need the help and the advice of the school. In the school itself every teacher is enjoined to create a strong collective in the class. Every class of 11-year-olds and upwards should have its consciously active group (a class committee in upper forms), which may deal with infringement of discipline. A common form of dealing with it is discussion in the class meeting with the culprit. The remedy applied may be to

entrust the refractory pupil with some duty or other, to give help with his or her work, or it may consist in making an agreement between the pupil and rest of the class, interesting him in some hobby or affording a much-needed outlet for some emotional disturbance. Occasionally it may take the form of public reprimand on the wall newspaper. Whenever possible the means used must be positive, an effort must be made to find the good which Soviet educationists believe exists in all children, and to develop that good.

INSTRUCTIONS REGARDING PUNISHMENTS

Pioneer palaces and school clubs are made use of, and exclusion from these for any period may be a punishment for bad behaviour. There are very detailed instructions as to the forms of punishment which may not be used. How necessary it was to issue these instructions was proved by punishments resorted to by some of the older teachers in one or two rural schools - kneeling in the corner, being kept in school for one or two hours. Such punishments are held to be utterly futile, and indeed harmful. There has as yet been no case of lines.

It is, however, emphasised continuously that reward rather than punishment should be used to obtain both good discipline and good work. Powerful factors in obtaining good discipline are held to be good teaching and a right relationship between the teacher and taught. But good teaching and right relationship to flourish need the active co-operation of the community outside the school and of the home. All kinds of measures are adopted to bring about this co-operation and stimulate an interest in the school, from Parents' Councils to school festivals. In cases where all positive measures fail (and there are such) and a medical examination reveals no physiological cause for bad behaviour the boy or girl is sent to a school for difficult children.

—The Times Educational Supplement

BOOK REVIEWS

A FIRST BOOK OF ENGLISH GRAMMAR AND COMPOSITION for Form I, 8 as.; A SECOND BOOK OF ENGLISH GRAMMAR AND COMPOSITION, Part I for Form II, 10 as.; A SECOND BOOK OF ENGLISH GRAMMAR AND COMPOSITION, Part II for Form III, 12 as. By K. Srinivas Kini, B.A., L.T., Headmaster, Board High School, Mulki, published by the School Book Co., Car Street, Mangalore.

These three books cover the latest Departmental Syllabus in English Grammar and Composition for Forms I, II and III. Each volume is divided into two parts, one Grammar and the other, Composition. The Grammar portion in the three volumes, written on the concentric plan, is sufficient in amount and satisfactory in treatment. The needs of the struggling Indian pupil are kept well in view. The simple language and the familiar ideas chosen for the various examples and exercises render Grammar work easy, pleasant and fruitful. The pupils, freed from the task of understanding difficult language and unfamiliar ideas, find concentration on, and mastery of, grammatical principles possible at every step. The day-to-day progress of the pupils encourages the teacher to further efforts. A successful attempt has been made to keep the Grammar and Composition work interesting throughout. The various syllabus headings have been carefully dealt with.

Book I for Form I is illustrated at important points. The types and paper used are satisfactory. The books can be safely adopted as text-books on Grammar and Composition for Forms I to III. — D. I. A.

A MANUAL OF GEOMETRY by N. K. Narasimhamurty, M. Sc., Lecturer, Mysore University—Published by The Prabhakara Book Depot, College Book-Sellers, Fort, Bangalore City—Price Rs. 1-4-0.

This is one of the few good books on pure Geometry for the Intermediate classes of Indian Universities.

The author has taken great care to arrange the propositions in a suitable manner and to give trigonometrical proofs also wherever possible with neat diagrams. There are a good number of examples for practice. The book will be very useful to the Intermediate students of the Mysore University as the author has intended it to be.

But the author has omitted to give three important propositions viz., Ceva's, Menelaus' and a third proposition dealing with the three perpendiculars drawn from a point in the plane of a triangle to its sides. These three propositions on concurrency and collinearity lead to important results. The book is complete by itself, but for these three propositions. There are also some minor corrections and slight improvements to be made here and there. For instance, on page 34 in Theorem 15, in the sentence "It is required to show that $AX : NB = AY : AC$," it ought to be $AX : NB = AY : YC$. In Theorem 35, DE is not joined in the diagram, and on page 97, PC is not joined in the diagram though they are mentioned in the course of the proofs. On page 103 the statement "Join PA, PB, BC" should be "Join PA, PB, PC".

On the whole the book is very well written and will be highly useful for class work.

—K. M.

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—TEA NEWS AND VIEWS—No. 3.

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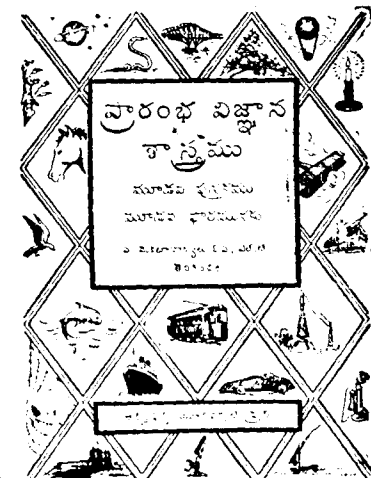
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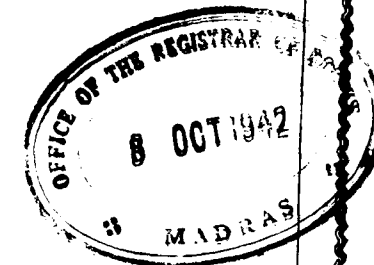
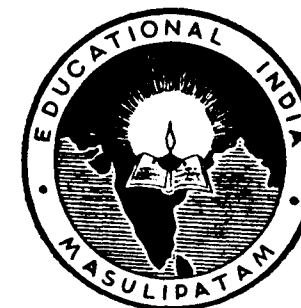
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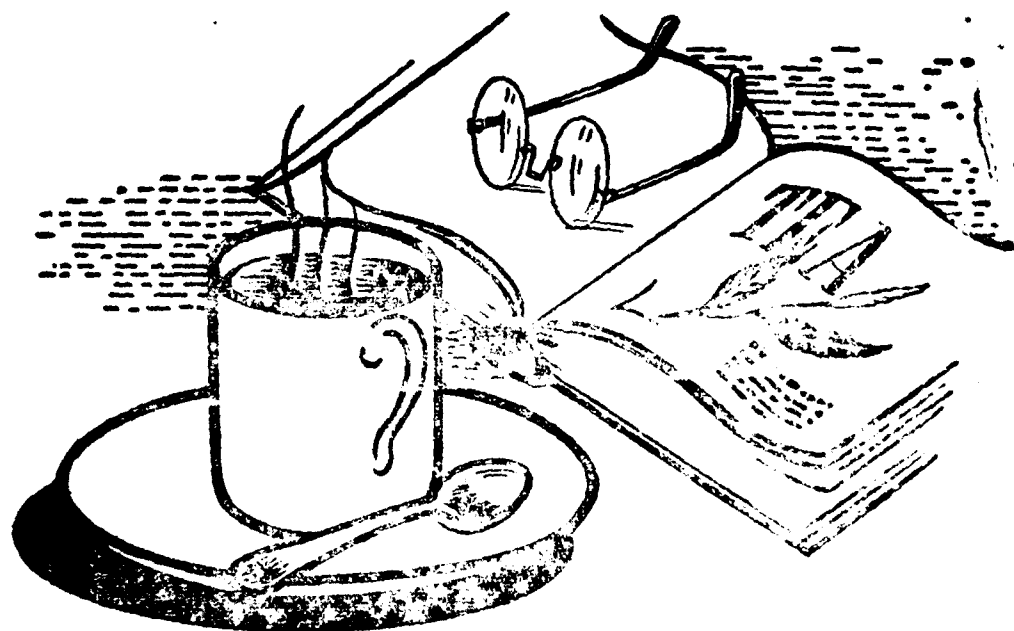
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CAN WE BUILD EDUCATION ON STUDENT NEEDS?

Dr. V. T. THAYER,

Chairman, Commission on Secondary School Curriculum of the Progressive Education Association, New York.

CAN we build education on student needs? From one point of view I take the affirmative: Must not education in a democracy refer to the needs of the student, originate there, and constantly refer back so as to expand and develop the life of the learner? But I do not take the position that from the mere conception of needs you thereby derive a self-evident program of education. The thinking process is required even after you start with student needs.

There have been prevalent for some time in the educational circles two concepts of learning:

The first emphasized the dignity of the individual, the integrity of his impulses. But it tended to adopt a sort of acorn concept of development, in which it was thought that the tree in its maturity evolved out of a tree in miniature, and it was thought that all education could do was enlarge what was already there.

Then there was the hard-boiled conception which conceived all learning to be a matter of habit training, and there resulted a job-analysis approach and a study of adult life and the organization of school experiences in such a way that traits of adult character were implanted in the individual.

The Commission on Secondary Education took the concept of "need" as an attempt to offset both these points of view and to take advantage of certain contributions in both. The term need, as we conceived it, has both an inner and an outer reference.

(1) In the first place, it seemed to us that it would protect education from the evil of a superficial employment of the

"interest" approach. We wished to use a word which would involve a social reference for the personal strivings and the personal urgings of the young people. Interplay between the individual and the social environment brings about the creative construction of experience. The individual and his world grow up together. Bode and Kilpatrick and Dewey have profoundly influenced education through that more functional conception of learning and of experience. But the applications have so far been restricted more than they should be to the intellectual and academic experience and we have felt that we should bring into that same stream the contributions of people who have been making a dynamic study of personality.

The psychologist and the psychoanalyst have made a tremendous contribution: the child guidance clinic has made contributions. They have been too long unknown by educators. In more recent years, there have been first-hand studies of adolescents. All these studies show that the concerns and problems of young people are social and personal in their constitution.

(2) In the same way we hoped that this term "need" would prevent the relating of the school to the community from becoming a scattered busy-work, that it would not be merely sending the school out into the community, but would be the transformation of life within the school in the light of factors that are operating in the life of the student outside the school.

When we make a sociological study of the family we find certain points of maladjustment which we feel the curriculum as well as the guidance work of the school should take account of.

Family relationships can be understood through literature, art, through social studies, science and the like. There is an area of economic relationships and a transformation that has taken place for youth. What do these economic changes mean to the inner life of the student? How can we organize the fields of knowledge so as to help the young person find himself? That is one of the purposes of working with this concept of "needs".

But in dealing with interests, with the studies of adolescents, or using the sociological analysis, do we not take these at their face value - we recognize that you must employ criteria in order to identify needs and you must employ standards in order to minister to these needs.

(3) The third aspect of the "needs approach" is the conscious use of philosophy and a point of view—a recognition that in American education the ideals of our culture should be utilized in a way that they have not been used heretofore. You employ a point of view when you say "this is a need", and when you attempt to work out relations between teacher and student, or student and student, in order to give direction to needs. We want American educators to be much more conscious of the fact that they are employing a philosophy when they are engaged in the matter of education. We feel that it is quite important also that at this particular time we have a philosophy of education which enables the young person to know where he stands with reference to rival philosophies of life. It is necessary for us to know what we mean by philosophy. It may only be a retreat from life. That philosophy of education justifies a good deal of American education. But a philosophy, it seems to me, should be some attempt to formulate ideals, to scrutinize them, to clarify, refine, reorganize them and change and transform the life that you are living.

So we have attempted in the various studies of our Commission to employ a

concept of American democracy, not as an ultimate or absolute truth, but as a point of view that has evolved, that can give character to our way of living, and serve as a formulation for meeting constantly changing conditions.

The point of view rests first upon this respect for personality which has come out of American life. We ask ourselves, in appreciating a student's needs, how are we applying respect for his personality in analyzing and in dealing with this person's needs? Are we respecting his personality? We feel that it is all-important that shared interests be shared in such a way as to enhance the personality of the person who is involved in the shared interests. So we conceive of a relationship between the individual and his group that is peculiarly American—a concept in which the distinct interest or the ability of the student may be fulfilled and given expression when its expression is one that contributes to the welfare of the group or enlarges the area of shared interest so that he makes thereby a contribution to his group. On the other hand, just as we have modified the school in terms of the types of people who have come to it, the concept of group relationship to the individual is one in which the group carries on its work to bring to flower the distinctness and the uniqueness within the personality of the individual. We have a democracy that provides for a constructive use of differences and the instrument that determines this is the use of intelligence.

A few years ago one stepped from childhood into the responsibility of adult life. There is a new situation now. But in developing possibilities with a young people and in using the growing pains of their development as starting points and reference points in educational programs, we employ consciously a philosophy of democracy which conceives a relationship between the individual and his group that contrasts with totalitarianism. American

HOUSE SYSTEM IN DAY SCHOOLS

By Mr. TAMASHRANJAN ROY,

Headmaster, Jalpaiguri Zilla School, Jalpaiguri (Bengal).

DURING recent years there has been considerable agitation in the Secondary Schools of this country, especially of Bengal, regarding the introduction of House-system.

Even in small towns where not more than two or three high schools exist — perhaps majority of them, if not all, have introduced the system for one or other of their extra-academic activities. It may not, therefore, appear very expedient to dilate on this system to a considerable length and to many, who have been working under it for a fairly long time, this discussion may seem like a 'tale many times told'. But its utility still remains. In fact, it has often been noticed that the true significance of House-system is not very clear even to some House-Masters and House-Prefects—not to speak of ordinary members thereof.

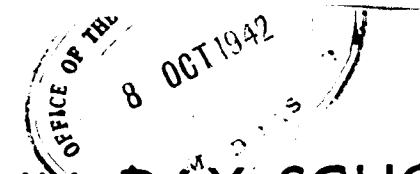
And the matter has all the more been confused by conflicting opinions coming out of various quarters. A large number of political and non-political leaders have spoken or written either in favour of the system or against it. It has, therefore, been considered worthwhile to make—in

Continued from preceding page
group life is used for the purpose of bringing to expression the possibilities within people, but these individual expressions are validated by the contribution they make to others.

the following few lines—a brief study of what House-system is and what it actually stands for.

House-system, as it is well-known, originated with the residential Public Schools of England and the recent attempts to introduce it into Day Schools are obviously to inculcate as much of its good effects as possible. The system, as its very name implies, has some close affinity with what we call our private houses and families. All of us belong to one or other family which is a natural group. Here the different units—different mental make-up and different out-look of life notwithstanding—live together, eat the same meal and work for a common end. Each member of such a family knows the other well, tries to understand other's view point and above all, endeavours to keep up the noble tradition of it. The elders naturally help the younger, the strongers assist the weaker and the tie of love and affection holds them all together.

Much in the same way and much according to the same principle are the boarding houses of Day Schools organised. Boys of different families, differing in age and even betimes in social status, come to live together in the same boarding house. They sleep in the same dormitory, take the same meal in the same dining hall and in many cases, use the same study room. Persons in charge of the boarding, by whatever name may we call them, are like parents to the boarders. They look, at least are supposed to look, to the well-being, progress and development of the boarders. The senior boys also take care of the juniors and influence them, very often unknowingly, to rise up to the tradition of the boarding. Necessarily, a



boarding house is rather a supplement to a school and helps its residents to imbibe *esprit de corps*. Every teacher knows that in very big schools—like those in Calcutta—boys can seldom know each other well but in boarding houses they can do so thoroughly.

It is, therefore, only natural that educationists should gradually feel the need of applying the principles underlying the organisation of boarding houses to Day-Schools and divide them into units of 'Houses'—so that the activities, which are not connected with the ordinary routine work of the school, may be better organised. And indeed, hence has come into vogue what is called the 'House-System' in Day-Schools.

It is well-known, however, that the classes are formed, almost exclusively, for the normal routine work of a school. Boys of the same class are supposed to be of equal academic progress and of similar intellectual capability. The groupings are horizontal and are convenient not merely to the teachers but to the students also. But the class-groupings are evidently unstable, changing in personnel from year to year. At the end of one year the majority of the boys are promoted and they go to the next higher classes—and in a big school to the different sections thereof—and a small number of them are detained and they fall back. Thus, the grouping of one year is changed in the next and the process is continuous. Teachers are placed in charge of different sets of boys in different years and in a big school they find it hardly possible to come into intimate contact with the boys.

There is practical difficulty besides, in organising important inter-school competitions with ordinary class-groupings. Let us consider, for instance, the case of inter-school matches. Is it not unfair to ask the boys of Class VII to compete with the boys of Class X in a major game like foot-ball or hockey? It is so obviously. The following words of the Director of

Physical Education, Bengal, are well-worth quoting in this connection. "The drawback of a class competition," says he, "is that classes X and IX are usually superior to others—who therefore feel less interested than they would be in more equal contests. The House-system provides a means for improvement because boys take part in Inter-House competitions against their equals." Exactly alike is the case with inter-school debates, speech competitions, essay competitions, etc. In fact, class-grouping is useless for all inter-school contests. But by introducing House-system and by dividing each house into senior and junior groups the afore-said difficulties can be reduced to a minimum.

Then again, a class cannot have a tradition to pass down to posterity, but a 'House' may have one. A new boy on his admission to a particular class does not obviously enter into more-than-one-year-old tradition but on entering a 'House' he does inherit a long-standing tradition automatically. Since 'Houses' are stable groups, a nucleus is always maintained, in spite of the older boys going out and the new ones coming in. A new boy enters a House usually on the very day of his admission, approximately at ten or eleven and retains its membership till the last day of his school life. The same House-master will be in charge of the House throughout the period, unless removed by transfer. There will be no change in any other respect except in so far as would be inevitable due to admission and transfers. A change of House by any boy is therefore, it should be remembered, against the very principle of House-system. Once a school is divided into several Houses the division should scrupulously be maintained and the boys must stick to their own Houses loyally and faithfully. The reason is that the tradition of a House cannot be built up in a day. The most sincere, assiduous and persistent effort of all the members, individual and collective, for long days together are necessary to

build up a high tradition of the House. Changes are detrimental to this process of building up and should necessarily be discouraged. Houses indeed are like small schools within a school and the integrity of them should be kept up.

Thus, while classes are the horizontal divisions of a school the Houses are vertical. Classes are groups, formed by tests and examinations and are needed for the academic training of schools. Houses, on the other hand, are groups formed with boys of diverse capabilities, different ages and attainments and are needed to organise useful extra-curricular activities. One is not to interfere with but to supplement the other.

Healthy rivalry must be encouraged between the different Houses not merely in games, debates and the like but also in such academic items as regular attendance, good conduct, examination results and so on. Each member of a House must be made to feel that it is up to him to set up a high tradition for his House and to that end it should be his sincere concern not only to do his own part well but to see also that others of his House do like-wise.

Points should be awarded for achievements in different competitions and the items for which points would be awarded must be definitely announced at the very beginning of the year. A few sample items are, however, noted below:

- | | |
|---|---------|
| 1. (a) For perfect attendance | 10 Pts. |
| (b) Late by one day only | 5 " |
| 2. (a) One who stands first in the examination | 15 " |
| (b) Who stands second | 10 " |
| (c) Who stands third | 5 " |
| 3. The school (sports) championship | 15 " |
| 4. (a) Winner of the first prize in sport event | 10 " |
| (b) do second prize | 5 " |
| 5. (a) Winning team of a House-match | 10 " |
| (b) In a drawn game—each House earns | 5 " |

- | | |
|-----------------------------|---------|
| 6. Best scout of the school | 10 Pts. |
| 7. Best debater | 10 " |

and so on. Points earned by a boy are always to be credited to the House to which he belongs.

Similarly, there should be deduction of points as well—both for major and minor offences.

House-masters should have properly bound House-Registers. Names of the members, class by class, should be entered in those registers and there should be as many vertical columns in them as the number of items that a school adopts for award and deduction of points. The names of the class captains may be placed at the top of the class lists. The House-Prefect should have an asterisk mark at the left of his name and the letters 'J' and 'S' should be written against each name to indicate the group to which a boy belongs.

Each school should also have a House-board which should be utilised for the announcement of match results, examination results and all other things concerning the Houses. At the end of a session the House that secures the largest number of points should be declared the 'Best House' and the House-Trophy should be given to it on the day of the Prize-giving.

Thus the much-maligned and much-talked of House-System can be utilised for the real benefit and progress of an institution, if only there is an ardent desire to do so. It should be remembered that this system—or any other system for the matter of that—can neither be wholly good nor bad in itself. Much depends upon the motive with which it is adopted as also the hands that work with it. It is therefore advisable that the House-System should be given a fair trial for all that it is worth and the school authorities should honestly see if it can be utilised for the very good purpose of a school and its alumni.

Five Formal Steps of Method in Teaching

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

WHAT are known to teachers as "Five formal Steps of Method" in teaching were devised by Johann Friedrich Herbart (1776-1841), a great German educator. He held that education was possible only through instruction. "Instruction," he explained, "will form the circle of thought and education character. The last is nothing without the first. Herein is contained the sum of my pedagogy." He held that the mind, in its original state, was a *tabula rasa*, a clean table. It had no content—neither innate ideas nor innate faculties. It was an empty place which was to be filled in, bit by bit, with 'presentations' of the senses, with the representations or ideas of the external world brought to it by sense-perception. According to him, to *instruct* the mind was to *construct* it. He further held that all new ideas were explicable only through their connections with the old with those already in the mind. The process by which this interpretation or assimilation of new ideas by means of those already acquired took place, he called "apperception." Presentation and apperception or, to use Herbart's words, 'absorption' and 'reflection' were necessary for the attainment of knowledge. He explained: "Absorption and reflection like a mental breathing, should continually alternate with each other. Absorption takes place when ideas are brought to consciousness one after another with proper clearness and accuracy; reflection takes place when they are collected and combined. The more fully and carefully these operations are provided for, the more effective proves the instruction." The necessary steps in this two-fold process were, according to Herbart, four: clearness, association, system, and method. By clearness was meant clear apprehension. Ziller, Herbart's follower, who elaborated Herbart's plan

divided this first step into two: *preparation* or calling to mind such older ideas as have intimate connection with the new to be imparted and arranging them in such an order as will explain the meaning of the new and tend to make lasting the impression which it makes, and *presentation* or placing before the pupils the new matter of instruction. By *association* was meant combination of the new with the old-fitting or dovetailing of new ideas with those already in the pupil's possession—adjustment of the new to the old; by *system*, complete separation of the general idea underlying the instruction imparted and its definite expression in language, i.e., generalisation; and by *method application* or actual use of the idea gained. Thus, Herbart's four steps became five—Preparation, Association, Generalisation, and Application.

These steps represent the order that the mind follows in acquiring knowledge, no matter what the subject of study may be. "Through the old related experiences (first step, preparation) new individual notions are reached (second step, presentation); these are associated and compared with others and their essential characteristics abstracted (third step, association), and the resulting general truth is worded (fourth step, generalisation); this generalisation finally receives application (fifth step, application). Herbart explains, however, that mere formal instruction in the sense of mere information is not sufficient. "The ultimate purpose of instruction is contained in the notion, virtue. But in order to realise the final aim another and nearer one must be set up. We may term it *many-sidedness of interest*. The word *interest* stands in general for that kind of mental activity which it is the business of instruction to incite. Mere information does not suffice; for this we

think of as supply or store of facts, which a person might possess or lack and still remain the same being. But he who lays hold of this information and reaches out for more takes interest in it. Since, however, this mental activity is varied, we need to add the further determination supplied by the term *many-sided*."

Lessons in all subjects, however, cannot be divided into the five formal

steps of the Herbartians. Lessons in Nature Study, Drawing, Handwork, and such other practical subjects, for instance, cannot be made to conform to them. The formal steps are best adapted to oral lessons on the inductive plan. Even in most of these lessons, three steps, viz., (1) Preparation or Introduction, (2) Presentation, and (3) Recapitulation and conclusion are sufficient.

How Can a Village School be Transformed into a Community-Centre?

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

AT present a wide gap exists between the school and the society. This is so because the society has not realised the real worth of education and its consequent benefit to the members of the community. The community is not sure as to what it can expect from the school, and towards what social end the instruction imparted in the school should be directed. Nor is the school fully alive to its responsibilities towards the community. The result is that the instruction given in the four walls of the class-room bears no direct relation to the realities of life. While the community has failed to reap as much benefit from the school as possible, the school has not striven for the full exploitation of the social and economic factors in the village. Sympathy, co-operation and support of the members of the community have not been enlisted by the school authorities towards the advancement of the school. In the following paragraphs an attempt has been made to suggest a few ways and means through which the attention, good-will and co-operation of the community members in a village can be enlisted.

In this great and important task, the teacher has to take the initiative and play

an active role. The traditional teacher, with his traditional outlook on life, and with his traditional conception of education, cannot hope to transform the village school into a community centre, bristling with life and activity. His views on education must of necessity undergo revision and reorientation. He must awaken himself to the great educational possibilities that obtain in the village life, village resources, and the village activities. In the words of John Dewey:

"The school itself shall be made a genuine form of active community life, instead of a place set apart in which to learn lessons... To do this means to make each one of our schools an embryonic community life, active with types of occupations that reflect the life of the larger society, and permeated throughout with the spirit of art, history and science. When the school introduces and trains each child of society into membership within such a little community, saturating him with the spirit of service and providing him with instrument of effective self-direction, we shall have the deepest and best guarantee of a larger society which is worthy, lovely and harmonious."

In other words, the village school must not only be a centre of intellectual life, but also the centre of economic life. It must co-operate with village around it, cultivate land, breed cattle, spin and weave cloth, press oil from oil-seeds. It must produce all the necessities, devising the best means, using the best materials and calling science to its aid. Its very existence should depend upon the success of its industrial activities carried out on the co-operative principle which will unite the teachers and students and villagers of the neighbourhood in a living and active bond of necessity.

If this close relation between the home and the school is to exist, the hours of the school session should be fixed in consultation with the parents in the village. Pupils should be released from school in seasons when their services are greatly needed. Exhibitions and entertainments should be arranged, so that the parents may see what their children are accomplishing.

It would thus appear that the best way to relate school to the community is to render the school premises a centre of community-building activities. First in importance comes the task of teaching the 3 R's. to the adults in the village. For this purpose evening or night schools must be held in the village school. This adult education must include the discussion of the social and economic problems touching village life.

Secondly, all social and religious functions must be celebrated in the school premises. Festivals such as the *Dusserah*, the *Divali*, the *Sankranti* and the *Holi* may be conveniently celebrated. The school premises must be rendered a common place of resort during national holidays. In fine, the school must try to arrest incessantly the attention and thought of the village folk. The school building must be put to maximum use if only in the service of the community.

At Gary, a suburban town in the U. S. A., Mr. Wirt, who saw great educational possibilities in the full utilisation of the school building, declared the school premises open to the community after school hours. Mr. Wirt seemed to abhor vacuum, and tried forthwith to fill it in the moment he discovered one. He saw no objection to people's having their refreshment and recreation at the school premises. Through the day, the parents freely mingled with the children, mothers came in to use the sewing machine, which was usually in the classroom, and fathers came to work in the school garden, played in the orchestra or helped about the school. Arrangements in connection with the community barber shop and community bath and shower were made within the school compound. In fine, Mr. Wirt converted the school into "The House of the People." To the educational world this system has been introduced as 'The Gary System'.

Then again, the village library and the reading room may be housed to advantage in the school building. All public meetings may be held there. Thus the school should serve not only as the radiating centre of light and activity, but also as a centre for all public announcements and broadcast.

Lastly, the village doctor may be requested to lend his services towards the upkeep of the health of the children. Likewise the village Postmaster may be requested to enlighten the children on the Postal System, and so on.

It may be that all this enlistment of attention and services of the community members entails no little effort, and calls for much propaganda, on the part of the village school master. But he has to do it, if only the cause of the village education is to be served. He must understand that he is not merely a teacher, but a village reformer as well. He is the village 'doctor' to whom men and women turn in times of social diseases or ills. He is the

CAUSES OF DISCREPANCIES IN MARKING

village arbitrator and decides all disputes between men, and squabbles among women. He is the village lawyer, and in that capacity advises the villages on all matters that make them seek the aid of the Government. He is to act as the community leader and check party feelings. In short, he is the torch-bearer of truth, justice and love.

It is just this type of teacher that one comes across in the 'Vidya Mandira' and in the schools following the Wardha Scheme of education. Under this scheme, the teacher has to work with missionary spirit, and is expected to throw in his lot with that of the villagers. He is not a bird of passage. He has a sensitive social conscience. He is prepared to renounce

his privileges of leisure, of secluded intellectual enjoyment, and identify himself with the cause of the mass around him. He concerns himself with their miseries, with their protests against tyranny and with their dimly lighted struggle towards better things. He is thus their guide, philosopher and friend.

In these hard and war-weary days, the forlorn villages of India urgently need teachers of the above stamp and calibre. Their part in securing peace and prosperity for the community and for humanity at large is no less important. Will the teachers rise to the occasion and contribute their quota towards the "Big-community's" welfare?

Causes of Discrepancies in Marking

By Mr. F. M. KHAN

DISCREPANCIES are due to, in the first place, different standards of marking. This difference leads one examiner to award higher marks to all the candidates than another examiner and consequently it tends to change the number of failure and successful candidates and also the divisions of the candidates.

In our investigations we can compare the marks of examiners I and III; III and IV; III and V; III and IX etc., with the object of showing difference due to different standards of marking.

Let us analyse the marks of Ex. III and IV for comparison.

In our investigation the average marks awarded by examiner III are 58.6 and that awarded by examiner IV are 37.8 (out of 100). It is clear that examiner III marked on the whole much more leniently than examiner IV. The marks of each candidate are given below :—

Candidates	A.	B.	C.	D.	E.
Ex. III	43	64	82	39	65
Ex. IV	25	33	64	23	44
Differences	18	31	18	16	21

Examiner III has awarded III class marks to two candidates and I class marks to three candidates and has not ploughed down any candidate. Examiner IV has awarded I class marks to only one candidate, III class marks to two candidates and has ploughed the remaining two. Candidate C who secured 82 marks (Distinction marks) from examiner III has secured ordinary I class marks from Examiner IV. B & E who secured I class marks from examiner III have been awarded III class marks by examiner IV; and A & D who have been placed in the category of III class candidates by examiner III have been ploughed down by examiner IV.

Inadvertence.

I always doubted the possibility of errors by inadvertence. An examiner must have written 3 thinking of 5 marks and 7 thinking for 1, etc.

Errors in Judgment.

Discrepancies arise due to errors in judgment of two examiners. An examiner may be more generous in respect of one unit and more severe in respect of another. A severe examiner may under-mark one piece of a candidate's work or a generous examiner may over-mark another. Let us illustrate it by taking concrete cases.

Case No. 1.

CANDIDATE C

	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
Ex.	8	8	8	7	9	9	8	8	0	4	69
I											
Ex.	7	9½	9	8	3	8½	5	8½	0	6	69
V											

Case No. 2.

CANDIDATE B

	I	II	III	IV	V	VI	VII	VIII	IX	X	Total
Ex.	6	8	8	8	2	0	9	8	0	2	51
VI											
Ex.	8	6	3	7	8	0	8	5	0	5	51
VII											

The candidates have been awarded the same aggregate of marks. There is a difference of six marks in question V case 1 and case 2. Hence we conclude that examiners differ in evaluating scripts due to errors of judgment of a random character.

Causes of Variation in Experiment 2.

A careful analysis of the award of marks for different examiners and the remarks put down by them to prove their justification in the award of marks clearly shows that variation in marking is due to a number of causes as follows:—

1. Different teachers allotted different marks to different questions. One of the

teachers allotted as many as 30 marks to a particular question while the other allotted only 15 marks to it. The question had three parts and the candidate under investigation had attempted all of them incorrectly. Hence according to one of the examiners he lost 30 marks and according to the other he lost only 15.

2. Different examiners have given different importance to special items in the answer. This is glaringly evident in at least two different questions. The boy has got a perfectly correct answer to question No. 4 but his method of attacking the problem is somewhat vague. Some of the examiners have thought that the result had been arrived at by a mere guess work or a glance at a neighbour's note book. The evidence of a logical process being absent, they rated the answer as very low. Some of them awarded zero for it, while others gave only 2 or 3 out of a maximum total of 12 to 15 prescribed by them for this question. Others urged that the boy was able to get the correct solution although some of the steps were not clear and gave him 6 to 8 marks. There was also a third group of examiners who gave him full marks.

Let us turn to the solution of question No. 3. The candidate was asked to calculate sum and rate per cent in an exercise on discount and present worth. The boy calculated the rate per cent correctly, but a step in calculation near the end of the solution misled him to an incorrect result. The slip invalidated the result and consequently this portion of the question was scored as 0 by many examiners. The solution showed a perfect piece of arithmetical reasoning and yet it enabled him to secure no marks at all and cancelled the credit which ought to have been given for a large number of correct computation.

3. Nearly all the questions required a long form of answer. These answers contained many factors such as neatness of the paper, bad hand-writing, spelling

mistakes, bad language, arrangement and organization of the answer which militated an objective marking of the paper. One examiner actually complained that the boy did not write the figures and letters neatly and his X had got a very ugly appearance.

Another would deduct a few marks because the boy writes the sign of equality in the beginning of every step of the solution of an equation; the examiner thinks that this is a blunder and consequently the boy must be penalised.

Another deducted as many as 5 marks because the organization and arrangement of the answer was not properly done.

As a matter of fact we do not proceed along the rigid right-wrong system of marking. We give credit for work correctly done. While mistakes are penalised, credit is given for facts. Hence there is a chance of allowing idiosyncracies to enter in our marking. Thus we lose the benefit of an objective scale which results in variation in marking.

Professor Edgeworth on Discrepancies.

Professor Edgeworth investigated causes of errors in marking as follows:—

Errors due to Minimum Sensible.

Professor Edgeworth is of opinion that there is a minimum sensible in our perception of excellence of which the magnitude varies with the subject being least in Mathematics and most in subjects where marking depends on taste. In two papers the error calculated by him was $\frac{5}{\sqrt{20}}$ or $\frac{1}{2}$ p. c.

Personal Equation of the Examiner

This is a much more serious cause. Two species of variation are to be distinguished under this head (i) variation relating to personal answers (ii) variations relating to the whole scale of marking. The error in (i) is 1.5 p.c. and in (ii) 1.5 p.c.

(iii) Errors due to the negligence of haste

2.8 p. c. However he neglects this in a typical examination.

(iv) Errors due to fatigue. $\frac{1}{2}$ p. c.

Professor Edgeworth is of opinion that there is a mutual compensation of errors and the total probable error expressed as percentage of the aggregate of marks is the square root of the sum of squares of the separate items.

$$\begin{aligned} \text{i.e. } & \sqrt{(.5)^2 + (1.5)^2 + (1.5)^2 + (.5)^2 + (.5)^2} \\ & = \sqrt{.25 + 2.25 + 2.25 + .25 + .25} \\ & = \sqrt{5.25} \\ & = 2.29 \end{aligned}$$

or more than 2 per cent.

Educational bearing.

This has resulted in giving grace marks to a student who fails to get pass marks in a subject by a few per cent.

How to Minimise Variation in Marking

A device to narrow down the range of variability in marking is to split the answer of a mathematical problem into reasonable parts and assigning separate marks to each part. An examiner, when evaluating a script has a "model" answer in his mind, to which he refers. If the marking is spread over weeks, the possibility of fatigue and boredom affect the marking in as much as the "model or ideal" is sure to wobble. According to this plan there is not much possibility of departure from the scale of marks even with a tired examiner. In this scheme each question is divided into several sub-questions which can be marked without prejudice or bias and hence the subjectivity of the examiner does not play any predominant part in marking. The Head Examiner may issue suggestions to be followed by his Assistants.

Below I give instances showing how answers to a mathematical question can be split up into reasonable units.

Example 1. Suppose the boys are required to construct direct common tangents and are further required to measure and calculate the length of these

tangents. The question carries 5 marks. The answer can be split up into several units as follows :—

1. Construction of circles $\frac{1}{2}$ mark
2. Construction of 1st tangent 1 mark
3. Construction of second tangent 1 mark
4. Correct measurement $\frac{1}{2}$ mark
5. Steps of construction 1 mark
6. Calculation 1 mark

Example 2. Suppose the boys are given the following problem to solve. "The difference between the simple and the compound interest on a certain sum for 3 years at 5 per cent is Rs. 61. Find the sum." The question carries 5 marks. Its answer can be divided into various units as follows :—

- Calculation of simple interest 1 mark
 Calculation of compound interest 2 marks
 Calculation of difference $\frac{1}{2}$ mark
 Remaining calculations $1\frac{1}{2}$ marks

Besides minimising variation in marking this system has another advantage. It enables an examiner to give a certain number of marks to a boy who has correctly finished certain steps in the answer, although he may not have solved the whole question correctly. Thus a boy who has calculated the differences between the two interests correctly has a right to secure $3\frac{1}{2}$ marks, even if he has got an incorrect answer to the question.

There is a group of educationists who are staunch supporters of the "New Examiner" and consequently who do not strongly favour this scheme. The first argument advanced by them is that "However detailed and comprehensive the instructions, they can never meet the innumerable possibilities of error in a complex mathematical problem. The examiner has at many points ultimately to rely on his own private judgment." We see it so often in actual experience that the Head Examiner and Assistant Examiners differ in marking a particular script.

Secondly, "it is beneficial, then, under these conditions to set a large number of small sums which can be rigidly marked right or wrong than a small number of large sums which are complex and which we have to evaluate by partial results."

Of late, there have been invented the Fool-proof methods of eliminating the judgment of the examiner. This has been done by the invention of new type tests. These tests have been much more used in America than in any other country. Describing their advantages over the essay type Dr. Kandel says "These tests are valid, reliable, accurate, comprehensive, objective, and easily administered."

Let us discuss in a detailed form the merits of these tests over the (Essay type) traditional examination.

No.	Quality	New Type Tests	(Essay-Type) Traditional Exam.
1	Unreliability in scoring	The answers to the new type tests are atomic rather than molecular, simple rather than complex and unitary rather than multiple. They are thus a unit in themselves and can be scored right or wrong. Thus the subjectivity of the examiner is absolutely eliminated in marking.	The subjectivity of the examiner plays a very prominent part in marking. In our experiments we see that B has got 64 marks from one examiner and 33 from another; E, 65 from one and 34 from another; D, 46 from one and 19 from another; A, 43 from one and 22 from another. We have seen several cases where the student's answer has been regarded as of high quality as well

No.	Quality	New Type Tests	(Essay-Type) Traditional Exam.
2	Scientific preparation and its effect upon teachers and pupils.	The same response is scored in the same way no matter on whose script it occurs. The mood of the examiner does not affect marking.	as worst. Examiners have moved students two classes up to the second occasion of marking the same script. The story of Smith and Jones given by Ballard in his new examiner clearly shows how teachers are influenced not by actual merit but by names only. Examiners mark leniently in a happy mood and mark strictly when angry.
		Much time is spent on the preparation of tests and less time on the drudgery of marking. Pupils are asked to solve a great many sums. Hence they have every chance of giving out whatever they know. The examiner sets questions from all the portions of the book and hence the test constitutes a better sampling of the subject matter. The boys have to master all the parts of the book.	Much time is not spent in the preparation of traditional type papers. Hastily made questions are often obscure and poorly worded. The paper contains only a few questions and the boys have no chance of giving out what they know. Some good boys may not know particular questions set in the examination and lose marks and placed in a position which is not a correct recording of their progress. The examiner has to neglect certain important portion or omit it altogether and the paper shows a poorer sampling of the subject matter. These examinations do not encourage systematic revision. The teacher picks up patent types and compels the boys to master them thoroughly.
	Bluffing	The pupils cannot deceive the examiner. There is no room for pretence or obscurity. A pupil who does not know a particular answer must accept his ignorance. He cannot cloud it in a mass of words.	Boys often bluff the examiner. They may have only a very hazy knowledge of facts but they get more marks simply due to their nice wording and sweet and elegant expressions. In History etc., they bluff the examiner by writing long answers, especially when he is marking the paper carelessly or hurriedly.
	Speed etc.	They do not test the speed of writing or mere mechanics of answering.	The speed of writing and mechanics of answering play a predominant part.

Now the question arises whether the traditional examinations should altogether be replaced by the new type tests or is there anything valuable in the traditional examination to justify its use in future. Let us search out the merits of the essay-type examination over the new type tests :—

No.	New type tests.	(Essay-type) Traditional examinations.
1	The new type tests are a test of knowledge only and that, too, in a disjointed fashion. They are thus a test of memory and no other thought process.	They are a test of reasoning and such other thought processes as originality, organization and analysis etc.
2	They encourage guessing. In certain tests there are only two answers and one of them is correct. Suppose a boy knows none of these tests. He may pick up some correct solutions by mere guessing.	If a boy does not know a certain thing, a geometrical proposition, he will have to leave the paper blank. Guess works would not help him a lot.
3	The tests encourage dishonesty to a very great extent. A boy may copy the answer from a neighbour's answer-book and gain credit for it.	The examiner can easily check a case where a certain candidate has copied from a neighbour's answer-book.
4	In order to be effective a copy of the tests must be placed in the hand of each and every candidate. It is really very expensive; the teacher in most cases cannot mete out the cost.	The paper consists of a few questions only and the teacher can put them on black-board.

The Use of Tests.

Lastly I wish to give you my views regarding the use of the New Type Tests. Having carefully noted the merits of the new type tests over the traditional examination and of the traditional examinations over the New type Tests, I was led to the conclusion that a complete testing programme should include some use of both kinds and that attempts must be made to get the best out of the two methods.

In the annual examination of two classes, I divided the Geometry paper into two sections. Section A consisted of a

considerable number of tests, where answers could be marked right or wrong and section B consisted of three to four questions of the traditional type requiring some amount of thought and some arrangement and organization of the subject matter. I made special care to test knowledge of facts only in section first and repetitive, reproductory questions, and riders in Section II.

This had a great effect on the general result in that paper. In 1936 the result was 85%, in 1937 it was 81%, in 1938, 89% and in 1939 it was 82%. The result lies between 81 and 89 for the whole period, whereas

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EDUCATIONAL INDIA

Masulipatam, August, '42

Women's Education

THE education of women who constitute about fifty per cent of the population is a problem that has to be solved satisfactorily in any civilised country and more so in the case of India. In India people in charge of education have not bestowed any serious thought on this knotty question which bristles with difficulties at every step. Should the home be given a secondary place as is now being done in the lands of the West? Should the educated women be given equal opportunities along with men in regard to official preferment, legal inheritance and social matters? Should they be coached up along with men in similar courses of study? These considerations present insurmountable difficulties in the settlement of the problem.

HOW long are we privileged to pay a deaf ear to the repeated representations of womankind that the benefits of cultural studies should be enjoyed

and appreciated by them? It is to be regretted that in spite of the tall talk which is indulged in by public workers and educationists that the right kind of education in Domestic Sciences be imparted to women, they are not prepared to move their least finger in that direction. At a time when womankind in general is being moved with an urge from within that they should share along with men all the powers and privileges, duties and responsibilities, for the progressive evolution of their country, the women in India alone cannot be expected to swim against the current. Is it not a sorry spectacle to find that the aid given to female education is one-sixth of what is given generally to that of males and the percentage of literates among women is infinitesimally smaller than that of men and that women have sometimes to undergo secondary, collegiate, and technical courses of study in men's colleges, exposing themselves to much embarrassment?

THE hon. Mr. N. R. Sarker in his Convocation Address to the Indian

Continued from preceding page

the results for the successive years when this scheme was not followed were 69%, 68%, 72%, 69%, 94%.

In the second class the results were 92%, 97%, 88% and 96% when this scheme of setting the papers was in practice; and when this scheme was not in practice the results were 62%, 43%, 69%, 83%, 70%, 68%.

I, myself, could not analyse the full advantages of this scheme. However I could trace out one clear advantage out of it—that unreliability in the general standard of results practically vanished and there was uniformity in results.

women at Bombay has urged with all the emphasis at his command that a reorientation of the whole system should be brought about for their elevation and uplift and that it should be brought into a line with the economic and social realities of national life. It should never be the object of women's system of education to be a slavish imitation of that designed for men with a policy of aimless drift. Everything considered best in Indian heritage should be preserved and harmoniously blended with the existing systems now in vogue in Western lands where women have won a name and fame for themselves in several walks of life as essential instruments in the building up of a happy, contented and prosperous homeland. Separate schools and colleges, with distinct courses of study eminently fitted for giving them the necessary training and discipline for sweet home-making, should be established by the State in different parts of the country with adequate provision for hostel facilities and supervision of elderly ladies known for their culture and character and they should be financed by the Government in a liberal manner.

AS Mr. Sarkar has aptly remarked, the home is bound to remain their main sphere of work in the later stages of life in spite of agricultural progress, scientific development and rapid industrialisation of the country. With the exception of a few young aspirants for legal, medical, engineering and teaching proficiency and skill, a majority of women would naturally prefer courses in Domestic Sciences peculiarly fitted for their genius, temperament and duties in life. It

is but just that Mr. Sarker should have laid much stress on a fine synthesis of liberal and cultural education with a training in practical subjects to fit women for their primal vocation of home-making. Care should be taken to see that their centres of training are located amidst picturesque natural scenery with ample provision for ventilation and hygienic precautions. Parents of girls may also be induced to send their wards to such institutions where ideals of motherly affection and sisterly guidance can be assured as a matter of duty.

THE hon. Mr. Sarker is of opinion that education up to the university standard would do in a large number of cases. He shares in common along with the rest that a large increase in the percentage of literate women with degrees to their credit may lead to unhealthy competition with men for job-hunting, unemployment among the educated and a rift in the lute of domestic felicity. Most of these fears may be of a groundless nature as an Indian woman in general does not like to lead an independent life without submitting herself to the yoke of marriage, howsoever fond she may be of acquiring culture and earning money. On the other hand instances are not lacking of Indian women who have been of substantial help to their partners in life in bearing the family and financial burden never severing either in thought, word or deed from the path of Indian Dharma. The assertive feminism of the West and its attendant evils of divorce, remarriage and disruption of family life will never find a resting place in a land of the East, where spiritual bent

of mind is still a priceless possession of its men and women. If only we assure them of more or less equal opportunities for sharing along with men learned professions, seats in local boards, municipalities and legislatures and family properties, they will be more than satisfied and will never think of creating a state within a state and presenting a stumbling block in the path of progress and prosperity. Mr. Sarker's words of advice that women should promote a spirit of tolerance, root out communalism and develop the aesthetic and spiritual values of society are highly to be commended as they would retain and magnify the purity and solidarity of ancient Indian womanhood.

Basic Training Schools

EDUCATION through handicrafts has been the cherished ideal of the Indian educationist. Even the advice of the foreign experts runs in that direction. Mr. John Sargent, Educational Commissioner with the Government of India, and the members of the Central Advisory Board of Education have all endorsed the Scheme in its essentials and given their support, though doubts were expressed by some with regard to its self-supporting aspect. When the Congress Ministries were in power the time was propitious for the introduction of the Scheme and several provinces like Bombay, C. P., U. P. and Bihar took to the Scheme in right earnest as an experimental measure in the first instance, in certain selected areas under their jurisdiction. But subsequently resignation of the Congress Ministries and the assumption of power by the

Governor's Advisers has turned the scales. Some have dropped the experiment altogether, while others have become most unconcerned over the matter—all probably due to the changing conditions but not to the intrinsic value of the scheme.

BUT it is to be noted that in the province of Madras alone the authorities have not found it possible to support the Scheme in its entirety but have taken care to incorporate some of its features in the reformed Elementary Education Scheme introduced in 1939, the labours of which are in so small measure due to the untiring efforts of Sir R. M. Statham, the Director of Public Instruction. At the same time they started as an experimental measure two Basic Training Schools,—one at Coimbatore, run at Government's cost till two years back and then abolished, and the other at Masulipatam attached to the Andhra Jatheeya Kalasala. The Kalasala has been conducting the Training Section for the last four years at great expense as a patriotic duty. But now the Government have strangely announced that the Wardha Scheme of Education has not been introduced in the Presidency and there is, therefore, no need to train teachers in that Scheme. Consequently they withdrew the permission hitherto granted to the local bodies to depute teachers for such training and to grant stipends. Further the stipends hitherto paid to the teachers of aided schools undergoing training in the Kalasala are also discontinued. This acts as a deterrent in dissuading teachers from receiving the benefits of the Wardha Scheme. At least in principle, the Madras Government should

have thought it its duty to subsidise the Wardha Section attached to the Kalasala, the only one of its kind in the Presidency, following the example of Bihar Government, which has nobly responded to the call of the country and produced splendid results. We wish that every Provincial Government should run at least one or two such institutions as a matter of educational experiment in order to assess the values.

Education Ordinance in Natal

THAT the Provincial Government of Natal has chosen to pursue a policy of discrimination in promoting a new Educational Ordinance, which effects the Indians as a class, is a matter for sad comment. It is said that the Ordinance, though based on the Report of a Committee which aimed at compulsory education for all classes up to the age of 15, has differed from the Report in as much as it contemplates free education by a system of grants.

BUT the change effected in the system of grants goes against the true interests of the Indian community. Col. Blew, the sponsor of the Ordinance in the Natal Provincial Council, has made this point clear. On the section governing Indian schools, he observed, "We have in the past aided Indian schools, by a grant towards the building and in latter years by grants towards the salaries of teachers, but under this section we propose to receive Indian teachers into our administration service, paying them at the same rate as teachers in Government schools, and these teachers we will give as a grant to these

aided schools." From this it is clear that the teachers can no longer be the custodians of the future interests of the boys, but will be the agents of the Governmental policy.

EVEN the European-owned paper, *The Natal Witness* has been forced to write thus: "It demonstrates by its discriminating clauses that we in the province consider the Indians less fitted and less deserving of an educated pattern than the coloured and the native." The paper even went to the extent of characterising the Ordinance as "a flagrant insult, not only to Indians here and Indians in India, but to democracy itself."

CAN discrimination in education go further? Is it not a blur on the fair name of democracy for which the allied nations are now fighting? We fervently hope that the Members in charge of Education and Overseas of the Government of India would lose no time to take up the question, as it effects the educational rights and privileges of the Indian community in South Africa. When 'Education for Democracy' is the order of the day, discrimination should go.

Personal Notes

SIR M. ISMAIL, Prime Minister, Jaipur State, and MR. GANGANVIHARI LAL MEHTA, President of the Federation of Indian Chambers of Commerce and Industry, New Delhi, have been, it is announced, nominated as members of the Central Advisory Board of Education.

DR. B. V. NARAYANASWAMI NAIDU, Professor of Economics, Annamalai University, has been appointed as Principal of the Pachchiappa's College, Madras.

Mr. H. V. HAMPTON, Principal of the Secondary Training College, Bombay, retires from service.

THROUGH different PROVINCES

DELHI

SCIENTIFIC AND INDUSTRIAL RESEARCH SCHEMES

A joint meeting of the Scientific and Industrial Research Board, Government of India, and the Hyderabad Scientific and Industrial Research Board was held on the 30th June at Hyderabad under the presidency of Sir A. Ramaswami Mudaliar, Commerce Member to the Government of India.

The Board decided upon several schemes of industrial research calculated to advance industrial research in this country. The schemes related particularly to the production of certain chemicals, the manufacture of general purpose radio sets and certain important drugs and medicines.

It is understood that the Board drew the attention of the India Government to the need for the manufacture of internal combustion engines in India. The Board was of the opinion that with the co-operation of Government in obtaining certain essential tools, etc., there was every possibility of the industry being developed to meet the country's demands in this connection.

The Board resolved to appoint a committee to devise measures to commemorate fittingly the services rendered by Sir A. Ramaswami Mudaliar to the cause of industrial development by establishing the Board of Scientific and Industrial Research on a sound basis.

MADRAS

DEPUTATION FOR STARTING A MILITARY SCHOOL

The strengthening of the country's defences and the immediate starting of a military school in the Presidency were urged on H. E. the Governor on June 27 by a deputation which waited on him, on behalf of the Provincial Hindu Mahasabha.

His Excellency is said to have appreciated the suggestion and promised every possible help. The deputation will very soon submit a scheme to the Government for approval.

CHANGE OF TEXT-BOOKS IN SCHOOLS

In a Circular, the Director of Public Instruction, Madras, has drawn the attention of educational institutions to the need for making minimum changes in text-books. The circular says that though some of the text-books now in use in schools may have to be replaced in view of the change in syllabus, the Government consider that on account of the present shortage of paper it is important to restrict such changes to the minimum.

ENDOWMENT FOR TAMIL STUDIES

With a view to encouraging the study of Tamil music, literature and grammar, the head of the Thiruppanandal Mutt has made seven more endowments each of Rs. 3,500 for prizes to be awarded to students of the Annamalai University. He urges that all the old classics of Tamil should be studied in the old style so that pundits with "encyclopaedic knowledge" could be produced.

His endowments to the University so far come to more than Rs. 1,30,000.

BENGAL

PROVISION FOR A. R. P. IN CALCUTTA UNIVERSITY

Special provision made this year for A.R.P. and other emergency measures and for conducting University examinations from Berhampore instead of Calcutta are repeated in the budget of the Calcutta University for the next year, which was presented at a meeting of the Senate on June 27.

This year's revised budget of the University contained a provision of Rs. 89,500 for A. R. P. and other emergency measures, including Rs.

50,000 as University's contribution to the Government grant fund for A. R. P. measures. In the next year's budget there is a provision of Rs. 23,000 under this head.

Revised estimates for the current year reveal that the University had an increased income of about Rs. 2,50,000 from examination fees.

CALCUTTA COLLEGES AND THE EMERGENCY

The Registrar of Calcutta University has sent a circular to the heads of all affiliated colleges in Bengal and Assam notifying that until further orders no fresh application for emergency transfer certificates will be entertained. Emergency transfer certificates issued during the last session will hold good for the current session.

The colleges have further been informed that students of affiliated colleges will no longer be allowed to stay away from colleges, but will be required to prosecute a regular course of study this session as contemplated in the regulations. Students who will join the new first and third year classes during the current session will be similarly required to prosecute a regular course of study in order to be eligible for admission to their respective examinations.

BOMBAY

SCHOOL BOARDS

The Bombay Primary Education Act, 1923, has been amended to provide for nominations to School Boards where these are considered absolutely necessary.

The Act provides for the constitution of School Boards by election by the local authorities concerned. But where an election cannot be held for some reason or other or where an election does not result in the return of the requisite number of members or where the non-local authority municipalities fail to exercise their right of franchise the School Board cannot begin to function until all its members have been elected. Even if there is one vacancy on the Board the School Board cannot come into existence.

The amendment now issued provides for the removal of vacancies to the Board.

HOSTEL FOR BACKWARD CLASS PUPILS

Grants-in-aid of Rs. 7,912 for the current year and Rs. 6,840 for every subsequent year have been sanctioned by the Bombay Government for the opening of a new hostel for backward class students, receiving collegiate and technical education in Bombay. The hostel will be opened by the provincial board of the Harijan Sevak Sangh in collaboration with the Depressed Class Mission Society, Bombay, and the existing hostel run by this Society will merge into the new hostel.

U. P.

HINDUSTANI ACADEMY TO BE REVIVED

From a Resolution of the U. P. Government on the Report of the Hindustani Academy Enquiry Committee it is understood that H. E. the Governor proposes to take steps to revive the Academy without avoidable delay.

In pursuance of a resolution moved in the Provincial Legislative Council in 1926, the Government constituted a Committee in September 1938, composed of both official and non-official members of the U. P. Legislature with Mr. Karan Singh Mane, Parliamentary Secretary to the Minister of Education as Chairman, to examine in detail the working of the Academy and to make suggestions so as to make it more effective. The Committee submitted its report in March 1940, and February 1941, it was released to the press and public opinion invited on it.

The Governor, according to the resolution, has given many questions raised in the report the careful consideration which they merit. His Excellency agrees with the Committee that the name "Hindustani Academy" should not be changed because it is a name which conveys a true idea of the functions of the Academy.

C. P.

PRE-CADET TRAINING SCHEME

The Central Provinces Government have published a scheme providing pre-cadet training for Maharatta boys in the pre-Cadet Training school started at Poona by the Bombay Government. This school will take in five Maharatta

boys from the C. P. and Berar for each term. The C. P. Government will appoint a selection committee for the nomination of suitable boys and will bear the entire cost of training the cadets for which five scholarships of the value of Rs. 600 each have been created for the duration of the war.

BIHAR

GRANTS TO CHILDREN OF MEN IN WAR

At the instance of the Government of India, the Government of Bihar have decided to grant to children of men of all ranks, whether combatant or non-combatant, who are on the active list in the pre-war, certain educational concessions for a period of five years. The concessions will apply to all schools and colleges. In case private institutions are not able to afford the cost, the Government will be prepared to consider their request for a grant for the purpose.

PUNJAB

MILITARY TRAINING IN ALIGARH UNIVERSITY

Three years ago Compulsory Military Drill for Intermediate and B. A. students was introduced in the University by Sir Shah Sulaiman, the late Vice-Chancellor of the Muslim University, Aligarh. On account of the urgency of the problem, special arrangements have been made this year by the University for the training and instruction of students desiring to join the Emergency Commissions on land, air or the sea.

Five members of the University staff were deputed for training at the Staff College at Mhow. Arrangements have also been made for the appointment of a Special Officer to impart instruction in colloquial English and general knowledge. Students desiring to join Emergency Commissions will also join University classes for which they are academically qualified.

Besides, the University authorities are contemplating to introduce a special course of Military Science in B. A. classes. Negotiations to increase the number of students in the U. T. C. are also proceeding with the Government.

ASSAM

EDUCATIONAL PROBLEMS IN THE PROVINCE

The educational problems of Assam were discussed by Dr. B. C. Roy, Vice-Chancellor of Calcutta University, with representatives of the Assam Government. It is understood that Dr. Roy was anxious to know what measures the Government of Assam proposed to adopt so that their policy in this regard might be identical with that of Bengal. Dr. Roy has already discussed this question with the Chief Secretary and the Director of Public Instruction, Assam, and it is expected that something useful may come out after these interviews and discussions.

KASHMIR

EQUIPMENT IN SCHOOLS

In view of the unconscious but irresistible influence which beautiful objects and surroundings exercise on the minds of the children at school, the Director of Education, Kashmir, has appointed a committee consisting of certain educational officers, assisted by Mrs. Christabel Taseer and Mr. D. N. Dhar, Government Architect, to suggest improvements in the quality and designing of furniture and equipment used in secondary schools.

It is hoped that as a result of the labours of this committee, it would be possible gradually to provide well-planned furniture and equipments in the schools.

CEYLON

THE CEYLON UNIVERSITY

The University of Ceylon was established on July 1 by a Proclamation under the Ceylon University Ordinance. It is a residential and unitary University, with faculties in Arts, Sciences, Oriental Languages and Medicine for the present. The Law Faculty will be added later. The University has on its rolls a little over 600 students.

Hitherto, Ceylon's education had been linked up with and conducted by the University of London—an arrangement which was completely dislocated by the war conditions. And "the creation of the University at this stage of the war was essential," as Doctor Ivor Jennings, the Vice-Chancellor, pointed out in his inaugural address.

PUBLIC OPINION

THE HON. MR. SARKER ON WOMEN AND UNIVERSITY EDUCATION

"In a country like ours where the preponderant majority of people are in agriculture and are almost sure to remain employed in agricultural pursuits in rural areas within any measurable future, even if industrialisation should make considerable headway, the scope for higher education for women as also for men is obviously limited," observed the Hon. Mr. N. R. Sarker in his convocation address at the Shreemathi Nathibai Damodher Thackersey Indian Women's University, Bombay, on July 4, last. Continuing he said:

"Even those women who have the aptitude for higher education and decide to proceed to the University, will in very many cases still have their main sphere in the home in their later lives. Any scheme for women's education must, therefore, be framed with an eye to these objective conditions." A separate women's university built on the right lines was thus a definite need, he added.

Proceeding he said: "The divorce of liberal and vocational training—the purely academic character of the one and the too specialised character of the other—involves, to my mind, a major blemish in our educational system. In the India of the future as education and social services extend, there would be a great demand for women with highest and best of academic education, to lead, plan, administer and advise on the various social and educational problems that arise, particularly in reference to the needs and viewpoint of women. Nevertheless, it should not be forgotten that even then the preponderant majority of our women will take to married life and home-making."

Mr. Sarker therefore strongly urged that a true synthesis of liberal and cultural education, on the one hand, with the training in practical subjects to fit women for their primal vocation of home-making, on the other, should constitute the ideal of higher education of women in India

as otherwise it might lead to serious complications in our social structures of which signs were already in evidence.

DR. K. S. MHASKAR ON PHYSICAL EDUCATION IN SCHOOLS

Addressing the students of the Institute of Physical Education, Kondivli (Bombay), Dr. K. S. Mhaskar, M. A., M. D., D. P. H., put in a strong plea for imparting physical training and physical education in schools. He said:

"We train animals, dogs, monkeys, horses, tigers to do acts which, though amusing, are often unnatural to them. We are training our athletes similarly in many of our gymnasias. Education is an entirely different process and Vivekananda has expressed it vividly and tersely as 'The manifestation of the perfection already in man', whether it be of the intellect or of the body. Education helps us to realise our true manhood or womanhood which is the proper legacy from God. It is like the energy of sun's rays which unfolds the petals of a blossoming bud. Physical education reveals to us not only the wonderful qualities of body and mind, but also leads us to the path where spiritual peace lies. It is the means by which a man truly finds himself. Considered in this light, much of the education in the present day gymnasium is mere training in physical feats, which have no place in ordinary life and are often performed at the risk of damage to organs."

Continuing he said that "health and physical education are always looking continually upwards and are trying to bring out those qualities which lie dormant in man. It does not end in any stage of life; it may even be considered to be much more than life-long process. By educating the present generation we hope to have better material in future schools. We hope to make the world a better and happier living place for our future generations."

EIGN CURRENTS

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Foreign Currents

ADULT E

REFLECTIONS ON

"In the reorganising system after the present can and ought to play a part in the revitalisation of our country," says a correspondent writes as an adult educator of the *Times Educational* says:

In the organisational students one of the greatest come lies in the apathy many citizens towards Workers in adult education prejudices, misunderstanding towards education during their school years and experiments, few in the field of bringing The majority of students in the country are drawn

As regards the there is a good deal which insists on the one or more evening after leaving school. as Civics are useful work in the factory there is no attempt to and every effort is made ordinary school-room discipline might well have valuable results would seriously suggest that the compulsion should be introduced work. Compulsion is common on which adult education can be conducted on a voluntary basis.

The success of any adult educational class inevitably depends very largely upon the personality and ability of the tutor; it is his task to encourage, sustain, and stimulate the interest of the members in his particular subject. If he fails to do this, the members cease to attend and the class fails in its purpose. There are

numerous difficulties; very often people propose to study a subject like psychology without really appreciating the real character of the

Educational India 1942

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and difficulties, who can best take adult education classes. In the general development of adult education, there is also great need for an increased number of residential adult colleges. Anyone who has visited the Scandinavian countries will assuredly recall the part played by these colleges in assisting forward the democratic ideal.



PERIODICALS



Middle Class Education

"The most neglected class in India today is her middle class and they are still in many ways the most important for any country. They are and they alone can be the cultural classes of India. They are neglected because they are allowed and forced to grow up in a most vicious and perverted atmosphere where all that is good and fine is prostituted to the smallest and most contemptible of motives," writes Captain C. L. Holden, B. A. (Oxon), in the course of an instructive article contributed to the May-June issue of *The Indian Journal of Education*.

Proceeding he says: "The problems that confront any scheme of middle class education are twofold. First, there is the largely today neglected question bringing up the child to manhood. Education can never cease to be an individual problem. We have to introduce the child to the essentials of life and a right attitude towards them and this is a fundamental. We have tried to show that this must be coloured by humanity, penetrated with humility, and alive with veneration. The teacher and the child must know to distinguish the better from the bad and the lesser from the great. He must not hide any of the difficulties of life from the young, rather must he so train and harden him as to make him able to face them successfully and nobly. The most important part of education is this one of moral development.

"Secondly, we have to make our young familiar with and proud of and worthy of the great creations of men in the past. We need to bring the young to worship at the altars of culture and our teachers need to trumpet forth her praises. Such education is an initiation into the stewardship of culture and it involves a high degree and sense of responsibility. It puts before the young a standard of excellence that will help him throughout his life, and even more enrich his life whatever the material conditions of it may be. We must combat the pernicious view that culture and artistic creation

are the privilege of the very few and that the practical affairs of life, breadwinning and such like, are more important, and that love of culture is but an escape from the grim realities of life."

Indian Women's Education

Mr. K. A. Haye, M.A.B.T., M.R.A.S. (Lond.), writing on "Indian Women's Education" in the current number of *The Northern India Observer*, puts in a strong plea for the reorientation of women's education. He says:

"The curriculum of education devised for girls should not be a copy of that meant for boys. Nature has endowed the two sexes with fundamentally different faculties and ordained distinctive functions for each to discharge towards society and race. The curriculum for women should include religious and moral education to be imparted in the mother-tongue. It should aim at the development of many-sided virtues, viz., sense of duty, devotion to their husbands, courtesy, etc. From the utilitarian point of view, it should include handicraft, as it is both essential and indispensable in the interest of the future home-life of the country.

"The girls should be taught cookery as baking, frying etc.; laundry work, such as washing, ironing, pressing, removing stains from clothes; personal and home hygiene, infant and child care, home planting and kitchen gardening. Such a course in house-craft is not without its cultural value—it will make her observant, alert, methodical, energetic and skilful, and teach her the dignity of labour.

"A properly educated wife is, in fact, an acquisition to her husband. She is the beacon light, the guiding star and the working vehicle of a family. She sheds the lustre of her refined manners and tastes, sweet talk and amiable ways on the other members of the family. In short, she brings honour and happiness with her and holds out a promise of a glorious future for the family".

CORRESPONDENCE

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Correspondence

Nai Talim Bhavan—The Institute of Basic Education

The Secretary, Hindustani Talimi Sangh, Sevagram, Wardha, writes to say that the Sangh is starting an institute for preparing teachers and workers of basic education, both men and women for the basic education scheme. It will consist of a training centre and a model basic school.

The ordinary session, it is stated, will be one of ten months from August 1, '42. Short refresher courses and training camps will however be organised from time to time to meet specific demands.

COURSES OF STUDY

"The aim of basic education is an allround and harmonious development of a child's personality through the medium of a selected handicraft and the child's physical and social environments. Candidates for training as teachers of basic education at present, however, are products of the present system of education. The first task before the training centre will be as far as possible to bring the pupil-teachers to the required standard of a basic school teacher. A considerable portion of the period of training will, therefore, have to be devoted to craft education, to the raising of their cultural standards, and to training in creative arts such as drawing and music. The students must at the same time be given the necessary professional training to enable them to educate children through the medium of the basic craft.

There will ordinarily be two courses of study of ten months' duration. The first course when completed will qualify the candidate to teach the first three grades of the basic course. Candidates who have worked in a basic school under proper supervision for a minimum period of two years after gaining the first year certificate will be considered fit to take the second course of training. This course will qualify the candidate to teach the first five grades of the basic course."

EXPENSES

The admission fee will be Rs. 5. The monthly expenses will be Rs. 17 (Rs. 5

tution fee, Rs. 12 Board and lodging) Students will have to provide their own books, note-books, writing material and craft equipment. The cost of craft equipment will be about Rs. 5 for the whole course. It is expected that they will be able to recover the initial expenditure on craft equipment from the products of their craft work during the course of training. Concessions will, however, be made to deserving students who cannot meet the expenses.

Details of syllabus for the two courses and further particulars about the Institute may be had from the Secretary.

Kurnool Teachers' Conference

Mr. K. N. Pasupathi, Secretary, Kurnool District Teachers' Guild, writes thus:—

The Eighteenth Annual Conference of the Kurnool District Teachers' Guild was held at Kurnool on 11th July under the presidency of Rao Bahadur S. V. Narasimha Rao, Pleader, Kurnool.

Mr. P. Raju, welcoming the delegates, deplored that the present system of education did not provide for military training to youths.

Mr. W. D. Sutton, Principal of the Coles Memorial High School, opening the Conference, dealt with the system of education in Germany which, he said, would ultimately lead to the ruin of the German nation.

In the course of his presidential address Mr. Narasimha Rao pleaded for the abolition of the S. S. L. C. examination. The school career of a pupil in the three higher forms should be taken as the basis for determining the eligibility of a pupil for admission into the university classes. A similar test could be employed in selecting pupils who had completed the secondary school course, for the services. The President urged that the Government should maintain at least in each of the District Headquarters of the province a high school offering instruction in all the optional subjects of study.

Dealing with women's education he said that Secondary schools for girls should be opened in all towns with a population of 20,000 and upwards and elementary schools for girls should be opened in far larger number throughout the districts.

RESOLUTIONS

The Conference passed resolutions requesting the Government to enhance the grant paid

BOOK REVIEWS

SUGGESTIONS FOR THE TEACHING OF ENGLISH IN INDIA By W. M. Ryburn—Oxford University Press—3rd enlarged edition.—Rs. 2-4.

Far from being a collection of disjointed suggestions, the book is an orderly and authoritative exposition of the different phases of English Teaching and is invaluable to the teacher handling English in High Schools and those teaching or learning method in English in Training Schools and Colleges.

The new chapters on Spelling and Revision work, and the additional matter on Reading aloud and Silent Reading bring the book up-to-date. A separate chapter on 'the beginnings of writing English' will be a welcome addition in the next edition.

In the early pages there is a clear picture of the ideal English teacher and the qualities expected of him. A recognition of the correlation obtaining between English and the mother-tongue is strongly advocated. Right emphasis is laid on the Substitution Tables, the Sentence Method of Reading English and the Play way—matters which will keep the teacher off the old grooves. Assignment in text, grammar and composition is illustrated. A very interesting and important chapter is the one on

Continued from preceding page

to Aided Elementary schools commensurate with the rise in prices of commodities; to reserve 25 per cent of the posts of Junior Deputy Inspector of Schools for recruits from among senior, Secondary Grade teachers in Government educational institutions; to raise the scale of pay of Pundits and Munshis and to accord permanent recognition to the Nandyal Municipal High School which for the past 18 years was being granted only temporary recognition from year to year. The Conference reiterated its demand for entirely doing away with the present undesirable system of Standing Committees to select textbooks for Secondary Schools and instead vesting the function in the staff of institutions themselves.

Verb-patterns (appendix) as worked out by Mr. A. S. Hornby of the Institute for Research in English Teaching, Tokyo. The patterns show the different ways in which the verb may be preceded or followed by other words.

As the English teacher studies the book, his difficulties are solved, his questions are answered and his independent opinions are given the sanction of authority.

No one connected with English Teaching should omit to study this book.

—D. I. A.

SUGGESTIONS FOR THE TEACHING OF ENGLISH PRONOUNCIATION AND SPELLING IN INDIA By Henry Martin—Oxford University Press—Rs. 2-8.

This is merely a verbatim reprint of the earlier publication—"Letters and Sounds" 1938. That is why our review of the earlier volume is published in this present volume as an advertisement of it. Therefore there is nothing new we can say about it. The publishers themselves will not be expecting us to review it afresh. The request for a review is, I believe, a clerical error. I have compared the two volumes and found that they are exactly alike from the dedication to the index—page for page and line for line. The only difference is that we have a new cover and a new title. I am therefore of opinion that it is unnecessary to review the work again.

—V. M.

PRAPANCHA VEERULU — By Kothapalli Sriramamurthi—Andhra Bhoomi Book Depot, Vepery, Madras. Price As. 8.

This is a handy book containing the life sketches of eminent personages in the lime-light—Churchill, Hitler, Stalin, Roosevelt, De Valera, Chiang-kei-Shek and Prakasam. The inclusion of Mr. T. Prakasam among world heroes, from the galaxy of Indian leaders, is, we believe, due to the author's veneration for him. The author's account of Churchill and Hitler makes exceptionally interesting reading. The printing and get-up are quite good and the style sparkling. The book deserves a place in every rural library of the Telugu-speaking area.

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THE CORONATION HIGH SCHOOL ENGLISH GRAMMAR & COMPOSITION

(Thoroughly Revised and Improved)

EDITED BY

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Professor of English, University of Mysore.

Price Rs. 2-4.

Pages 626 + VIII

This book is specially designed to serve as a text-book on Grammar in the High Schools, and has been carefully prepared in consultation with teachers of long experience in the teaching of English in Secondary Schools, and is brought up to date by reference to the latest books on the subject.

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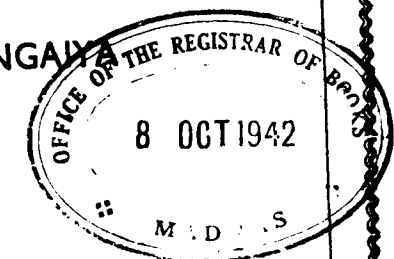
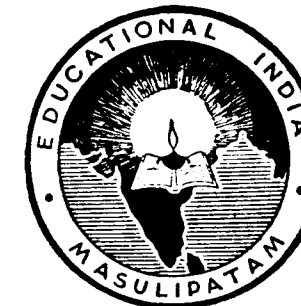
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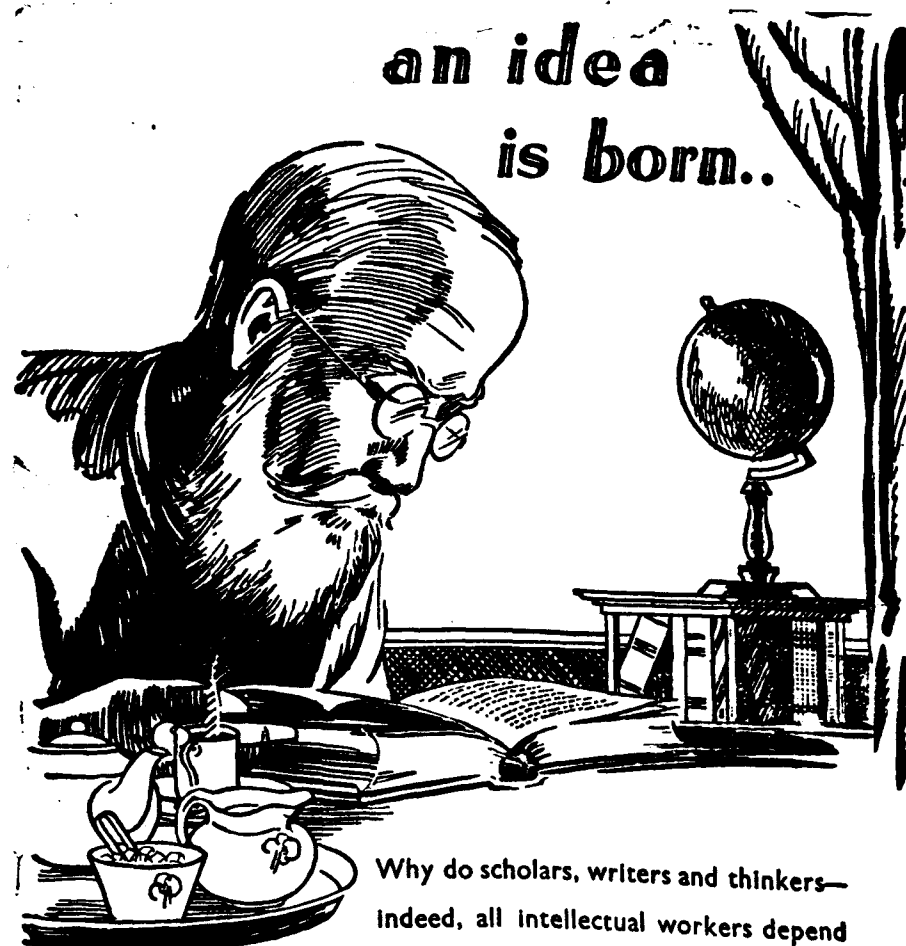
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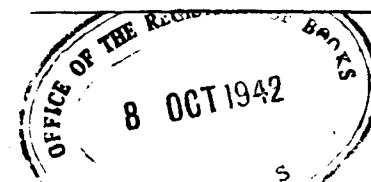
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Professional Education of Teachers* Major Obstacles in the Way

By Dr. EDMUND E. DAY,

President, Cornell University (New York State).

HOW are we to account for the relative slowness of the whole process of improving the education of teachers? I think there are certain main factors which account for the difficulties which we experience. Three seem to me much more important than is ordinarily recognized.

(1) First, I would cite the failure of education to clarify and formulate its purposes. The purposes of education are commonly dealt with as if they were much the same at all levels of learning; as if they were much the same in all sorts of settings; as if they were much the same in both professional and general education. The idea seems to be that education justifies itself; that the more education the better; that purposes can be taken for granted. So we do not have to stop and think of what we are providing for in education—we just cannot get too much of it in any case. I am personally convinced that a lot of the confusion which prevails, and a good deal of the rather clear failure of the secondary school to measure up to its obligations, is due to the fact that the schools have not pointed out what it is they are trying to do, or what it is that justifies the huge assessment they place on the national economy. The first proposition that I lay down is that one of the big obstacles to improvement within the profession of education in this country (U. S. A.) lies in the failure of educators to give enough time and thought to adequate formulation of educational aims at different levels, in different settings, and in different types of institution. We need to move in on this identification of the

purposes of education much more pointedly than has ordinarily been done.

(2) The second obstacle I would cite is closely related to the first. When a formulation of educational purpose is undertaken, it is commonly allowed to rest in a state of generality that is almost meaningless for educational practice. That is one reason why professional educators have so much resistance to the formulation of educational goals. In this connection I recall vividly the early meetings of the Educational Policies Commission, devoted to a statement of purposes. The more professional members implored the Commission not to undertake any statement along this line. They quoted school teachers as saying they would scream if they heard any more statements of purposes. Why was this so? As I see it, the reason was that most statements have been little more than glittering generalities—the presentation of a series of aims so general and ambiguous as to have no challenging meaning.

What is needed is a translation of these statements of general purposes into what I would, rather technically, call 'the next order of specificity.' For example, what do we mean by educating for good citizenship? It is when purposes are so stated that they split the audience that we begin to talk about purposes fruitfully. I regard general, ambiguous, meaningless statements of educational purpose as one of the chief obstacles to the professional improvement of education. One of the reasons why I think the Educational Policies Commission made a real advance in this field is that in its volume on purposes an honest effort was made to carry the analysis of purposes down to the

* Opening Address to the College Faculty Workshop held under the auspices of the Committee on Teacher Education at Syracuse University, New York City.

next level of specificity; to say, for example, what is meant in training better citizens for American democracy; to give a list of specific outcomes that must be sought if better citizens in American democracy are to be produced. For example, we ought to train students in habits of amicable exchange of opinion in matters that are really controversial. We are not going to get that except by taking in schools about subjects which the students think are real. It is that kind of translation of general purpose into specific objectives that we greatly need in education. It is the absence of that translation that I think is one of the great obstacles to the professional improvement of teacher education. As long as there is no controversy about what the schools are doing, for example in citizenship forming, we can rest assured that we have a relatively ineffectual program of education.

(3) The third principal obstacle to the professional improvement of teacher education seems to me to lie in the absence of any adequate attention to the process of evaluation. We do not test ourselves sufficiently. There is strong professional resistance to the whole conception of continuous evaluation. It has to be admitted that the public schools have been fairly well initiated in this respect; but the further we go up the educational system, the more resistance we get to the very idea of evaluation. There are some professors who claim, that one cannot tell the difference between good, bad, and indifferent teaching. I do not question that some of the results of good teaching are not discernible for years; the qualities of the mind of the learner do not immediately appear; but generally speaking we can say without hesitation that the difference between a good teacher and a poor teacher is commonly discernible if we merely sit down in the classroom and observe what goes on there.

Very recently, at the Association of American Universities, I undertook

to point out that it is the good teachers who lose most under the present system. First-class research men are almost immediately "spotted"; they get all the advantages of competitive interest in their services. Meanwhile, the exceptional teacher, who is doing just as fine and just as valuable a job, receives little recognition. As matters stand in higher education there is practically no way to get an official determination of the kind of teaching that is being done. There should be some system of making the good teachers known; some system of continuous evaluation.

We have not dealt fairly with this whole question of evaluation. We must learn to keep it constantly in our minds. We must make sure that the actual testing is in the hands of those who inspire confidence. Perhaps we should put it in the hands of the teachers and so keep it away from administration!

DISCUSSION:

Dean Ganders asked the question whether controversial issues should be laid before children on the elementary level. Dr. Day replied that he did not feel that at all levels one should habituate young people to dealing with controversial issues.

In reply to an inquiry by Dr. Wilson, whether we should bring students, as well as staff members, into the appraisal of college teaching, Dr. Day said that he would not himself leave it to the students to do it exclusively but he would certainly include them in the process. Students should be led to see that the process of evaluation is one that has to be safeguarded but that the teachers welcome the opinion of students at all times.

Dr. Prall mentioned that most of the experimentation in teacher education has been under the loose concept of purposes mentioned by Dr. Day. We have much experimental work, but it seems that we do not have the experience to tell us how to move more specifically. Dr. Day

EDUCATING FOR LIFE*

By ANJIEVEL V. MATTHEWS, B.A., M.Ed.

ALL educating should be for life, but there is a lot of work done in the name of education that has no great educational value. Many institutions are conducted because it is the fashion to do so. The organisers of such institutions do not seem to have realised in any measure the value or purpose of education, any more than as a means to keep pace with the changing order of the day. This desire to be abreast of the times does not appear to be peculiarly man's. Dr. Kohler refers to certain fashions among the anthropoids he kept under observation. Once it was a fashion with the chimpanzees to dig the ground with a stick; when one of their number started it, his example was assiduously followed by all his fellows. They dug so whole-heartedly that big holes were formed in their caves as a result of their continued activity. Another time, the fashion was to carry something on their body. When the carrying fashion was in vogue, chimpanzees were found carrying anything that they could reach as a pleasant burden over their bodies. Stones, tins, rags, straw—nothing came amiss to them when the carrying fashion was on. Similarly many people establish schools just because it is a fashion to do so.

Many organisers of schools do not seem to care particularly about the moral culture of pupils. Character is said to be caught rather than taught, but there are

Continued from preceding page

acknowledged the difficulty. It is quite evident that most teachers could not, for example, conduct the kind of instruction that would give youngsters a capacity for dealing with highly controversial matters. There is a fairly definite technique for that, and at present there is a doubt whether many teachers could master it.

managers who would employ any kind of teacher provided he can be had at a low salary. They neglect the fact that the principleless life of a teacher is an incentive for the pupils to lead an unprincipled life. The suggestions that emanate from a teacher indifferent to high moral ideals counteract the deliberate efforts of other good people to turn a boy into a conscientious citizen of the world. The glory of an institution like the Viswa Bharati of Dr. Tagore is that it seeks to give a harmonious development to the young individuals who enter there. The period of silence that is insisted upon in such institutions in the morning and evening *sandhyas* is of great educational value, especially when that silent period is spent among sylvan surroundings. There the spirit communes with the spirit of the Universe, and the subjects turn out to be stronger and more unified individuals as a result of these experiences.

The common life spent in an Ashram-like institution under an inspiring head is of great educational value. Dr. Tagore's Viswa Bharati is one of those educational institutions, in some respects the greatest of the kind in India and certainly the most famous; but there are others that work with similar noble motives and with similar ideals in view, though the grade and method of work of these institutions widely vary. There is, for instance, a First Grade College started in the extreme south of India at Alwaye in Travancore. It prepares students for university examinations in Arts, but the College has been brought into existence by a band of young men who value character as the greatest thing in life. The leader of the group was a

* From his forthcoming book 'The Child and His Upbringing' to be published by Messrs. M. Seshachalam & Co., Masulipatam.

young man who enjoyed indifferent physical health but was invariably respected for his faith in God and love for man, who, when the College was formally opened, refused to be its official head but has none the less been always regarded by all as its virtual head, ruling it by love and sympathy and the irresistible power of his unassuming personality. The first place in this great College is given to the culture of character, though like other good educators the teachers in this institution—devoted men from the West as well as those from India who planned and started it—rely more upon the silent example of its workers than upon their oral precepts.

There are several other institutions, one can joyfully record, in all parts of India that work with the same ideal. Some of them are famous institutions like the Gurukul of Haridwar, but most of them function in more limited spheres and are famous only locally for the devotion of their workers and for their excellent moral influence. There are still other institutions like what Mahatma Gandhi's Ashram used to be at Sabarmati, the Ashram of the Christav Seva Sangh at Poona, the medical Ashram at Tirupattur (Madras) which cannot be classified among schools and colleges but are nevertheless educational institutions of a high order. In all these institutions the ideal of the Gurukul of the ancient Rishis has been well maintained—of communion with God and nature, of young people living together with fellow students, and of devotion and of implicit obedience to the resident Guru.

Education for life implies training that would enable a person to spend his leisure hours in useful and pleasant occupations. It enables him to have an enlightened interest in the affairs of his fellowmen and in the progress of the world. It develops in him a taste for the beautiful. No education is worth the name unless it is liberal in this sense. He is a truly educated man who recognizes that thought is the essence of existence and art is its necessary embellishment. Unless a

person is enabled by his education to spend time in useful and delightful ways even when deprived of many of his creature-comforts, unless he can find pleasure in intellectual and artistic attainments of himself and of his fellows and in the loveliness of nature, he may be said to have had a wasted educational career.

An education that is a preparation for life enables one to earn a decent livelihood. Moral, intellectual and artistic culture are all more or less dependent on a care-free and well-nourished physical life. There is close correlation between these different aspects of life. In India to-day education, however, does not very often mean a capacity for efficient economic existence. The rudiments of literary education do not necessarily enhance one's earning capacity; some times even the reverse happens when the product of the school or college becomes a less efficient worker than his uneducated neighbour. The remedy is not the elimination of literary education, but the supplementing of it by vocational training. At Honavar, a small town in North Kanara, a young man with no high academic qualifications has worked on the right lines and has founded an institution* that seeks to combine in one a literary education of the elementary grade and an industrial type of education. All the boys in the institution get tuition in language study, music, and physical culture; and all of them get some training in either carpentry or smithy or wood carving or leather making — all except the youngest who are too small to engage in such activities. There is another school at Alibag near Bombay where an attempt is made to combine secondary education with training in useful arts such as carpentry, weaving and printing. The visitors to this latter institution observe that the introduction of an industrial element into this high school has not in any way adversely affected its literary progress.

* This institution has ceased to function in this respect on account of a series of adverse events.

It may be useful in this connection to give a little detailed consideration to an American venture of recent times. There is an organisation of working men in America known as the Moose, and the members of the Moose have built up an interesting educational institution called the Moose-heart School. The founder of the school is Mr. James J. Davis. The purpose of the founder as he himself tells us was that this institution must not only be a teaching institution but that it should also be a home. At first there were only eleven children established in the home, but the number rose rapidly. When the working man understood that there was an institution which would take care of his children if anything happened to him, he was ready to contribute regularly something towards its upkeep. Thus the Moose-heart idea caught the imagination of men, and membership increased enormously. With the increase in the number of contributors, the work also steadily developed. "To-Day the city of Moose-heart in the Fox river valley, thirty seven miles to the west of Chicago, is the home of more than a thousand fatherless children and one hundred and fifteen mothers who are there with their children and several old men whose working days are over." Moose-heart is at once a school, an orphanage, a farm and a town. If you like, it may be called an agricultural residential school. It occupies more than a thousand acres in the richest farming region of Illinois.

Boys and girls of all ages, ranging from one month to eighteen years, are found at Moose-heart; some of the students were even born there, the mother having been admitted with her youngsters soon after the loss of the father. In the kindergarten stage the babies play in the meadows. After kindergarten, the boy mixes agricultural studies with his books in the primary school. First he plants a small garden and tends it. Next he learns swine-husbandry; and then dairying and the handling of horses. The girl learns poultry raising, butter-making, gardening, cooking,

dress-making and millinery. After the boy has had a general course in the various branches of agriculture, he is permitted to specialise in any one of them if he wants.

After this grounding in agriculture which all the boys must have, the student gets an introduction to the mechanical trade. Then he may select a special trade and specialise. The usual Grammar-school and High-school courses are taught to all students along with their agricultural and technical lessons. Students are graduated at eighteen. One of Moose-heart's earliest graduates made a high record in his academic studies and mastered the trade of cook, pastry-cook, nursery man, cement modeller, cornetist, saxophone player, and landscape gardener. He could make a living at one of them, and if all these trades should fail, he was yet a scientific farmer and could go to the land anywhere and could make it produce bigger crops than could be done by the untrained man who was born on the soil.

The young folk live in cottages and do their own cooking and house-keeping. There are no dormitories where hundreds sleep, and no vast dining rooms. In each cottage there is a group of boys or a group of girls living under family conditions. They are not all of the same age—some are Seniors and some are Juniors and the big ones look after the little ones. Each cottage has its own kitchen and orders its own supplies from the general store. The girls' cottages have each a matron (sometimes a widow who with her little ones has been admitted to Moose-heart), and she advises the girls how to do the buying and the cooking. In the boys' cottages there is a proctor to advise them and usually a woman cook. All the boys do their own dish-washing, sweeping and bed-making.

This is the Moose-heart form of education, as described by its founder himself.* The boys are not select students. They come from the humblest families, from

* See James J. Davis: *The Iron Puddler* [Bobbs Merri' Co., Indianapolis]

homes that have been wiped out early. But the training at Moose-heart is so well adapted to human needs that these orphans soon outstrip, says Mr. Davis, the children of the more fortunate classes. "They become quick in initiative, sturdy in character, and brilliant in scholarship". This is the result of the children living right in the lap of mother nature and doing their work on their own initiative. And any kind of education for life must be based on the same principles on which the Moose-heart school is established: there must be team work, individual initiative, and intimate association with nature.

Scouting is good as it emphasises these aspects of education. It is especially desirable in day-schools. In residential institutions, sympathetic masters can obtain for their youth many of the advantages of Scouting even without the formal introduction of the system of Scouting. In day-schools, however, there is less of corporate life, no camping together of chums, and very little time available for extra-curricular activities. Under these circumstances, the introduction of Scouting will be of immense benefit. What Scouting does for boys is done by the system of Girl-guides for girls. Both systems advocate the maxim, "Back to Nature".

In India especially no education for life is complete that forgets the land—the

countryside — and its problems. We in India are, in a peculiar sense, children of the soil and our educational and economic progress are all bound up with the land. The following words of the Poet Tagore deserve, therefore, earnest attention from teachers who try to educate their young for the problems of life as well as from all others who desire to see greater attention given to the economics of agriculture.

"The reckless wastage of humanity which ambition produces is best seen in the villages, where the light of life is being dimmed, the joy of existence dulled, the natural threads of social communion sapped every day. It should be our mission to restore the full circulation of life's blood into these maltreated limbs of society; to bring to the villages health and knowledge; wealth of space to live; wealth of time in which to work and to rest and to enjoy; respect which will give them dignity; sympathy which will make them realise their kinship with the world of men, and not merely their servient position.... Our object is to try to flood the choked bed of village life with the stream of happiness. For this the scholars, the poets, the musicians, the artists, have to collaborate, to offer their contributions. Otherwise they must live like parasites sucking life from the people and giving nothing back to them. Such exploitation gradually exhausts the soil of life, which needs constant replenishing by the return to it of life through the completion of the cycle of receiving and giving back."*

* Visva Bharati Quarterly, October, 1924.

"There are three great pillars for India's educational Reconstruction. The first is the individual himself—he must become Indian. The second is the home—the home must be exalted. The third is the Nation—the Nation must be revered. I co-ordinate those three great pillars—the individual, the home, the Nation—with the conception of Service as the key-note of the Indian Education of the future, of Education throughout the world."

—Dr. G. S. Arundale.

THE INFERIORITY COMPLEX

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

THE term 'inferiority complex' was at first used by Dr. Freud to describe the negative emotions brought into being by a sensed or feared defect in the sex organs or powers. According to Dr. Freud, the whole basis of life is sexual and whenever something goes wrong in the sexual life of the individual, the painful concomitant feeling is suppressed and sent into the unconscious there constituting itself as the feeling connoted by the term 'Inferiority Complex'. But this term is at present used in a wider sense. It has been found that this feeling need not necessarily be the concomitant result of any unfulfilment in the sexual life of the individual. The feeling of inferiority complex is inherent in the life of the individual from the very start. It may be created in a number of ways that have no connection whatsoever with matters sexual.

For example, a boy with a lame leg will feel out of sorts in company. He keeps himself aloof from the others for he can expect nothing but ridicule and contempt. This attitude of 'distance' from the boys is the result of the 'fear' that he might not be regarded as an 'equal' participant in the activities of the boys. This boy as he develops into manhood becomes a shy and reserved individual always with a 'down-and-out feeling'. His past has taught him to be so.

It is clear, that any experience of the child that destroys the instinct of self-esteem tends to form this feeling of inferiority complex. Full play must be given for all the innate powers of the children. We should remember, "Man is more than an organism; he has within him the spiritual need for self-expression, regardless of the fact whether it makes for happy adjustment or not." When once

the opportunity for self-expression is not given the seeds for the growth of the feeling of inferiority complex are sown. So it is of paramount necessity to afford opportunities for individual expression.

Another very important cause for the development of the feeling of inferiority complex is fear. If one develops a fear attitude through a repressive or vicious experience, his whole outlook on life will be that of negation. He will not be self-confident. He will not have any initiative to discharge his functions as a member of society. This will naturally make him keep away from normal life and let him seek the sheltered and secure retreat of early childhood when everybody cared for him and his slightest desires were respected. This accounts more or less for the apparent childishness of many adults of our age. The slavish mentality of many individuals is due to this cause. Our educational system is to be blamed in a great measure in this respect.

In this connection we may well quote the words of Dr. Maria Montessorie. She says: "Hitherto, the only aim of the educator, the aim towards which all his efforts were directed, was that of preparing the pupil for that social life in which he would be forced to live. Therefore, as what was aimed at principally was that he should know how to imitate the adult, he was forced to suffocate the creative forces of the spirit under the cloak of imitation..... The child was only 'a future being'. He was not envisaged except as one 'who is to become' and therefore he was of no account until he had reached the stage in which he had become a man".* So what happens is the child is forced into a groove which is not suited to his

* The Child: Dr. Maria Montessorie—Theosophical Society, Adyar. Pp. 7-8

natural aptitudes. The ultimate product will be a mentally unhealthy member of society. By viewing the child as a miniature adult, we are doing incalculable harm to his soul. The mental experiences of childhood make up the future manhood. Nobody will dispute the fact that the man is made or unmade before he leaves the cradle. The pre-school life of the child has got a very important role in the shaping of the future man. The parents must therefore look to it that children are properly cared for, their likes and dislikes properly dealt with and they are properly trained. They should not be harsh in their dealings with children. Such a treatment will result in the breeding of 'hate'. Love can accomplish more things than we can dream of. A loving word dropped now and then in the proper place will work wonders with the child. In the words of that great educationist, politician and philosopher, Dr. Annie Besant, "Punishments must disappear—not only the old brutality of the cane, but all forms of coercion that make hypocrites instead of honourable and manly youths. The teacher must embody the ideal, and the boy be drawn, by admiration and love, to copy it. Those who know how swiftly the unspoiled child responds to a noble ideal will realise how potent may be the influence of a teacher, who stimulates by a high example and rules by the sceptre of love instead of by the rod of fear."* In the present educational system all the children do not succeed alike. They do not all get the feeling of self-esteem consequent to success in their endeavours. The sense of frustration in their case gives rise to the feeling of inferiority complex. It behoves us well to see that such a thing does not occur. Our system must be so arranged as to give every child a sense of achievement in his work.

The pernicious system of examinations, the award of marks and prizes,

* Introduction to 'Education as Service' by J. Krishnamurti. Pp. vi & vii—Theosophical Society, Adyar.

promotions and detentions—these are in a great measure the causes for the existence of people with the feeling of inferiority complex. But our educational system as at present constituted insists upon these elements. Education meted out to us is shaped by "a Government Procrustes' bed, to fit which some are dragged well-nigh as under and others are chopped down." This system should go. Education must be shaped to meet the individual needs of the children. Making use of the method of assignments and subject-laboratories as per the Dalton Plan is preferable to the present system of examinations and promotions. There is no sense of failure or frustration likely in such a method. The school should be made a centre of good and joyous influences, radiating it to the neighbourhood. As outlets to the creative activities of the children, studies and games should be turned to the building of character, to the making of a good citizen, the lover of his country! Apart from the school, the child is likely to develop the feeling of inferiority complex due to other causes connected with his status and birth. A child of humble birth may have a happy normal childhood and in his later life he may suffer from inferiority feelings through the remembrance of his original lowly social status. Such cases are not unusual. This explains the reserve and awkwardness of many men who got up to a high position after a struggle from a lowly social position.

How and when these people feel inferior depends very largely on their guiding fiction. A rich man feels inferior in the presence of another richer than he and may perhaps feel superior in the presence of still another not so rich as he. But such cases are simple and can be dealt with easily. Each type of inferiority feeling has its compensatory mechanism. The little man who gives himself airs is the aggressive type having inferiority feelings. These feelings find an outlet in his bearing and behaviour. So also the person who talks in a superior way, the bully, the

tyrant—all these belong to the aggressive type of people who want to cover up their inferiority in other respects by their marked overbearing behaviour. The woman who wants to dress as a man and behave like him in all respects is doing so really in order to provide a cloak for her feeling of inferiority before man. Many women rebel against the appellation 'the weaker sex' applied to them and would have nothing to do with men or marriage. The false psychological distinction that man is superior and woman inferior has given rise to such women who try to imitate men in dress, speech and manners. This feeling of inferiority complex can be completely eradicated if men and women are made to understand that the difference between the sexes is meant for completion and fulfilment and not for antagonism and dominance.

Very few people escape inferiority feelings entirely. At sometime or other most people experience them. It is not having inferiority feeling that matters but

how we look upon them. If met with courage and energy they can fit the individual to the greatest heights of attainment. The blind musicians, the blind mathematical prodigies, and such the like are illustrations to the point. If the inferiority feelings are allowed to dominate the personality, then we can be sure that they enervate the character and undermine health. Of course, it is not possible to completely eradicate this feeling of inferiority complex. The sense of short-coming or inadequacy is universal. It is necessary also to note that this sense of short-coming and inadequacy may be an incentive to higher things. This is true in every department of life. If we did not feel inferior, we should make no progress. The inventions of our scientists, the discoveries of our explorers—all these could not have come into being but for this feeling of inferiority and the consequent challenge to our abilities. The trouble comes when we allow these feelings to undermine our courage and ambition.

GOSPEL OF LEISURE IN EDUCATION

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

"What is this life if, full of care,
We have no time to stand and stare!"

Exclaims the modern poet, W. H. Davies. In these lines the poet emphasizes the importance of leisure in the modern life. The modern life, though mechanized by motor cars and aeroplanes, and eased by comforts and conveniences, is marked by the keen struggle for existence. Our life is dominated by the problem of bread and butter. It is so crowded with cares and worries that we cannot find time 'to turn at Beauty's glance and watch her feet how they dance.' To be brief our life is labour-ridden that we have no leisure to pursue the cultural pursuits.

But leisure is as important as labour. 'There is no labour without leisure' says the proverb. Indeed life without labour is as worthless as labour without leisure; for the former leads to sloth and sluggishness and the latter, to drudgery and ill-health. Hence the gospel of leisure complements the gospel of labour. The two are correlatives.

(1) PSYCHOLOGICAL BACKGROUND OF LEISURE

All work and no play make Jack a dull boy; and conversely, all play and no work make him a foolish boy. Therefore, during the school hours work and rest, labour and leisure should be harmoniously regulated. The short recess and the long

recess are allotted to relieve and lighten the drudgery of drilling and the burden of the brain work. For efficient classwork periods of leisure are necessary. Besides, the leisure is essential for the cohesion and consolidation of engram complexes in the pupil's mind. The great psychologist James S. Ross too stresses the need of leisure in his monumental work, "Ground-work of Educational Psychology." "In all learning we must allow time for consolidation. Intervals of rest may be as important as periods of practice, whether the matter in question be a skilled movement or an intellectual activity." Thus leisure does the spade work and cements labour. Similarly holidays and vacations are justified psychologically. They provide the class work with ventilation and vigour.

(2) PSYCHOLOGICAL BACKGROUND OF LEISURE PURSUIT

The 'how' of leisure is more important than the 'why' of it. We should not idle away our leisure in gossip and chatting. Leisure-pursuits should be pursued during the leisure. The teacher should appeal to the sentiments of the pupils creating in them the love and liking for leisure-pursuits. For a leisure pursuit channels the path of instincts. The instincts express themselves in the hobbies. Take the instance of the love of sport. The sportsman, who has cultivated that hobby, experiences his positive self-feeling in a fine performance of some game when he desires self-assertion. He assumes a submissive attitude before a superior sportsman. His combative instinct finds its main channel of expression in sport. His curiosity impels him to seek information about sporting matters rather than about other things; in sport his instincts find their habitual channel of expression.

From the above psychological interpretation of the leisure-pursuit, it is clear that the teacher should inculcate among the pupils the spirit of the hobby so that

he can exploit their instincts and sentiments in teaching. He should cultivate a taste for the various cultural pursuits like verse-writing, story-writing, painting and music. The pupils should develop them during their leisure. The school hobbies should complement the class-work if necessary. Hobbies vary from one pupil to another. One may take to verse-writing, another, to novel reading. In short a pupil is free to choose any pursuit he likes. There is nothing imposed on him as extra. Therefore a hobby is pursued in the spirit of play.

(3) VARIETY OF LEISURE PURSUIT

The extra-curricular activities of the school represent the various hobbies, indoor and out-door, intellectual and volitional. Some pupils may take to gardening like Bacon; others may pursue painting like Dante and some others may enjoy their leisure like Wordsworth in appreciating the bewitching beauty of Nature. The teacher should keep a record of all these and note their progress from time to time. Secondly, during holidays and vacations the teacher should arrange excursions and country tours so that the outdoor hobbies of the pupils may be fostered. Finally, the teacher should publish in a school magazine the fruit of the pupil's leisure.

A great point, in this connection, is to vary our occupation during the leisure. We should adopt variety of leisure-pursuit. This is the true way to enjoy leisure and preserve the bloom and grace of life. Holidays can then be enjoyed; exercise will be found for faculties of mind hidden away unused and variety of work will recruit the springs of pleasure and give a crispness to enjoyment, so as to render life a continuous holiday.

(4) LEISURE PURSUITS OF GREAT MEN

Prophets and priests, poets and philosophers, politicians and reformers cultivated their cultural pursuits during their leisure. The Italian poet, Dante, ex-

changed his poet's pen for the painter's pencil, during his leisure. Martin Luther took to hunting and sporting in his spare time. Dalton, the philosopher, took pleasure in exercise in the open air; whereas Spinoza's relaxation consisted in change of study. But Shelley took pleasure in sailing the paper boats on the Thames. Two Prime Ministers, Malen of Belgium and Gladstone of Great Britain, took to the felling of the trees. Novel reading was the pleasant pursuit of James Watt. In his saddest moments the translation took the flagging spirit of Addison. Pitt took to the study of the Greek and Latin classics; whereas the English Iliad is the fruit of Lord Derby's leisure. Lord Bacon revelled in the beauty and pleasures of gardening.

(5) NEGLECT OF LEISURE PURSUITS IN OUR SCHOOLS

The neglect of the leisure-pursuits is the redeeming feature of our educational system. Our system is dominated by the rigid curriculum and the examinations. It is labour-ridden. Therefore the pupil's personality is crippled and crabbed. Prof. R. L. Mehta of the Rajkumar College, Rajkot, eloquently expresses the same view in his article "Public Schools and the

Future of India." (Refer: 'Teaching' Vol. XIV No. 4) "The last item (spare-time activities) is very important and its lack is the bane of the present Indian educational system. In the general run of schools in India there is hardly any provision for the useful employment of the pupils' spare time. An education that does not train for a wise use of leisure must fail to satisfy those demands which man, by virtue of his very humanity, makes on life. That is why young India is now asserting its right to live in its own impetuous way, by staging strikes and prematurely participating in politics." But such a sorry state of affairs fades away as soon as we introduce and encourage the cultural pursuits in our schools and colleges.

(6) CONCLUSION

The long range of leisure pursuits described above makes it incumbent on the part of the teachers to inculcate the importance of leisure among the pupils. If all great men have their own pastimes and pleasure-pursuits, then it is meet and proper for the pupils to pursue their own; otherwise,

"A poor life this, if full of care,
We have no time to stand and stare."

THE STANDARD & IDEAL MARKS

By Mr. F. M. KHAN

PROFESSOR EDGEWORTH thinks that "The true and standard mark of any piece of work is the average of the marks given by a large number of competent examiners equally proficient in the subject and instructed as to the character and purpose of the examination."

Accordingly he calculated the arithmetical mean of the marks allotted by all

* P. 103. 'Examinations and their relation to culture and efficiency' by Sir Philip Hartog.

the examiners to a piece of work and regarded this mean as the true or standard mark. He then measured the divergence of the examiner's marks awarded to the work from this average and regarded this divergence as "group of errors."

Dr. Rhodes is also of opinion that the average verdict of a number of examiners is better than any of the single verdicts but for him the perfect examiner is he who introduces no "random variations" into his

marking and who assigns to each piece of work ideal marks. Such an examiner differs from the ordinary examiner in two ways (a) The standard of marking of the ordinary examiners is different and (b) the ordinary examiner introduces random variations into his marking. For Dr. Rhodes, arithmetical average is simply approximation to the Ideal Mark and he thinks there can be a better approximation to the Ideal Mark than arithmetical average.

Let us illustrate the difference between the true or standard mark of Edgeworth and the Ideal mark of Rhodes from our experiment. Study table I.

TABLE I

Candi- dates	I Ex.	II Ex.	III Ex.	IV Ex.	V Ex.	VI Ex.	VII Ex.	VIII Ex.	IX Ex.	X Ex.	Aver. age
A	27	33	43	25	29	36	26	21	37	33	31
B	49	53	64	33	52	51	51	48	56	54	51
C	69	81	82	64	69	84	74	81	72	64	74
D	23	46	39	23	19	40	33	24	41	21	31
E	39	57	64	44	39	62	34	39	51	45	47.5

Assuming that these averages represent approximately the ideal marks, the difference between these averages and the original marks tell us this divergence of the examiners from the Ideal marks or the "Group of errors." The differences are given in table II.

TABLE II.

Candidates.	Average.	Differences.										Remarks.
		I Ex.	II Ex.	III Ex.	IV Ex.	V Ex.	VI Ex.	VII Ex.	VIII Ex.	IX Ex.	X Ex.	
A	31	-4	+2	+12	-6	-2	+5	-5	-10	+6	+2	
B	51	-2	+2	+13	-18	+1	0	0	-3	+5	+3	
C	74	-5	+7	+8	-10	-5	+10	0	+7	-2	-10	
D	31	-8	+15	+8	-8	-12	+9	+2	-7	+10	-10	
E	47.5	-8.5	+9.5	+17.5	-3.5	-8.5	+14.5	-13.5	-8.5	+3.5	-2.5	
Average		-5.5	+7	+12	-9	-5	+8	-5	-4	+4.5	-3.5	

The figures are all negative in the case of examiners I & IV showing that these examiners have severe standard of marking than the Ideal; they are all positive in the case of examiners II and III and show that these examiners are more lenient in marking than the ideal; examiner VII is nearest to the Ideal in the case of candidate B and C and nearer to it in the case of D but more remote in the case of E.

Taking into consideration the average of the differences, we can also express, for every examiner, the above differences in term of the consistent difference of standard plus or minus random variations as shown in table III.

From table III we find that the random element of examiner I is only 3.5, of examiner III is 5.5 and in the case of examiner VII or VIII it is 10.5 and 11 respectively.

As already stated the examiner who introduces large random variations into his marking is considered to be less precise than the examiners who introduce less random variations into their marking; consequently examiners I and III should be regarded more precise in their marking than examiners VII and VIII and more regard should be paid to examiners I and III in the estimation of Ideal mark.

TABLE II.

Candidates.	I Ex.	II Ex.	III Ex.	IV Ex.	V Ex.	VI Ex.	VII Ex.	VIII Ex.	IX Ex.	X Ex.	Remarks.
A	-5.5+1.5	+7-5	+12+0	-9+3	-5+3	+8-3	-3-2	-4-6	+4.5+1.5	-3.5+5.5	
B	-5.5+3.5	+7-5	+12+1	-9-9	-5+6	+8-8	-3+3	-4+1	+1.5+.5	-3.5+6.5	
C	-5.5+.5	+7+0	+12-4	-9-1	-5+0	+8+2	-3+3	-4+11	+4.5-6.5	-3.5-6.5	
D	-5.5-2.5	+7+8	+12-4	-9+1	-5-7	+8+1	-3+5	-4-3	+4.5+5.5	-3.5-6.5	
E	-5.5-3	+7+2.5	+12+5.5	-9+5.5	-5-3.5	+8+6.5	-3-10.5	-4-4.5	+4.5-1	-3.5+1	
Average of Squares of R.V.	2.25 12.25 .25 6.25 9	25 25 0 61 6.25	0 1 16 16 30.25	9 81 1 1 30.25	9 36 0 49 12.25	9 64 4 1 42.25	4 9 9 25 110.25	36 1 121 9 20.25	2.25 .25 42.25 30.25 1	50.25 42.25 42.25 42.25 1	
Sum	30	120.25	63.25	122.25	106.25	120.25	157.25	187.25	76	158	
Average of Squares of R.V.	6	24	12.6	24.4	21.2	24	31.4	37.4	15.2	31.6	

In other words, we say that more weight should be given to the marking of these two examiners in the estimation of Ideal mark.

Such weights have been mathematically calculated as follows:—

(1) We find the squares of the random variations of each examiner.

(2) We calculate the simple average of these squares. This result is known as variance.

(3) Weights are inversely proportional to these variances.

In the above experiments weights have been calculated per below:—

(1) The sum of the squares of random variations for each examiner are approximately 30, 120, 63, 122, 106, 120, 187, 157, 76, 158 respectively.

(2) Variance are 6, 24, 12.6, 24.4, 21.2, 24, 37.4, 31.4, 15.2, 31.6

(3) Weights are proportional to

1/6: 1/24: 1/12.6: 1/24.4: 1/21.2: 1/24: 1/37.4: 1/31.4: 1/15.2: 1/31.6 or approximately

16, 4, 7.6, 3.9, 4.6, 3.9, 3, 2.6, 6.3, 3
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(4) Sum of the ratio of weights = 55 approximately. Hence weights are as follows:—

I Ex = .29, II = .07, III = .14, IV = .07, V = .08, VI = .07, VII = .06, VIII = .05, IX = .11, X = .06

The weighed averages of the candidates are calculated by the application of the formula

$$W.A. = \frac{x_1 w_1 + x_2 w_2 + x_3 w_3 + \dots}{w_1 + w_2 + w_3 + \dots}$$

where $w_1 + w_2 + w_3 + \dots = 1$

To make the process clear I have calculated the weighted average of candidates C and D.

Candidate	Ex	Marks	Weights	Product
C	I	69	.29	20.01
	II	81	.07	5.67
	III	82	.14	11.48
	IV	64	.07	4.48
	V	69	.08	5.52

31 Marks	Weights	Product
Ex VI 84	.07	5.88
„ VII 74	.06	4.44
„ VIII 81	.05	4.05
„ IX 72	.11	7.92
„ X 64	.05	3.84

weighted average = 73

CANDIDATE D			
	Marks	Weights	Product
Ex. I	23	.29	6.67
„ II	46	.07	3.22
„ III	39	.14	5.46
„ IV	23	.07	1.61
„ V	19	.08	1.52
„ VI	40	.07	2.80
„ VII	33	.06	1.98
„ VIII	24	.05	1.20
„ IX	41	.11	4.51
„ X	21	.06	1.25
			30.23

weighted average = 30

For the sake of comparison I give below weighted averages of the candidates on two occasions.

Candi- dates	I Investi- gation	II Investi- gation	Remarks.
A	31	36	
B	52	62	
C	73	82	
D	30	36	
E	47	52	

Rhodes calls these weighted averages as better approximation to the Ideal

marks. Let us now compare Approximation to Ideal marks as used by Professor Edgeworth and better approximation to Ideals mark as used by Rhodes. In the case of candidates C and D there is a difference of 1 mark; both of them are one and the same in the case of A, each being equal to 31; in the case of E, the average is 47.5 and the weighted average is 47.2. In our experiment we do not find much difference between the two.

Effects of Change in the Ideal Marks.

The ideal marks obtained from the examiners on two occasions are given below:—

Candi- date.	INVESTIGATIONS.		
	I	II	Differ- ence.
A	31 (F)	37 (III)	-6
B	51 (II)	63 (I)	-12
C	74 (I)	82 (D)	-8
D	31 (F)	36 (III)	-5
E	47.5 (II)	52 (II)	-4.5

There is a great difference between the two sets of Ideal marks. It is due to the fact that examiners were on the whole more lenient on the second occasion than on the first. There is a difference of 12 marks in the case of candidate B—a staggering figure indeed. E is the only candidate who is placed in the same division on two occasions and all other candidates have been pushed one class up—A from failure to III class, B from II class to I class, C from I class to distinction and D from failure to III class.

However, there is change in the order of the candidates with the change from the first set of Ideal Marks to the second. C gets the first position on two occasions, B, the second position and E, the third position. Whereas A and D were bracketed last on the first occasion, A beats D by 1 mark only on the second occasion.

NOTICE

All articles for publication, and books for Review should be sent to the Editor.

Business communications should be addressed to the Manager.



EDUCATIONAL INDIA

Masulipatam, Sept. 1942

Students and Strikes

It is highly to be regretted that the outburst of a political movement should have its immediate repercussions in the academic world. The educational atmosphere of the youth should never be subjected to the fluctuations of the political arena. The ebb and flow of politics should never be permitted to disturb the calm, placid, serene environment of schools and colleges. Immature youths of tender ages with little or no sense of discrimination are never a fit material for exploitation by the excited politician. The appeal for participation in any cause, calculated to further the interests of the country, should be made to men and women who have attained the age of discretion and a stage of choosing for themselves a path, though beset with troubles and turmoils resulting in lathi charges, firings, collection of collective fines and detention.

PUPILS of High Schools and students of Arts Colleges are for the most part less than a score of years

of age, under the control and maintenance of parents and guardians and the supervision and tutelage of teachers. Any spirited appeal made to their emotions by any irresponsible political worker is sure to touch the inner chords of patriotism and national consciousness and organise them into a band of volunteers parading through public streets shouting slogans, whose implications they are not quite sure of, picketing at the gates of educational institutions by threat, force, cajolery and intimidation so as to dissuade the genuine school goer from attending classes and receiving instruction. Teachers in charge of the run of schools and colleges find it a tough job to steal their way through crowded streets, exposing themselves to cavail and calumny occasionally from certain unknown quarters.

IN all the foremost provinces of India, during the last three weeks we have had the misfortune to witness scenes of disorder, dislocation of normal work, temporary closure of schools, colleges and even universities, partly to save their honour and prestige and partly to safeguard the lives and persons of students, who have flocked from far and near cutting themselves adrift from their kith and kin for the pursuit of studies, from 'the repression and slaughter of the innocents.' Students brought up under such atmosphere may be inclined at times to play a secondary role in assisting hooligans in their acts of vandalism and inherit only crude notions of discipline which will make them in the long run unworthy citizens of their dear native land. Half a dozen years of good training

on right lines given by a zealous schoolmaster will be exploded and rendered of no value in a week of commotion and excitement due to political upheavals.

[T is high time that leaders who have shouldered the responsibility of conducting such campaigns will feel it their duty in the interests of the country to advise all boys and girls who have not completed their period of minority according to law, to stand aloof without identifying themselves with such sporadic outbursts calculated to endanger their aims and ideals in life. Moreover it may not be out of place to mention that students fed by parents would do well to bide their own time without indulging in such activities, unless they are able to stand on their own legs for their upkeep.

LIFE at school or college is only intended to provide the necessary enlightenment in matters relating to, social reconstruction, economic uplift and political regeneration. All opportunities for acquiring knowledge by hard study, general reading and listening to addresses of men of light and leading should be availed of. The classroom, the Debating Union, the College Magazine and the Study Circle should be made best use of, for hoarding up the equipment necessary for building up good and useful citizens. A time will come, when they may have to play their part in moulding and shaping the public opinion and advancing the cause of their country's progress and prosperity.

EVEN during their period of stay at school, they may seek the

guidance of inspiring members of the staff to put their innate instincts, in the right path, taking care to see that they are not victimised by demagogues of lesser intellect. They may with greater credit to themselves and better advantage to their motherland organise night schools, free reading rooms, circulating libraries, social service leagues, civic welfare associations to promote adult literacy, national unity, village industries and rural welfare. If all students take a vow to make use of Indian-made articles for dress and daily needs, appear Indian-like in their general deportment and outlook and exhibit genuine pride in observing Indian festivals, playing Indian games and honouring Indian heroes, this misdirected activity can be easily diverted into more useful channels which may help India to attain a proud and privileged place among the cultured, civilised and independent nations of the world.

WE wish that the students of today would develop into good citizens of tomorrow with high ideals of conduct and character, dissociating themselves from all trade union methods of agitation and anarchy and developing only standards of ethics and practical conduct in consonance with the lives of great men who have left behind them footprints on the sands of time to be followed by them for their glorification and the emancipation of the land of their birth. A land which has set a brilliant example to the West by its hoary civilisation should work out its salvation on its own lines, with the help of its future citizens without giving

occasions for comment or criticism from undesirable quarters. It is up to the youth, the alumni of centres of learning and *Dharma*, to live up to the teachings of their great men in the past and carve out for themselves a reputation all their own for sobriety in judgment, cool and dispassionate consideration of facts coming under their purview and levelheadedness, so that they may acquit themselves nobly and well as dutiful sons, beloved fathers, responsible citizens and trusted servants of the nation. — C. B.

Co-Education

CO-EDUCATION is a problem that has been agitating men's minds for a long time. Educational experts are almost agreed on the need for running separate schools for boys and girls in the elementary and middle school stages. It is even suggested that qualified and elderly women teachers may be employed in boys' elementary schools, as they alone know best how to handle boys with motherly care and sisterly attention. But in the middle and high school stages as it may be a period of transition, it is considered desirable to have separate schools for boys and girls. Unfortunately, because the medium of instruction in most girls' high schools is a foreign tongue due to the paucity of vernacular-knowing school mistresses, and the provision of a few specified subjects under 'C' Group is considered inadequate, some girls have had to seek admission into boys schools. Even in such cases the employment of a few experienced and qualified women teachers would give girls a sense of security and generous treatment.

[T is said that a sufficiently big number of girls are now undergoing instruction in boys' high schools as compared with the number of girls now studying in girls' high schools and as such there need be no girls' high schools run by the Government at much expense and trouble. Such an argument would only do disservice to the cause of higher education among girls, as all parents may not be willing to send their daughters to boys' schools where due representation has not yet been given to women teachers. For many more years to come, we may have to maintain separate high schools for girls at least in populous towns and cities to serve as an incentive for the free admission of intending girls.

[N the case of colleges, unless a College of Domestic Sciences is opened for women, no separate provision need be made for them by wasting among the resources of the State on the maintenance of a college for women with reduplicated courses of study. As was rightly hinted by the veteran educationist, the Rt. Hon. Srinivasa Sastri, advanced courses of collegiate study may be taught to men and women in all arts colleges, making adequate provision for their seating, retirement, library work, games, subject to the supervision of a few qualified tutors and demonstrators of their sex, so that they may breathe a familiar and free atmosphere without feeling a sense of segregation and exclusiveness. Heads of colleges will have to safeguard their interests by taking all possible steps consistent with chivalry.

Allowance for Teachers

A TEACHER, as is said by a realist, is a member of the noblest of professions and the sorriest of trades. He has to play many parts 'as a reader, writer, speaker, scholar and traveller' to gather the necessary equipment for his calling and 'as an artist, actor, a disciplinarian and examiner' for a proper discharge of his duties and 'as a human being, social unit, parent, citizen and man-builder' for the maintenance of cordial relations with other members of the body politic. A man of many and varied parts is left to take care of himself exposed at times to the oppression of superiors, fault-finding of parents and caustic criticism of pupils with no recognised salary, status and prospects in life. The poor plodding teachers, working particularly in elementary and secondary schools, have to content themselves with starving rations, denying to themselves all comforts and luxuries. Mere words of philosophical solace are of no great satisfaction, as it is very easy to say that contentment with a man's lot in life is the best remedy for one's problems in life but it is very difficult to face the actual realities of life and find a suitable remedy with an empty purse.

TO do justice to the profession to which the teacher has the honour to belong, he must be kept above want, so that he may devote his leisure hours for general reading and acquisition of knowledge regarding latest researches in the various fields of human activity and exert himself strenuously in the presentation of facts to pupils in an interesting and

instructive manner. It is to be regretted that either in the required amount of money spent on every head of school-going pupil or in respect of the remuneration paid to a humble servant of the nation—the teacher—India compares herself most unfavourably with any other civilised, self-governing and progressive country in the world. At a time when the State has been taking over the management and direction of elementary and even secondary education in most other parts of the world, the foremost nation-building department in India is left to be administered by private agencies with no uniform standards of justice, law and equity. The meagre grants given by the Department tend only to convince the outside world that the State is doing its little bit in the direction of educational progress, without substantially helping the teacher. At this rate, in the absence of a five or ten year plan, it may take not less than half a century to make education free and compulsory and keep the schoolmaster away from the wolf's door.

IT is high time that in view of the prevailing abnormal prices of all foodstuffs, clothing and other bare wants of life, the salaries of teachers are considerably revised with the benefit of a Dearness Allowance, which may conveniently be fixed at at least one fourth of their monthly salaries. The Punjab Government has taken a lead in the right direction by fixing a graduated scale of allowance for all employees drawing less than a hundred per mensem. The same spirit of philanthropy should be manifested by other provinces, where in the absence of popular gov-

THROUGH different PROVINCES

DELHI

INDUSTRIAL RESEARCH COUNCIL

In response to an appeal made by Sir A. Ramaswami Mudaliar, in the Central Legislative Assembly last year that Indian industrialists should come forward with donations to promote the work of the Scientific and Industrial Research Council, donations have been received from Tatas and Messrs. Indian Wire and Steel Products, Ltd. These donations have been gratefully accepted by the Council.

Messrs. Tata Sons have donated Rs. 8,30,000 for the construction and equipment of a National Chemical Laboratory which is one of the most urgent needs of the Council. This laboratory will be located at Poona and the Governing Body of the Council have decided that in recognition of Tata's notable contribution the name of Tata should be associated with the laboratory and buildings.

A sum of Rs. 1,00,000 has been donated by Messrs. Indian Wire and Steel Products Ltd., through the good offices of Sardar Baldev Singh for such purposes relating to the work of the Council as may be agreed upon between the donor and the Council.

TORPEDO SCHOOL FOR INDIA

The foundation-stone of the Royal Indian Navy's new Torpedo School was laid by H. H. the Maharaja Jam Saheb on August 8. The ceremony marks a further stage in important developments connected with the naval defence of India.

Continued from preceding page

ernments, Advisers and Directors have been holding sway, in giving liberal dearness allowance to the ill-paid but over-worked teacher. A happy contented teacher will be a valuable asset to society.

The comprehensive instruction that will be given to officers and men of the Royal Indian Navy, and also to the Royal Navy personnel, will include the training, firing and recovery of torpedoes at sea, practice attacks on targets, and maintenance and repairs. Further, the School will teach the handling of depth charges and mines and the operating and maintenance of the electrical equipment on which modern warships so largely depend. Not only will it train recruits to the torpedo branch, it will also provide courses for trained men, so that they may acquire the proficiency that leads to advancement in rate and more pay.

A notable point about the training is that it fits a man for a good job when he returns to civil life. He will then be given a trade certificate, specifying the instruction he has received at the School and the electrical work on which he has been engaged in ships and ashore.

MADRAS

A DEPUTATION TO THE D. P. I.

A deputation from the Madras Teachers Guild waited on the Director of Public Instruction, Madras, on July 27 and submitted a memorandum on the position of teachers in City (Madras) Schools.

The deputation pointed out that the strength of the schools had fallen considerably and that managements could not maintain the existing staffs with their own resources. A reduction in staffs, corresponding to the fall in the strength of schools, was not proper, nor was it advisable that the salaries of the teachers should be subjected to a large cut.

It also suggested that surplus teachers of City schools might be transferred to other schools where suitable vacancies existed and that in view of the great increase in the cost of living in the City, the Director of Public Instruction should issue orders ensuring the teachers at least their normal increments and freedom from cuts in salaries.

COMPULSORY EDUCATION IN COASTAL TOWNS

The Government have published a draft amendment to the rules under the Madras Elementary Education Act stating that in the Madras Fortress area and in coastal towns where compulsory elementary education is in force, a child shall, until this rule is cancelled, be exempted from attendance if the guardian of the child is not willing to send the child to school because of the situation created by the war. Any objection or suggestion with regard to the amendment should be sent to Government within six weeks from August 11.

HELP TO EVACUEE STUDENTS

Mr. V. Chakkarai Chetti, Mayor of Madras, met the Director of Public Instruction, Madras, recently and discussed with him questions relating to admission of evacuee students from Burma in various educational institutions in the province.

The Director informed the Mayor that the Government were sympathetically considering all cases of hardship. He is stated to have pointed out that students who had come without their parents or guardians, would be admitted free in classes for which they were found fit. Help would also be given to students whose parents were helpless or experienced delay in getting their allowances or who were formerly studying here and getting remittances from their parents in Burma.

BENGAL

VOCATIONAL SUBJECTS AND MATRIC EXAMINATION

All the recognised H. E. Schools in Bengal have been informed by the Calcutta University, in a circular, that candidates will be allowed to appear at the Matriculation Examination in 1943 and 1944 without a certificate showing that they have received a course of Training in Vocational subjects. The circular, however, asks the authorities of these institutions to make every effort to introduce training in one of the vocational subjects for candidates who will appear in 1945 and in following years.

ADVANCES TO TEACHERS

A circular has been issued by the University of Calcutta to all affiliated schools, in which

the managing committees have been given directions regarding advances to be made to teachers out of the school contribution to the Provident Fund. The directions are that advances from such contribution may be made only if (i) there has been a reduction in the salary of a teacher on account of the emergency, (ii) the teacher has already been paid his own contribution to the Provident Fund, (iii) the sum advanced together with the salary which is being drawn by the teacher does not amount to more than three-fourths of his original salary, (iv) the payment has been made in the first instance out of the Reserve Fund subject to the condition the balance therein does on no account fall below 50 per cent of the total, (v) payments of such advances are made by monthly instalments and not in a lump sum and (vi) no interest is charged for the advance and that the loan is not recouped from the teachers during the emergency.

BOMBAY

LOKASHALAS

The Government of Bombay has decided to encourage the opening of Lokashalas to promote the general education of pupils who have completed their full primary course and who cannot afford an English education. The Committee appointed in 1938 to deal with the question of the training of primary teachers, emphasised that the primary school certificate examination which is considered an adequate qualification both for employment as a primary teacher and for admission to various public services where a knowledge of English is not essential, does not provide a sufficiently good general education to those wishing to qualify as teachers. It, therefore, recommended the establishment of institutions known as Lokashalas in which pupils who cannot afford an English education will obtain general education after completing the full primary course.

The Government has accepted this view and has decided to encourage the opening of Lokashalas. Instruction in them will be through the medium of the regional languages and English will not be taught. These institutions will thus come into the category of secondary schools. A special Lokashala Examination will be held and the standard will conform generally to that of the School Leaving Certificate Examination.

UNITED PROVINCES

INTERNATIONAL CHAIR IN BENARES UNIVERSITY

It is understood that arrangements for the establishment of an International Chair at the Benares Hindu University, which is the outcome of the munificence of His Highness the Maharaja of Indore are now complete. Steps are being taken to obtain the services of an American scholar of international repute to deliver lectures under the Indore International Chair scheme. It is learnt that the subjects selected for the lectures for this year are Philosophy and Mathematics.

RECLAMATION OF JUVENILES

The Report of the correctional and rehabilitation work in Juvenile Jails, Bareilly, in the United Provinces for the year 1939-40 and 41 has been published.

The Report says that the correctional aspect of the work consists of giving all the affection that is possible in a well adjusted home so as to disinvest the boy of the hostility he bears against society and the institution. After he feels at home he is taken to games and a desire for games is created and team spirit inculcated. He is then taken to work and later to studies and the same principle of creating a taste for work and studies is followed throughout.

The rehabilitation programme includes the sending of boys to factories. The wages he earns are credited to him and after necessary deductions the balance is handed over to him at the time of release. Twenty-eight boys go out every year to three factories and during the period 118 boys have had this opportunity and they have earned over Rs. 7,000 by the end of December 1941.

CENTRAL PROVINCES

HINDUSTANI PRACHAR SABHA

It is understood that a new Prachar Sabha called "The Hindustani Prachar Sabha" has been started at Wardha with Dr. Rajendra Prasad as its President and Mahatma Gandhi as Vice-President. And Sjt. Shriman Narayan Agarwal is its Secretary.

The aim of the Sabha is, according to the Secretary, "to bridge the gaping gulf between

The first examination will be held in April 1943, and thereafter annually. Those who have passed the Primary School Certificate Examination will be allowed to appear for this examination on payment of the prescribed fee provided they are certified as fit to appear by the head of a school recognised for the teaching of the Lokashala Course. The examination will also be open to qualified teachers in employ in recognised primary schools. The main groups of subjects for the examination, the minimum requirements to qualify for the Lokashala certificate, and the detailed syllabuses will be published shortly.

BACKWARD CLASS TEACHERS UNDER TRAINING

Special measures have been taken by the Government of Bombay to provide free student-ships and stipends to backward class candidates undergoing training in Government or non-Government primary training institutions.

Primary school teachers deputed by Local Authorities for training in non-Government primary training institutions are at present paid duty pay or stipends and are exempted from the payment of fees, the loss of fee income on their account being made good to the training institutions concerned by the payment of fee grants. Candidates who have either been deputed by private associations or bodies or those who are receiving training on their own initiative in such institutions are required to pay the fees levied by the institutions concerned and in addition have to bear other expenses while under training.

The Backward Class Board recommended that, just as in the case of the Local Authority teachers, backward class candidates under training in non-Government training institutions who have either been deputed for training by private associations or bodies or who are receiving training on their own initiative should be given stipends and free-studentships. Government considers that such backward class candidates should not be required to pay fees and that the loss in fee income on this account should be made good to the authorities of the training institutions concerned by the payment of special fee grants and a recurring provision of Rs. 1,200 has accordingly been made in the current year's budget.

the two drifting streams of Hindi and Urdu". He says, "It is the duty of national workers to direct their energies towards bringing the two streams—Hindi and Urdu—nearer each other. This cannot be achieved by means of lengthy discussions and pious resolutions. It is desirable that a good number of people in this country should strive to learn both Hindi and Urdu."

Those who wish to secure fuller information about the Sabha and become its members may correspond with the Secretary.

BIHAR

CIVIC ADMINISTRATION IN ANCIENT INDIA

Seals of office of rural and urban dignitaries of ancient India and inscriptions on stone and on copper plates which prove that the great Buddhist centre maintained contact with Java, Sumatra and other countries have been unearthed at Nalanda (in Bihar), once the site of a famous Buddhist University. A memoir (No. 66) just published by the Archaeological Survey of India describes the results of over two decades of continuous excavation on the site and the discovery of a series of remarkable stupas and monastic buildings.

The clay seals show to what extent civic administration had advanced in India 1,100 years ago. A stone inscription of the 8th century refers to a warden of the northern marches (whose title, Tikin, suggests that he was of Tartar origin) who had made a religious offering at Nalanda. A record of over eleven centuries ago shows that a ruler of the Sailendra dynasty, whose dominions included Sumatra and Java, requested the Pala King Devapala to provide for the maintenance of a monastery which the Indonesian ruler had erected at Nalanda.

ASSAM

POSTPONEMENT OF EXAMINATIONS

At a meeting of the Executive Council of the Dacca University held recently, the Council, accepting the recommendation of the Academic Council, has decided to postpone the final M. A., and M. Sc., examinations till November 18, in view of the present unsettled conditions.

The meeting also decided to confer the degree of Doctor of Philosophy on Mr. Dharendra Lal Das and Mr. Harinath Dey.

Here and There

INTERNATIONAL STUDENT ASSEMBLY

British and Soviet students at present engaged on war work in their own countries may attend an International Student Assembly at the American University at Washington on September 2. The student delegates will participate with the approval of their Governments and in many cases will be selected by the Governments themselves. The Assembly will discuss the contribution that students can make towards winning the war and shaping the peace. Prominent speakers include Mr. Harold Butler, Mrs. Roosevelt, Vice-president Mr. Henry Wallace, and Chinese Ambassador Dr. Hushih. Of a total of 300 delegates 125 are from the United States and Canada, 75 from Latin America, 50 from Asia and 50 from Europe and Africa.

SIR STAFFORD—A SCIENTIST!

Sir Stafford Cripps is taking a special interest in moves to enable British scientists to play a bigger part in the war effort by providing an effective clearing house for their brains. Government's Wartime Scientific Advisory Committee, under the Chairmanship of the Education Minister, Mr. R. A. Butler, is actively examining proposals for improving the present organisation. Sir Stafford Cripps, besides being a practical scientist and chemical expert, is an authority on complicated patent laws. Before devoting himself to the bar, he took a degree as Doctor of Science.

THE HINDU MISSION

Mr. K. S. Madhavan, B. A., Dip. P. Ed., has been selected by the Birla Education Trust from South India for being trained in a new scheme of educational enterprise about to be launched by the Trust. A dozen teacher-candidates from various parts of India have been selected and will be given comprehensive training at Pilani, Jaipur State, and at Sewagram, Wardhaganj, for a period of ten months. These trained teachers are to form the nucleus of a Hindu Mission—not unlike the Christian Missions—whose sole purpose will be to propagate the ideals of a Cosmopolitan Hinduism throughout India.

PUBLIC OPINION

MR. SARKER ON EDUCATIONAL REFORM IN INDIA

The hon. Mr. N. R. Sarker, who has recently relinquished the portfolio of Education, Health and Lands in the Viceroy's Executive Council, in the course of a statement, says:

"In the field of education we have long been aware that our existing system is ill-adapted to the needs of our people and their

reason why our efforts should remain inhibited for the duration of the war. It is common knowledge that in many advanced western countries, particularly the United Kingdom, great constructive pieces of educational reform have taken place during the last war. I need only mention the Fisher Act of 1918 which marked an important landmark in the evolution of the British educational system. Even during the present war, distinguished educationists in the U. K. and U. S. A. are pressing for a reorganisation of certain aspects of the educational system in their respective countries."



DR. B. C. ROY ON MEDICAL EDUCATION IN VERNACULAR

Referring to the recognition of the Medical Degrees of the Universities of Mysore and Osmania in an interview, Dr. B. C. Roy said:

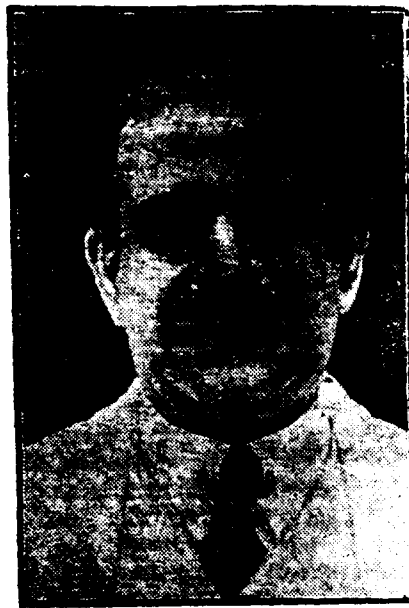
"In Hyderabad, the University is making a bold experiment viz., imparting education in medical subjects in vernacular. Time will only show to what extent the experiment has succeeded, but there is no doubt that they are working on proper lines. A student will certainly be benefited on receiving instruction in his own vernacular. Obviously, this scheme has one disadvantage viz., that the students cannot associate with their colleagues from other parts of the world, or be in living touch with current scientific developments so long as they are taught in their own vernacular; but even so one would wish the experiment a success. The general lay-out of the University buildings for teaching subjects in Arts, Science, theology and law in Hyderabad are extremely good. The State has taken upon itself to put into execution an elaborate scheme costing a large sum of money so as to concentrate in one place all types of University teaching. I was struck with the arrangements made at present and also with what they propose to do hereafter."

DR. GILDER'S ADVICE TO STUDENTS

"Your Vidyapeeth was not founded in the narrow conception of the other universities. It

economic environments and that we stand in urgent need of a radical reform linking up our schools and universities with the economic as well as the cultural life of the community in a scheme of organic relationship. With a view to facilitating a comprehensive examination of our problems of post-war educational reconstruction, a machinery has been set up for the collection and collation of necessary data. These data will be worked upon by the Educational Commissioner to the Government of India for drawing up a provisional scheme which may later be examined by an expert committee of educationists. I hope this will be found in future to have been an important preliminary step for the initiation of education. There is no

was founded as a protest against these narrow views and ideals. Its first purpose and aim is national service. It bears the name of a man who did not spare himself and who underwent great hardships and made large sacrifices in the cause of the nation. Do not lose these ideals, but stand true to them while life shall last. You, graduates, owe it to your *alma mater* to be



in your life time leaders of thought and action in the country who would consider the honour of the country—your country Hindusthan—as their personal honour”, observed Dr. M. D. D. Gilder, ex-Minister of Bombay, delivering his Convocation Address to the new graduates of the Tilak Maharashtra Vidyapeeth at the premises of the Ayurveda Vidyalyaya, Poona.

Proceeding he said, “India is still largely an agricultural country. Its main population lives in its villages. Many of you, I am sure, have villages to go back to and I exhort you to devote yourself to the work of rural uplift. A regular army is wanted for rural welfare work and not until our educated classes throw themselves into that work will the economic level of the masses be raised. Removal of mass illiteracy, improvement of agricultural methods, founding and improvement of cottage industries and improvement of public health—are all calling out loudly for the help of the educated.

You may have before you the example of Mahatma Gandhi—a great leader than whom India has seldom seen—beating himself in a village and transforming it. I am sure there will be some amongst you, who will respond to the call of duty and be willing to follow his example and be satisfied to spend their lives in the service of the mute millions of rural India.”

An Object Lesson to Dictators!

From a correspondent of a Ceylon paper, who has been travelling as an independent observer in the Middle East, recently comes what he describes as an authentic record based on an actual conversation he had with a man in charge of a tea car. The car was passing through the Sinai Desert.

“It is the dreariest road in the world. For more than a hundred miles not a tree, not a hillock, not a contour, breaks the wastes of sand and stone. In winter it is bleak; in summer it is an inferno.

As we drove, I talked to the skipper of the tea car, a serious middle-aged sergeant, who might have been one of Monmouth's men—an earnest, religious West countryman. Our talk veered on to how Hitler could be punished at the end of the war.

“I think we ought to bring him here, Sir,” said the sergeant. “The man Hitler likes to travel. Nobody invited him, yet he went all over Europe, trampling everybody down, making a mess as he went. I think we should give him his own road to travel. This bit we are now on would serve nicely.

“We could put patrols a hundred miles apart, who would supply him with four days rations and a bottle of water. They could tell him ‘When you get to the other end, there will be a nice cup of tea for you and four days' more rations.’

“So he would go up and down, until he had his belly full of travel. If he stopped he died. If he kept on, he got nowhere. That would be, Sir, as you might say, an object lesson to these dictators.” “A cruel and unusual punishment, sergeant,” I said.

“I dare say,” returned the sergeant, “but you know it might give the man Hitler a feeling for his fellow beings if we put him at it for the rest of his life.”

—T. N. V. Series No. 10.

PERIODICALS

Importance of Crafts in Education

The essential function of education is a creative one. No education is complete without manual training. Hence the importance of crafts in education. Our present educational system has failed mainly because it has ignored crafts in its curriculum. The Wardha Scheme, on the other hand, aims to make education more complete by giving an intense manual training to students, writes Mr. S. I. Clerk in a short but interesting article contributed to *Modern Review* for July 1942.

He says, “The importance of crafts in education is realised to a considerable extent abroad, especially in the United States of America and Russia. There is, for instance, in the United States the Industrial Arts Co-operative Service (New York). This institution claims to be the only Teachers' Co-operative in the world. Its aim is the promotion of better educational practices. Its membership is open to all. There are no financial profits in the organisation. It supplies Studies (contributions of advanced students in universities or leaders in the field contributing from their experience on subjects of real educational significance developed to meet the needs of the teacher); Pictures (which develop the work of certain units suggested by Studies); Special Materials and raw material (which it manufactures and raw materials which it locates); Materials (already on the market which it thinks are adequate for meeting educational needs); Books (approved by its Book Committee as real contribution in the educational field); Loan Collection of Mounted Pictures (on over fifty subjects covering the phases of industrial and cultural development); Monthly News Sheet (telling of interesting developments in the field of education particularly that part that is concerned with the arts, industries and lives of peoples), Browsing (in its display rooms, among its pictures, exhibits, materials); The Studio (offers courses for those nearby, and to others the results of its experiments broadcast through its News Sheet). I have described the working of this institution

rather in details, for the utility of such an institution in our country cannot be over-emphasised.

“If we want to have a bright and prosperous national future”, he concludes, “then it is imperative that our educational institutions foster manual training. Both the followers of Sir M. Visveswaraya and his slogan: ‘Industrialise or perish’, and those of Mahatma Gandhi and his gospel of decentralisation of industries must acutely feel the need of the manual training in our liberal educational curricula. Its introduction promises to be a major means of achieving our national prosperity, both economic and cultural.”

“Do or Die”, For Teachers

“To-day the soul-stirring war-cry ‘Do or Die’ is raised everywhere and we see its numerous reactions for good or evil. We teachers, find ourselves in deep thrust and are strangely affected by countless considerations and find ourselves puzzled and perplexed as to where our duty lies. India's fight for freedom is every thinking individual's fight, though with regard to methods, pace, and means to be employed there may be diversity of opinions”, writes *The Bombay Teachers' Journal* for July-August 1942, editorially.

“Here in a nutshell is what teachers can and should do in this grave hour of the nation. The teachers should exert to the utmost their positive influence on the children in their charge. The fostering in the pupils of an unflinching devotion to the motherland, and an idealism that defies even the threat of death or suffering far worse than death, the cultivation of an outlook which is wide, tolerant and all understanding leading to harmony and a feeling of common bondage of nationality and brotherhood and the awakening of an enthusiasm in the youngsters for achieving the highest and greatest possible physical and mental efficiency should be regarded by every teacher as the supreme duty,

Foreign Currents

Education on Wheels

In an article contributed to the *Asia* magazine, Mr. A. Gordon Melvin gives an interesting account of how Free China is busy in novel experiments in nation-building work of far-reaching importance, in spite of the protracted war.

He observed: Dr. Tai, who is a distinguished graduate of Teachers College in Columbia University, New York, has invented a most ingenious form of minimum equipment which serves as the material base for a remarkable series of economic, social and educational objectives. It is called in translation "The Universal Education Cart", a title which it merits to the full. Its compactness is amazing. In its travelling form, it is a small box on four wheels measuring only one foot in thickness and two feet in length and in height. In this small compass is packed away material which serves five basic uses; that of a travelling school, of a circulating library, of a movable exhibition, of a store from which goods are sold and of a sleeping cot for the teacher. The cost of this school and more than school is forty dollars in Chinese currency.

Continued from preceding page

to be discharged at every hour of the day throughout his or her active life."

It concludes, "Regardless of consideration of pay and other conditions of service, regardless of the question whether the teachers are treated justly or otherwise by the Management, State or Society, regardless of narrow limited considerations of the supposed futility of action by isolated individuals, all right-minded teachers who are in the profession should adopt this philosophy of 'do or die' in the cause of the youngsters who are in their sacred charge. Then alone would the National cause be rightly and truly supported by the teachers who deserve to be and should be as their brethren of the glorious ancient days, the leaders of public opinion in the Nation."

The first such "cart" was used in the rural area to the west of Shanghai, where the movement started. The pioneer teacher-organizers were, as is natural to expect in China today, patriotically minded students, for the most part from Great China University. Today many students voluntarily contribute an average of one free hour of work a day.

Striking out into a near-by rural section, the volunteer teacher gets to work. In some open space, preferably by the side of the road, he sets up his outdoor school. Perhaps, his first attracts attention with his museum of exhibits. Here the passer-by finds objects of personal interest to him, powders to kill the worms that destroy his crops, improved seed of the yellow soya bean developed in the University of Nanking, American maize, and the white cotton seed of Kiang Ying Hsien. When the teacher has attracted sufficient interest, he may begin to talk about his school. Suiting the action to the word, he changes the scene. The covers of the box are set up as blackboards. Folding benches attached to the side of the box are set out to accommodate, if necessary, forty persons. School is on. The blackboard is essential for the presentation of written characters, which the pupils copy on another bit of the school's apparatus (the slate).

But the teachers of the Nien Erh Movement are no mere teachers of elementary literacy. They have a double task. They aim to carry on a realistic education of the rural people, on the one hand, and to assist with their economic rehabilitation on the other. It is in the practical teachings of these itinerant outdoor schools that one of the real triumphs of the movement is to be discovered. It proposes that the learners shall know the elements of healthy behaviour, as well as the rudiments of Chinese history and the place of China in the modern world. It directs its attacks on undesirable forms of conduct such as the use of cosmetics and drugs, sex laxity, gambling and excretion in public places. It urges that each individual develop some form of skilled production such as chopstick manufacture. It gives instruction designed to improve simple hand crafts. Thus it hopes to provide technical aid designed to carry people through a transitional stage in which they move from handicrafts to an era of socialized technology.

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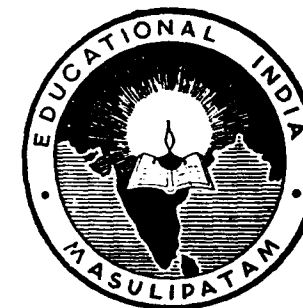
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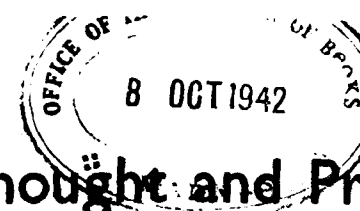
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Modern Educational Thought and Practice

By Mr. DINA NATH DHAR, B. A. (Hons.), B. T.

Teachers' Training School, Srinagar.

SINCE man appeared on the earth, he has been contending against nature and has been affected by her in turn. As a matter of fact, he has always tried to adapt himself to his physical environment. In man's earliest days this struggle has been very grim and possibly unconscious, but it must have brought him valuable experience. Impelled as he was by social instincts, the early man learnt to live for obvious purposes in social groups. Profiting by his experience, the early man, in the first instance, and the social groups, later on, devised ways and means to equip themselves better for adjustment to cosmic environment. With the unrolling of social evolution, man's gregarious intercourse and his control over nature increased, and man became better fitted for the struggle for existence. This constant interaction between man and nature and the expression of the inner and higher impulses have been responsible for the creation and development of crafts, arts, sciences, literature and philosophy. This led to the beginning of what is popularly called civilization, and its influences must have widened and deepened with the advance of time. In due course man found himself adjusting not only to his physical but also to the social environment. In earliest stages it was through imitation that man adjusted himself to nature and the growing social order. He had no other but this unconscious education. During this period he unconsciously submitted himself to the will of the society and subordinated his interests to those of his narrow social group. There could not have been any conscious effort on either side to assert itself or subordinate the other. After the lapse of some more time, man must have felt the necessity of taking the education of himself in hand, he must have consciously tried to devise ways so that the experience

of his forefathers was transmitted to his younger generations in order to better enable them to adjust themselves to their physical and social environment which, considering present times, may be considered to have been more or less static. With the unfolding of the vast tapestry of social evolution and the growing complexity of the social organisation, the human ideal and outlook of life have, however, been changing. Consequently the aims and practice of education, which is co-extensive with life, have been changing too. The evolution of the educational theory has been anything but rectilinear, it has suffered regressions and retrogressions; at the best its advance has been spiral.

It is very difficult in a few sentences to unravel the web of the chequered course of the educational efforts in the West. But to bring the Modern Educational Practice into bold relief, a brief reference to it seems necessary.

Education was with the Greeks a training for governing classes, training in virtue and in the contemplation of the sublime. Unlike the Greeks, the Romans strove after idealising an orator. Education was to be acquired through imitation and according to the natural bent of the individual.

During the period of transition from the mediaeval to the modern times viz., the Renaissance, a gentleman's education consisted of Greek and Roman classics, which was a revolt against the questionable practices of the Church and its undue authority. In reaction to this, during the Reformation, education aimed at knowledge of real things rather than the ideas conveyed by the classical literature.

The next step in the educational practice is that of Sense Realism expounded

(a) The growth of a human being is continuous; there are no breaks in it though various possibilities within it mature at different periods of life. Each stage of development merges into another; no stage is a preparation for a succeeding one.

(b) The growth in childhood is secured through spontaneous activity directed to no particular ends, nor as a mere response to external needs or stimuli. The spontaneous self-activity finds expression through play. Instincts like curiosity, imitation, construction, etc., find ample scope for expression through play; but this will not disable the developing youth in following serious business in after life. Play includes exercises in make-believe and phantasy in childhood, and purposive work to any high standard of achievement in boyhood or adult life.

(c) Activity is the basis of learning or experiencing but activity is always promoted by a purpose. Purposeful activity is another name for interest; it demands continuity of attention and endurance. Hence it trains the will and ultimately helps children to form character. Many-sided interests will therefore provide the basic environment for character training.

(d) The various tendencies of the mind work collectively, the so-called faculties of the mind do not form water-tight compartments. The mind is an indivisible unit; no discipline is acquired by the study of any one particular subject, and there is no transfer of the discipline from one special subject to anything else. Formal discipline separates activities and capacities from the subject matter or the environment at large. For instance, observation is a consequence of the interaction of the sense organs, and the subject occupying the mind at the time. It is not a distinct faculty of the mind.

(e) On the other hand if an activity is broad-based, it requires for better understanding, better execution, or better appreciation, constant reference and

contact with allied subjects. This type of progressive development usually known "Correlation of Studies" is bound to result in general education on the one hand and simplification of the growing syllabus on the other. The content of education should not therefore get disintegrated into so many formal subjects but get integrated into appropriate activities.

(f) As the student is to develop to its full stature in the social medium, the school should not be merely planned as part of the social organisation. It should not be an isolated point on the social curve. The school should be an important centre of social life. It should be a model of social activities. Such a school does not encourage the formation of monastic asceticism or promote cloistered virtue.

General and special methods of teaching, and organisation are based on the principles as indicated above and on the knowledge of other human sciences. Attempts at balancing the individual and social claims have resulted in the following classroom procedures for normal children:

(a) *Kindergarten and Montessori Schools* aim at sense-training and free expression through play, rhythmic exercises, or spontaneous self-activities suited to children from the age of three to seven. The activities are so designed as to meet the real needs of the children. Montessori system includes preparation for initiation into the three R's., through kinaesthetic movements, as it was in the first instance developed for the good of the defectives. Kindergarten apparatus is, however, symbolic, drawing inspiration from its author who had something of a mystic in him; but Montessori apparatus is rational and the activities are directed to social ends.

(b) *The Project Method.* Teaching is here carried through pupil enterprises, chosen, undertaken, planned, executed and finally judged by groups of pupils or the entire class, under the guidance of the teacher. The enterprises arise out of

the real life of children in the classroom or outside it. These purposeful activities release creative impulses in children, satisfy their innate tendencies and call forth higher power of mind like reflection, judgement etc. Above all they create desirable attitudes to life at large. Any topics from "Cabbages to Kings" can be taught on this plan. Apart from the self-supporting basis the Wardha Scheme of Education can fall under the category of the Project Method, the project bases being the craft-cores.

(c) *The Dalton Plan.*—In this system each boy works at his own pace in his own way. A given subject is divided into weekly or monthly assignments. Each boy is required to complete them in a specified time. The teacher guides boys, checks their work individually, but issues or gives general directions collectively. Intelligent boys are either given more work to do or they may be required to do the assigned work on a higher scale and slower boys on a lower one.

Individual interests, for what they are worth in themselves and for the society, make it necessary to formulate effective teaching adjustments for the education of the supernormal, the subnormal, the maladjusted, the unstable, the defective and the delinquent.

(a) *Special tests for intelligence* and for attitudes have been devised, or can be standardised to suit local needs; these can help in detecting supernormal, subnormal, and maladjusted children. They can accordingly be given appropriate help afterwards. For others the remedy lies with psychiatry; clinics for this purpose are not uncommon in very advanced countries. *Attainment tests* in various scholastic subjects are still in an experimental stage. Here tests from spelling to philosophy, from type-writing to mechanical engineering can be tried for standardisation.

(b) *Diagnostic tests.*—These tests reveal the individual weakness of students in

various subjects without loss of time and energy; remedial exercises can be given to rectify these defects.

(c) *Vocational Guidance tests.*—On a par with the above are these tests; they help prospective students in choosing right careers for themselves.

The psychology of the individual especially of the unconscious has also been receiving due consideration. In this connection mention may be made of scouting and free discipline. Symbolism of scouting like the uniforms, signs, symbols, etc., afford room for make-believe and phantasy. The directed self-activity in a free but duly guided field gives scope for the expression of what is usually termed "bottled up energy". The activity directed in a social medium builds up initiative, manliness, and character. Outdoor life makes for joy and leads to health and spontaneity.

The influence of psycho-analysis is making itself felt in schools. Right attitudes are built up as referred to above through spontaneous social activities, and this when organised into a social system makes for effective discipline, which is another name for an Ordered Activity of a lively organisation and not the silence of the dead. Playway is now abroad in schools. It is dominating the teaching of even such subjects, as Elementary Mathematics, Reading and Writing.

The above applies to intellectual and mental life of the educand. The growth of his physical organism is developed through play and spontaneous activities as in the Montessori Method, or purposeful practical enterprises as in the Project System, or through the acquisition of skills like carpentry, gardening, etc. Direct training is also given through drill and games. In the case of the defectives, remedial exercises may also be given. Advantage is also taken of the principles of dietetics.

Moral and social education is imparted through purposeful practical activity.

school organisation, and corporate life so that many-sided interests are acquired by the students. In modern times due emphasis is therefore placed on residential schools. The school influences character through :—

(a) Orderliness and material conditions of the school, moral, mental and social equipment of the staff, discipline and *esprit-de-corps* of the school.

(b) Self-governing and representative institutions in the school and the hostel.

(c) Opportunities for self-activities of the students like games, excursions, hikes, and encouragement of the pursuit of hobbies.

(d) Relation of the school with the world at large and with other beneficent departments of the State.

(e) Parental co-operation, and

(f) A system of well-organised group games, and social functions.

Attempts at socialising education have led to diversified activities. Advocates of progress in this direction make attempts to realise the following :—

a. *Socialisation of education* for the free growth of the individual, the masses and the society.

For this purpose official and non-official agencies arrange for the education of the *defectives* like the deaf, and the dumb; for vocational and technical education; for continuation education like night schools; correspondence colleges; summer schools etc., and for reformatories. Special efforts are made for the education of the masses through popular magazines, gramophone concerts, the talkies and the radio. In India, Rural Reconstruction Movement is of a piece with these efforts. Co-education is an attempt at minimising cost of teaching on the one hand and removing barriers between the sexes on the other. Last but not the least in this connection is the scheme of adult education.

For developing the technique of methods appropriate to these movements, experimental education, and practical psychology extend their helping hand to the state and private agencies.

b. *Establishment and creation of better social order.* Here Biology intervenes. Can nature be over-ridden by nature? Acquired characters cannot be inherited, nor can tendencies for them, as it takes possibly milliniums to hand on to succeeding generations any acquired modifications, because the gene of the somatic cells are not affected by these characters even if they are made to persist in a number of generations. But the environmental influences known as social heredity can be passed on from generation to generation. Herein lies the hope for the Educator.

c. *Creation of a better humanity.* Eugenics and Biology can come here to help the Educator and the Legislator. Without a benign legislature, the educator is helpless to take in hand the problem of biological sublimation of a whole people or a race.

So far we have seen how the methods of instruction follow, as a matter of simple deduction, from the aim of education. We shall see now how to select the content of education.

In making choice for curriculum we see :—

(a) "What is of the greatest value to the growing life of the child and the society.

(b) What has most worth as a creative activity ensuring appreciation by the child or solidarity of the society and

(c) What topics are animated by a social spirit."

In the first category fall subjects like practical hygiene, training in civic responsibility, language, a trade or a skill, practical mathematics, social studies and general science; and in the second, subjects

like music, poetry, art etc. The subjects are given an activity bias, and topics which are of value beyond themselves do not usually find their place in the curriculum. The selection of curriculum receives constant inspection, criticism, and revision so that

(i) It conforms to the findings of experimental education with respect to the suitability of the material to the age of the child,

(ii) It reflects the changing social life—especially the noblest part of it—outside the school walls.

What has been said above indicates an intelligent attempt at establishing and promoting healthy adjustments to the varying social conditions and ideals of man through the ages. The spirit of modern times, of the New Education, demands an intelligent use of the objective standards of measurement in the field of education; of the findings of all sciences duly bear upon the problem educational, especially the psychology of the child, of the group mind, and of the abnormal; of Experimental education, of Eugenics, of Biology, of the Mechanical Sciences and the like. New facts and laws as they are forged out will evidently influence conduct, and as a consequence will give shape to the general

attitude to life at large. Here science and art will merge into philosophy. This reconstruction is ever at work, a readjustment of opposed tendencies,—in the individual, of emotions and intellect, of the conscious and the unconscious; and in the society of various conflicting interests. As education is a "deliberately conducted practice" for balancing the conflicting interests, psychological and social, we have always New Education, not a new education in a relative sense with reference to space and time, but always new, always fresh, always rambling into "fields and pastures new", always "widening its thought and action" and never falling "in to the barren sands of dead habit". Thus the science and art of education will have always to be formulated within the framework of a philosophy of education, a philosophy of adjustment to life.

But education is more than an adjustment. It is in a significant sense a determinant of the trend into which the human society will develop in the near future. This lays a special responsibility on the educator of today, for he is a more potent force than the politician or the propagandist in directing that trend. Unfortunately, however, the educator has been more often than not bought over or enslaved by the politician to uphold dubious state craft.

MASS ILLITERACY IN INDIA

By Mr. ANGELO MOSES, M.A., F.R.A.C., B.P.E.

WE have reached a stage in India where we cannot make further real progress until there is a radical change in the life of our country. This can only happen if the masses receive an opportunity for education.

No country can have the fullest responsible government without there being in it universal adult franchise also. The question of self-government is thus

closely linked together with that of franchise. In its turn, the extent of franchise depends upon literacy. Though it may not be true to say that India should wait for a large measure of responsible self-government until the majority of its sons and daughters are all literate, it cannot be denied at the same time that its political machinery can be real and successful only to the extent that the citizens are well

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informed and can exercise their franchise wisely.

For a country where the percentage of literates is only about eight, the removal of mass illiteracy is a very important problem. Within the last few years, seven of India's eleven provinces have launched literacy campaigns, and an army of voluntary workers is setting about the task of making the teeming millions literate. Bihar was the first to start with a literacy drive organized on a provincial scale. The Punjab followed suit, and schools for adults were opened in temples, mosques and gurudwaras.

In the United Provinces, in Madras and in the Central Provinces, literacy campaigns are regularly conducted. In the North-West Frontier Province, night classes have been started at nearly 100 centres.

Bombay, being the largest and most industrialised city, has taken up the job of liquidating illiteracy on a bigger scale. Of Bombay's 11 lakhs it is estimated that barely 11 per cent are literate. Bombay City is unique in that the majority of its population is composed of adults—more than six lakhs. The problem of mass illiteracy of Bombay cannot be tackled by concentrating on juvenile education alone. Adult education is therefore most important.

The Bombay Government appointed a Provincial Board for Adult Education in 1938. This Board did good work in some villages, and created the Bombay Adult Education Committee to promote adult education in Bombay City and suburbs. Literacy campaigns are a regular feature. It is estimated that during the first month of a recent literacy drive conducted in Bombay, over 10,000 adults, men and women, made their first acquaintance with the alphabets of their mother tongues. Many of the 10,000 who attended the classes gained in four weeks such proficiency that they were able to read simple stories, count up to 100, and make simple additions and subtractions. Many of them

were able to sign their own names within a week of starting to learn, a feat which gave them a tremendous thrill.

The object of literacy campaigns is to arouse the public conscience to the need of education for the adult population and to spread to a certain extent literacy among men and women in this country.

Mass illiteracy is a deadweight and the sooner it is removed the better for India. Side by side with the schemes for adult education, the spheres of primary, secondary and university education are being enlarged. A wide frontal attack is being launched on the twin evils of illiteracy and ignorance. Stagnation and wastage are being eliminated; on all sides a determination to make India literate as soon as possible is evident. Within living memory, China, Japan and Russia have succeeded in making their peoples literate in a comparatively short span of time. May not India achieve the same miracle?

That literacy will open out new vistas to the masses is undoubted. Experience in other countries shows that one of the results of literacy is a rise in the standard of living. Education enlarges the range of necessities. In India literacy will bring with it a demand not only for suitable reading matter but for other means of expressing new-found urges. A demand for recreative facilities must lead to a larger number of play-grounds, parks and cinema-houses. The urge for instruction will bring in its wake libraries, museums, educational films, schools and colleges. A plea for better medical facilities must create more hospitals, dispensaries, creches and curative centres. These are some of the inevitable, if not immediate results of widespread literacy. Most insistent of all demands, of course, will be the call for books, pamphlets and papers. Adult literacy, like history, does not repeat itself; to be sustained it requires constant attention. "They tell me," said Napoleon once, "that France has no literature. I must

speak to the Minister of the Interior about it." That is probably what will also have to be done in India. Encouragement must be given to the publication of suitable reading-matter for the new population of literates. Such reading-matter must be designed to instruct and entertain.

Literacy there is no doubt will change the face of India, for Kipling's unchanging East vanished over a decade ago. And with literacy must come a rise in the standard of living and the acceleration of the cultural renaissance which India is already experiencing. In a literate India it must find fulfilment. But to make this vast country with its polyglot languages and myriad population a live literate

continent, pulsating with new forces, calls for the Biblical faith which moves mountains. One great drawback is that Indian languages are not phonetic. Most of them have an elaborate system of declension with no vowel sounds. Because the system of oriental orthography is opposed to the Roman script system, it is difficult to teach the average illiterate in India through the Roman medium.

These are difficulties which have to be met. Difficulties to the determined are only there to be solved. Given the faith which moves mountains, India might yet achieve literacy in a generation and change the face of the East. What a metamorphosis that will see!

The Geography Room— Its Importance and Equipment

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THE Hadow Committee in its report emphasised the necessity for "the provision of adequate equipment" for the teaching of Geography and it has now become an accepted fact that a special Geography Room is hardly a luxury. It is as essential as a chemistry or physics laboratory. Even during past centuries when pioneers were adventuring in search of trade to new lands far beyond unknown seas, and Geography was only a "navigation" geography, for the guidance of sailors and explorers, Hook, in his 'New Discovery of the old Art of Teaching Schools' (1669), remarked:—"In the uppermost storey of the school should be a fair pleasant gallery wherein to hang maps and set globes, and to lay up such varieties as can be gotten in presses or drawers, that the scholars may know them." He was certainly forecasting the modern 'Geography Room.'

In India this fact has never as yet been fully appreciated and the total geographical equipment of a school consists generally of a few out-of-date and old maps and a globe. The maps and the globe are 'only occasionally' transported to the room in which the teacher happens to be giving his lesson. More often they are like artificial fruits and flowers—for display and not for use. What Dickens said of the "two great globes that were never used", many years ago, may still be true of many globes and maps in our Indian schools.

This unjustified lack of appreciation of the importance of adequate equipment to enable the study of geography to be pursued competently is due in some measure, doubtless, to the unyielding nature and conservatism of the "so-called geographers" of our country. And we have doubtless failed to realise that the provision of a special geography room does not

only enlarge the scope of teaching but also effects a direct saving of money on the wear and tear of maps and other equipment. There are, however, a few schools that have very good geography rooms.

I have the vast majority of indigenous schools of all types when I wrote these pages.

Many specimens of geography rooms are described in various pamphlets and books on geography teaching. I had occasion to visit some of the schools in England. I found that the supply of books, Atlases and other equipment varies considerably from school to school, according to the financial resources available and according to the respective capacity of students, but in all types of schools, the basic equipment is very much the same. Some authors and teachers lay stress on the structural side of geography rooms. It is pointed out that (1) a window in a south corner is helpful for the study of sun movements; (2) the situation of the Geography room on the top floor helps in the study of the home region; (3) the size of the room must be adequate—it should be bigger than the ordinary class-room and it should be broad rather than deep, so that the black-board is not too far from the back of the room; (4) there should be the right number of windows in correct position provided with blinds; and that (5) there should be a maximum of wall space for hanging maps and exhibiting pictures.

Such details are no doubt extremely useful for schools where authorities are in a position to countenance the outlay for the construction of a new geography room, or for those responsible for the planning of new schools. But in existing buildings, the best use may be made by the geography teachers of actual circumstances. And fortunately in India, adequate use can easily be made of the outdoor space in the school compound for the study of the sun movements, since there is little of

the climatic difficulty which hinders setting in England.

The writer has observed in England that while, in considering Geography rooms, great stress is laid on the quality and dimensions of pupils' furniture, etc., no mention is made as to what type of seating arrangement is most advisable. Yet I believe this is a very important detail in the lay out of the geography room. For in teaching geography it is of utmost importance that each and every student should have a clear view of the teacher and the various maps or apparatus which he is using. In the ordinary classroom it often happens that backbenchers cannot easily see what is being done by the teacher. To remedy this, some sort of semi-circular sloping seating arrangement may be adopted. With such a seating system, the back-row pupil is not at all at a disadvantage but can easily see the teacher and follow his activities. Such a system involves the use of circular desks and benches of various heights. But if this is not possible, the floor of the room may be built up in platforms to fit this arrangement. The second alternative does not necessitate a great expenditure as a local carpenter can easily make the necessary adjustments.

Now to consider the actual equipment of the Geography room. The value of a magic lantern or a sub-standard cinema projector for illustrating some lessons in the class is generally realised. Pictures sometimes are more useful than maps specially in the case of younger pupils. Therefore the provision of a screen and a projector is to be strongly recommended, and, of course, there must be facilities for making the room dark. In our country, however, occasions arise when the electric projectors or magic lanterns cannot be operated. Battery-projectors and magic lanterns are always useful, but where even these are impracticable, stereoscopes may serve the purpose to some extent.

Recently the hanging globe has come into use in schools. This certainly is a great improvement on the ordinary globe on a pedestal. It gives to the pupil a more accurate representation of the world in space. To use a hanging globe there must be a device in the ceiling of the room to permit of its suspension. The globe should be hung in the front of the class. The provision of the hanging globe saves time since it has not to be fetched from the shelf or cupboard whenever required but is ever-ready for use.

Maps and Atlases supply the fundamental ground-work for good geographical teaching. It is, therefore, important that the maps used should be of the best and the most up-to-date type. They should be mounted on stiff cloth or a good quality linen paper. Their colouring must be clear. Distinct colours that can be easily distinguished are essential especially for use among younger pupils. The physical features should be correctly and adequately represented. And the maps should not be over-crowded with names. Clearness and accuracy should be the essential qualities of the maps used.

At this point it may be advisable to mention a few points about the individual aspects of various forms of maps.

Physical maps should contain excellent modelling and brilliancy of colours, to enable them to give the best possible effect from a distance. They should show the physical features by a well-thought-out blending of colour and shading.

In Oro-hydrographical maps, great stress should be laid on the representation of the net-work of water colours and various types of undulating land-formation should be delineated by a carefully graded system of hachuring.

In other maps ocean currents, winds, main shipping routes, trans-continental railways and political divisions etc., should be shown with the utmost lucidity. In climatic and economic maps the importance

of accurate graphic representation of the respective features cannot be much exaggerated. Maps, specially wall-maps, should be as large as possible. Some large scale maps showing the school neighbourhood or the local district may be of immense use. It is the practice in some schools to use large scale maps of areas which the pupils have never visited. These, however, serve little good purpose, as the students are not familiar with the areas represented on the map. Ordinance survey maps should also be used, but again only of the areas near the school or near the homes of the pupils. For we must not forget that though map-study is a valuable asset to the study of geography, it should always be guided by personal observation.

There is another improvement which can easily be effected at little cost. Instead of rolling up maps and storing them in cupboards, they can be attached by rings to an easel. Thus they are easily accessible. Such an arrangement also prevents maps from curling through constant rolling and avoids torn edges and cracked surfaces, through rough handling in taking them in and out of cupboards, and further it saves much cupboard space for other purposes.

There are a number of topics that are not dealt with in usual printed maps e. g., natural regions. In such cases the teacher should get such maps prepared by the students, giving them occasional guidance and practical help in their construction. He himself may prepare certain maps or diagrams that are too complicated for the students. It is possible that a teacher may be able to show certain phenomenon better than the printed maps and there is no reason why he should not use self-drawn maps in preference to the printed maps.

For illustrative purposes, air pictures of interesting areas are of great advantage. In England there is a good supply within easy access. It is much to be regretted, however, that in India only very

few air-pictures are at present available and it is to be hoped that in future years this selection may be substantially increased and their prices made reasonable.

A large variety of all sort and sizes of geographical pictures and diagrams are available in India and I can say from personal experience that a wise teacher can make good use of them in the class. They add reality to a verbal description which is certainly very stimulating for young boys and girls. Geographical pictures lose much of their interest when they form a perennial part of the decorations of a classroom. Selected, enlarged and small pictures and specially those bearing on the lessons taken, however, excite the interest of the students when the same are changed periodically.

This need not involve a great expenditure. Good colour reproductions of subjects of geographical value should form the bulk of the picture-collection. But there are many posters to be obtained from travel agencies, Empire Marketing Board, etc., which serve the purpose admirably. Local photographic artists may also supply photographs of geographic interest to the school free of charge. Photographs may be taken during school excursions, and can be obtained from newspapers, and the help of booksellers and publishing firms may be sought. Good students may also be used for copying geographical scenes, etc., in large sizes. The art master may be of great help.

Equipment like orreries, apparatus for showing days and nights and seasons, are very useful to explain elements of mathematical and physical geography to students of the middle and high school stages. I advocate their presence in every geography room. If foreign-made brands are above a school's financial resources, I suggest a reference to firms like Hargolal & Sons of Ambala who supply Indian-made cheaper equipment. Some of these things can also be copied by a local carpenter or in the school hand-work room. This year we

experimented in this and copied certain models borrowed for the purpose from other institutions. We got excellent results with just about a quarter of the catalogue price.

A geography room must be equipped with plentiful cupboards, shelves, etc. There must be provision for storing such supplies of geographical accessories as are within the financial resources of the institution.

A set of surveying instruments is very useful. Surveying of the local areas of interest, beginning from the class-room, should be encouraged. A 50 ft. chain and its accessories, a surveyor's tape, a prismatic compass, clinometer, school pattern theodolite and plantables are some very useful instruments for this purpose. Meteorological studies may, however, be carried out and for this purpose a couple of thermometers, a rain-gauge, a barometer and a wind-vane may be kept.

Other accessories like map-reducing device, duplicator, meteorological instruments, etc., are very helpful for the teacher and enable him to do the fullest justice to his subject, but they are not essentials.

If space is available it is possible to encourage the class to begin to make its own geographical museum. For this no expenditure is required. The students and the teacher build up their collection through their own efforts. In Doon School at Dehra Dun, the writer had occasion to see the student-collected museum. The method adopted to build up this collection of curios is that each student is asked to bring, if possible, a thing typical of his home, town, village, or district, and thus the collection increases from year to year. Models and maps made by pupils may also be included in the museum. Stress may also be laid on the use of models in the teaching of Geography. This is perhaps the best way of showing the elevation of places and models can be easily constructed from a contoured map. The pupil can form a better idea of the

shape and the relief features of the region he is studying by looking at the models rather than from maps. Models are of course more useful in teaching younger pupils. The writer had the opportunity to see models prepared by the pupil-teachers of the Government Normal School, Musaffarnagar, United Provinces. One of these depicted the waterways, roads and orography of India and was very impressive. By looking at it one could receive a clear impression of the way in which a road has to wind to ascend to the top of a mountain. It showed bridges and river embankments. The presence of water in rivers and streams gave it a natural appearance. The supply of water was controlled by a tap. Such models may be very useful and deserve wider adoption.

It has been argued in some quarters that too much time is wasted in constructing these models, which might be put to a more useful purpose. When the interest of the child is once aroused in model-making, however, it is possible that his work can be carried out of school hours as a hobby. Therefore in a geography room, there must be good supplies of modelling clay, plasticine, and cardboard, etc.

Handwork of all kinds can be easily correlated with Geography and it is essential that adequate handwork apparatus including fretwork machines be kept either as a part of the Geography room equipment or in the school handwork room.

It is also essential that there be present in every geography room a supply of reference atlases and books etc., for casual reference by the students and the teachers. I have no faith in having them as a part of the school library as in that case they cannot be used for ready reference. Little further expenditure may be required for the occasional renewal of maps and books and to make certain useful additions.

I, however, don't wish to advocate

that every school should have an ideal Geography room. There are many things that we could avoid and there is much that could be borrowed, and then we could take a couple of years to provide all equipment. It will be foolish to suggest a wholesale instant provision of things. Many important firms have their various schedules and we could choose our own according to our own resources. In London I had occasion to see the Geography showrooms maintained by Messrs. George Philips and Sons and I think such showrooms could also be maintained by some good firms in India for the use of school authorities.

I think that the cost of having a really first class Geography equipment should not be more than Rs. 1000. Smaller schools can, in my opinion, get bare necessities for about Rs. 300.

The resources of most Indian schools, unfortunately, are limited, and therefore it is high time that public enterprise should supplement the income available for this type of outlay. Booksellers and publishing firms can be of great assistance in supplying books and instruments on the instalment system. All possible local resources should be tapped to supply the necessary financial help, and the formation of a school geographical society is to be encouraged, since past students can remain in touch with present students through this channel, and can often raise funds for the purchase of apparatus etc.

Geography must accept "no subsidiary doubtful place" in the curriculum but should be recognised as an important item in education. Geography, besides being the fundamental guide in our daily life, develops the interest of the pupils in the life of the world in which they live in a manner and to a degree which is not within the scope of many other subjects. If parents wish their children to grow to be worthy citizens, they should give all possible support and encouragement to the teachers of Geography.

The Use of Sources in Teaching History

By Mr. L. N. DUBE, M.A., L.T.,

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THE VALUE OF SOURCES

HISTORY has been written and is to be written on the basis of contemporary or post-contemporary documents, relics and on traditions and customs. For the true grasp of history, it is necessary that students should go into the very basis of history. It does not mean that pupils are to be placed in the position of historians who weigh and estimate their raw material. It is to serve only as a training for the future career. Sources also impress upon the mind of the pupils that history is true story and has got its own fundamental basis. They vitalize history to pupils by giving them the associations and atmosphere of the past. Its importance cannot be underrated. They are the means of making the account vivid and hence are a great help in attracting the attention of students and a great help to students in calling back the pictures again on occasions. They serve as illustrations. They offer to the pupil opportunities of mental training of a highly desirable kind through exercises in reasoning and judgment, a training which is very difficult to have from the pages of a text-book in which the subject matter has already been sifted and judged by the writer. For the higher classes they serve as a means of individual and independent work of the students and consequently a great help for training pupils in the use of books in later-life. They lead them to apply simple criteria of accuracy and sincerity and train them to read closely and to extract from documents all the internal evidence that is to be found there, to compare and to nationalise conflicting accounts of characters and of events. More important than all is the training of summar-

ising and extracting salient points from a series of loose or involved statements.

KINDS

Sources can be classified under two headings 1. Written 2. Unwritten. Again they may be contemporary or post-contemporary. The written sources include contemporary histories, chronicles, biographies, memoirs, and other writings in which an individual puts down a record of life and thought, and official documents which consists of official correspondence, records of courts, state papers, legal deeds, laws, royal proclamations, etc. Literary illustrations are also called "Originals", if they are contemporary with the period studied. "The unwritten sources" include traditions, customs, fairs, pillars, coins, forts, wells, and historical relics and buildings. Both contemporary and post-contemporary sources have a great value in history. It is possible that any contemporary source may contain some untruth and may be a biased account because of the fear of government or because of the enmity or grudge of the writer against the king. The same thing may be said also for the post-contemporary sources.

THE USE OF SOURCES IN DIFFERENT CLASSES

The use of source-method varies according to the classes. In classes III and IV, sources shall prove of no practical value and for V and VI classes the method has a very narrow scope. It can be used only for making the picture of the past to be real and vivid and for illustrative purposes e.g., Armours, swords and other relics may be shown to students; extracts from Baber's speech to his soldiers before the battle with Rana Sanga may be read

to the boys and thus history may be made real to them. For VII and VIII classes the method has a good scope. Besides illustrating and making the past real and vivid, sources create the right atmosphere, and become a means of individual work and an exercise for developing judgment and reasoning. Suitable poems on those times may explain the whole thing. The following lines clearly explain the disorder of the 15th century of England:—

"Many laws and little right,
Many acts of Parliament,
And few kept with good intent."

"*Jati panti punchhe nahin koi,
Hari ko bhaje so Hari ka hoi.*"

explains the whole philosophy of Kabir. The accounts of the times of the Chandra Gupta and Harsha will be better realized and appreciated by the students if they are introduced to the accounts left by the Chinese travellers. Edicts and pillars illustrate the extent of Asoka's Empire and present a good picture of his rule. Official correspondence of Lord Cornwallis and Lord Wellesley will impress the needs of the Land Revenue Reforms of Bengal and of the Subsidiary Alliance respectively better than anything else. The greatest use of "source method" can be usefully made in classes IX, X, XI and XII. It will be a means of independent work for the pupils of these classes. These may also be used as an expansion of the text-book and of the oral lesson of the

teacher in these classes. They can be asked to study reliable sources intensively such as the Queen's Proclamation or other official or such writings authenticity of which is not doubted. For any particular topic several sources may be suggested and pupils may be asked to prepare a question. Then the most difficult exercise is to give to pupils conflicting sources and to ask them to find out the truth. This type of exercise will lead the students to go into the insight of a true historian. For example, pieces of different contemporary authors containing an account of the murder of Afzalkhan should be set in class IX and let the boys make their own account of his murder and let them compare their own account with that given in their history books.

LIMITATIONS

The use of originals is clearly one of the best means by which a teacher may strengthen his own sense of the need for evidence. But as regards the use for pupils there are limitations. Firstly it is a difficult method and does not suit all types of students. It requires a lot of time and pupils with a limited time at their disposal cannot afford to spend so long a time for a particular topic of one subject. In case of Indian students there are other difficulties too. Firstly there is the difficulty of getting the originals and secondly they are in such languages as are generally not known to pupils.

"There is only one subject matter for education, and that is life in all its manifestations. Instead of this single unity we offer children—Algebra from which nothing follows; Geometry, from which nothing follows; Science from which nothing follows; a couple of languages never mastered; History from which nothing follows; and lastly most dreary of all, Literature, represented by plays of Shakespeare, with philological notes and short analyses of plot and character to be in substance committed to memory. Can such a list be said to represent life, as it is known in the midst of the living of it?" —A. N. WHITEHEAD.

SOUTH INDIAN EDUCATIONISTS

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

IN the South Indian history of our age, three men stand out supreme as educationists of the first order, who have contributed a good deal to the development of education on right lines, subject to the limitations imposed on them by departmental regulations. Radhakrishnan, Sastri and Reddi form the educational Triumvirate as a result of their high intellect, administrative skill and independent thought. A tall, towering personality, coupled with a kind of magnetic attraction, has made Dr. Radhakrishnan, the great savant, an object of reverence to one and all, be he a student of arts, or a student of philosophy or politics. His culture is so polished, up-to-date and all-comprehensive as to exercise a kind of magic spell over all those, who come into contact with him and create a feeling of admiration for his depth of learning, width of outlook and vision into the future. His contributions to philosophy are too wellknown to all seekers after truth in the East and the West as to need any elaborate mention or praise. As a star of the first magnitude in the field of South Indian education, he stands on a higher pedestal mostly because his services have been requisitioned by that unique North Indian Hindu University. Having shed a brilliant ray of lustre on the sacred scriptures of the East by his brilliant powers of exposition, he threw himself heart and soul into the work of expansion of the Andhra University, for whose benefit he had raised considerable funds, and instituted new courses of study in pass and honours courses. But it must be said that he has lent his helping hand more to the progressive development of sciences, at the expense of humanities, while evincing parental love for his pet subject of philosophy. By his meritorious services to the cause of the Andhra University he has won for it a name and fame among its

sister universities in India. It is a matter for immense gratification that as a collaborator of the venerable Pandit, he has been doing yeoman service to that great University, which has been illuminating many homes with the torch of learning.

The Right Hon'ble Srinivasa Sastri affords an instance of a humble teacher, who has been able to climb up to the top-most rung of the ladder by dint of merit, hard work and a high sense of duty. It is really to be wondered how the headmaster of a premier High School could rise to eminence as the prize boy of the Government and the Vice-Chancellor of Annamalai University. An able teacher as he was, he had ample opportunities to inspire thousands of students who flocked round him with his noble ideals of service and sacrifice besides enlightenment and winning manners. His fine and flowery speeches on a variety of subjects roused appreciation all over the wide world. Though a schoolmaster by profession, he has demonstrated that he alone could master, digest and expose intricate subjects economic and political in character. As an Agent-General and Round-Tabler he has risen equal to the occasion, shouldered heavy responsibilities, done full justice to the offices conferred on him and won much reputation for the land of his birth and the noble calling he has chosen for his lifetime by providential grace. As a speaker of distinction, he knows best how to make sense and sound agree and present an address which, at its highest pitch, would appear like a song set to music.

Though grown old with years, at the request of the founder, he has served for a few years as the Vice-Chancellor of the Annamalai University with remarkable abilities and elevated an infant University to the status of advanced and well-esta-

blished Universities. In spite of retirement from active politics, an occasional speech, contribution or statement by the revered teacher-politician is sure to meet with universal approbation. Nothing would ever give a teacher greater joy than a word of sympathy, love and veneration from his old pupil. Sastriar is the only figure in educational circles who can lay claim, with much credit to himself and glory to his profession, to the enjoyment of this proud privilege beyond measure. His students who have risen to rank and eminence in various walks of life will form abiding mementoes of the culture and character of their friend, philosopher and guide.

Sir Ramalinga Reddy even as a student has elicited the appreciation of his fellow-scholars for his intellectual abilities and powers of oratory in the Cambridge University. His role in the foundation and development of the Andhra University is of a highly meritorious nature. By his extraordinary and versatile abilities he gave it an impress all his own by fostering scientific, commercial and technological courses, even at the risk of being called by some as one who has shown scant regard for the subjects of his own study and scholarship. All educationists may not be able to see eye to eye with him in his treatment of humanities or recognition of Telugu as only a second language under Part II. But he is an original thinker with strong convictions, which may re-

quire a change all round for adoption by the Andhras in the interests of uniformity. Reddy and Radhakrishnan have carried on and completed the work of the University so well that in some important respects, it is considered an ideal for other Universities to emulate and follow.

Reddy is believed to have before him a long and ambitious programme relating to the application of decent, uniform scales of pay to all teachers in the University and affiliated colleges, representation of the teaching staff on managing bodies of affiliated colleges and the adoption of Telugu as the medium of instruction in all non-language subjects, besides the establishment of a Women's College, Law, Engineering and Agricultural Colleges for Andhras. Reddy, who has been Knighted along with Radhakrishnan, has done much good work as the Chairman of the Inter-University Board of India, a great honour itself. As a nationalist in politics, he is fearless in his criticism of men and matters. As a writer and speaker he has given much proof of his scholarship, courageous stand and strong criticism. Reddy's hope of making the University of his creation and upbringing a full blown one without a peer in India, so that it may serve as the precursor and forerunner of the much-coveted and long-overdue Andhra Province, may materialise in the near future, which would win for him the gratitude of posterity forever.

A MESSAGE Vol. IX. No. 4 Oct. 1942

"We are at war with forces of evil abroad, but this does not release us of the responsibility of eternal vigilance at home. The young must be taught and they must be taught truly if the springwaters of democracy are to be kept untainted We have ahead of us difficult times and a long struggle. We shall need all our spiritual resources to sustain us in the days to come. There will be occasions, when our way will seem shadowed and dark, when our course will be plagued by indecision and assailed by doubt. Providentially, there is always guidance if one knows where to look. Said the Psalmist 'Thy word is a lamp unto my feet and light unto my path.' " —Franklin D. Roosevelt.

NOTICE

All articles for publication, and books for Review should be sent to the Editor.

Business communications should be addressed to the Manager.



EDUCATIONAL INDIA

Masulipatam, Oct. 1942

Post-War Education

MANY schemes of educational reform are held up now on the ground that nothing should be done until after the war is over. Responsible men feel that all the energy of the country should be concentrated on winning the war and that nothing should interfere with it. There is some truth in this point of view. But if it is not to be a mere excuse for putting off all reforms, it is necessary that by the time the war comes to an end every country should have a well-conceived plan of educational reconstruction so that much time may not be lost later on in dilatory controversies. Boards have been set up in several countries for working out schemes of economic and social reconstruction but adequate attention has not been as yet paid to the need for similar investigation into educational problems. It is, therefore, desirable that here in India those who are interested in creating a new order after the war should bestow some thought on the place

that education should occupy in it and the broad purposes and objectives that should be aimed at by the educational institutions of the future.

FROM one point of view it may be stated that the purpose of education does not vary from age to age or from country to country, that it is bound to be the same in the post-war world as it has been in the pre-war world and that the fact that the world is now passing through an unprecedentedly terrible catastrophe does not make any difference to the fundamental objectives of education. Though this is not an incorrect view of the subject it may be noted that war has made people understand the real nature of these objectives to a far greater extent than what was possible before and brought before them the urgent need for working out detailed schemes to put the objectives into effect.

THE fundamental purpose of education may be said to be to train the children and the youth of the country in the art of living together. This is the most important as well as the most difficult of all the arts that man has to learn. It is the basic art in the sense that when it is truly and effectively learnt it will make it easy to learn all other arts of life. It is because people in our country especially have not yet learnt this art and because no genuine, sincere and systematic efforts have been so far made to teach it in our Schools, Colleges and Universities that today we are faced with a situation where the disagreement that exists between one group of men and another is so deep that even on matters essential for the very existence of the body

politic there is an unfathomable cleavage. Taking the world as a whole a similar observation has to be made. Nations have not learnt the art of living together. Children and youth of different countries have been taught the separateness and the uniqueness of their own country, the race or the nation to which they belong, and in consequence the forces of friction and hostility leading ultimately to war have been strengthened. The failure of education is the failure to teach this art.

IT is an elementary proposition that Geography and History make it inevitable for one man to live in the neighbourhood of others who might differ from him in various respects—in language, religion, economic status, political power, habits and customs and so on. He can't escape their presence and they can't escape his presence. Destiny has thrown them together. He and they have to learn to adjust themselves to such a situation and the moment they do so they will be in a position to lead a life devoid of all friction and disharmony and conducive to the best interests of all.

AT school, children have first to be taught that no one can lead a full and complete life unless it be with the help of his neighbours. The aid of every other man—however low or humble he might be—is necessary to him. Similarly the children have to be made to see that each man can be and is a source of help to his neighbours. Self-sufficient life is not only not possible but also not desirable. It is only through mutual help that the maximum satisfaction of wants can be obtained. In the village and in the

town, similarly in the larger administrative areas there is this mutual dependence. It is what economists call the division of labour. Society rests on it and society consists not merely of those that follow a particular religion or speak a particular language or belong to a particular caste but of all residents in the area under reference. Every one in the area has to secure the help of everybody else for some purpose or other and give to everybody else his help. This is a law of necessity and all education should aim at impressing on every one this basic law and its deep significance.

CIVILISATION and progress consist in man being enabled to achieve his ends with less cost and less effort. Improvements in tools, mechanical instruments, modes of conveyance and methods of communication—all point out to this. The same is the case with what we call improvements in the political, social and economic institutions. More and better result with less and less cost—this is the basic principle of all progress in which humanity takes pride. All this is relevant to an understanding of the educational process as a process of learning the art of living together. A Hindu must know how to live together with his Christian, Muslim and Parsee countrymen; similarly should Christians, Muslims and Parsees learn to know how to live along with their Hindu countrymen. The Caste Hindu should know how to live with the members of the so-called Scheduled classes and the latter should know how to live along with the former. The same is the case with the Brahmin, the non-Brahmin

and the members of the various castes among the Hindus. There is no reason why a Hindu should not get a particular service from a Muslim if it is less costly to do so; similarly why a Muslim should feel shy of getting service from a Hindu if it is less costly. All movements—and we have very many of them today—which aim at restricting the relations of men to the members who belong to their particular linguistic or religious or some other kind of group are contrary to the law of progress and civilisation. Such movements gain ground because of the failure of education to carry out its primary objective.

[T]is our blindness to this fundamental objective of education that is responsible for the growth of what has come to be known in recent times as "Totalitarianism". In essence "Totalitarianism" exalts the principle of exclusiveness and it is because of this that it has become the most formidable enemy of human freedom. When it says that the State, of which a man happens to be a subject, has the right to dictate to him what he should do or not do in this or that sphere of his life but in all its spheres, that he should have relations only with that party or that trade union or that Church or that community which is recognised by the State, and that he should look to his State for everything he wants, we condemn it on the ground that it is all a totalitarian philosophy. But it is also totalitarianism when a Hindu says that a Hindu should have relations economic, social and political only with Hindus and treat Muslims, etc., as outsiders or when a Muslim says that a Muslim should have relations

only with other Muslims and regard the rest as living beyond the pale. Education should deal a blow—and a fatal blow—to all this kind of totalitarianism and teach that cooperation, and mutuality are the basis of a happy and well-ordered life.

THIS art of living together can be learnt only by actually living together and not by learning from books its advantages and merits. How can this be possible as long as we have sectarian and communal schools and colleges in the country? It ought to be the first plank in any platform of educational reconstruction that there should be no denominational or sectarian institutions maintained out of public funds. It is only when educational institutions secure this character that it will be possible for education to accomplish its primary task. This alone will create that sense of mutual respect and tolerance which is the foundation of the art of living together.

IN its application to the details of school life the phrase "Art of living together" has to be interpreted liberally. Every one should so live that he does not become a burden on others in the community, or a nuisance or a source of injury to them; and it ought to be the aim of education to enable individuals to earn an honest living, to lead clean and healthy lives and to be honest and truthful in all their dealings with others. The emphasis which is laid now-a-days on vocational and technical education is really the outcome of this view that without such an education young men become a burden to others. Similarly the insistence on education for citizenship

Education Adapted to the Age of the Soul

MR. ALFRED K. JENKINS, M. A.

Education today, especially in our high schools, is hampered by ideals inherited from the Middle Ages. The Renaissance was an awakening to an appreciation of the beauties of an earlier culture, and with that appreciation came a stimulus to create something beautiful one's self. This stimulus resulted in a Shakespeare and a da Vinci. Then quickly followed the first stage in decline in which the activity was not creative, but merely one of studying and imitating the works of the great creative artists.

The really deleterious effects of our educational ideals will be found in the younger souls. ...The teaching profession today is largely conventional, conservative, and orthodox. Most of these teachers have received their early training under the old, out-worn system and, having passed the plastic stage of this incarnation, they are unwilling—or unable—to change their methods and ideals. Note how bitterly they resent any suggestion that they try something new and different; how they find only evil

results where the new has been tried. Their minds are fairly bright, especially in the lower concrete world of mentation. This enables them to acquire the erudition necessary for qualifying as teachers. Then they proceed to pass on to the younger generation the old notions they have inherited from the past. Since many parents also belong to this rather large middle-class and have also been trained under it, these teachers with middle-aged souls have a very considerable popular support. They would make excellent stenographers, clerks, and even sometimes authors of popular magazines and books, but as teachers they are a clog in the wheels of evolution.

The effect that these teachers exert on the still younger egos is most deplorable. Perhaps this effect can best be defined as an utterly false ideal or goal of life. This younger class of egos is the one from which the skilled workmen of the world are drawn. They can best serve humanity, best effect their own happiness, and best further their own soul development through some form of skilled craftsmanship—dressmakers, etc., or manual arts workers. And what is held up before them as a goal? A college diploma. Even those who have not the necessary intelligence quotient of 115 are infected with the idea, and make their teachers and themselves unhappy by insisting on membership in a college preparatory class.

Continued from preceding page

really aims at creating among the people of the country those habits of loyalty and devotion to the community as a whole. The demand for rewriting text-books on History is a demand really for creating among all a spirit of appreciation of the good work done by different peoples and different nations in the world. It is mainly on these lines that details of educational reconstruction have to be worked out. But whatever might be the nature of these details, the governing principle of education should be the training of the youth in the Art of Living Together.

All this must be changed. A college education is not necessarily the best for everyone. Many who are forced through a college course are unfitted for academic life and have been spoiled for an industrial one. They are likely to become disappointed, soured individuals who feel that the world has treated them shabbily, as indeed it has. This unfortunate ending is due again largely, of course, to the urging of parents. They seem to think that a college education will place their children on a higher social level than they themselves are on, and that it will help them to secure more lucrative jobs. Dr. Sproul, president of the University of California, said recently that a liberal education does not "prepare one to get rich, but rather to live a rich life without needing to get rich." The ideal of a "rich life" is utterly unthinkable to the class we are discussing.

—T. E. F. News Bulletin.

THROUGH different PROVINCES

DELHI

TECHNICAL TRAINING SCHEME

It is officially stated that the total number of seats now provided under the Technical Training Scheme of the Government of India is 41,407. On July 31, 1942, 31,400 men were actually under training, and up to the same date 15,000 trainees had passed out from training centres into the technical branches of the services and war factories. The total number trained or under training on July 31 was therefore 46,400.

There are at present 353 training centres, of which 49 with a capacity of 5,403 seats are in Indian States. The Punjab has so far produced the largest number of trained men, the number exceeding 400, while Madras takes the second place with 2,549, United Provinces the third place with 1,576 and Bengal the fourth place with 1,262. In the case of the Indian States, Mysore leads with 313 and is followed by Travancore with 259 and Hyderabad with 200. Cochin comes fourth with 151.

INDIAN STUDENTS IN U. S.

The Agent General for India in the United States has reported that the United States authorities have agreed to afford facilities to Indian students who have completed their education there to obtain employment for the duration of the war. Indian students normally return to India on completion of their studies, but at the present time, a good number of them have expressed a wish to take up employment in war industries there.

MADRAS

DISCUSSION OF POLITICS IN SCHOOLS

At a meeting of the Mangalore Teachers' Council the reports regarding the recent strikes in schools in Mangalore and South Kanara were considered. The Council states that the recent strikes should "open the eyes of all educationists to the crabbing effect of our school routine

which does not allow our youths to discuss freely and express frankly their views on what are compendiously styled political questions".

The Education Department was requested not to approve of any call for punishment of those that abstained from schools, to revise the rules of school discipline so as to permit heads of institutions to frame their own rules regarding students' conduct and activities inside the school, and not to fetter in any way the discretion of heads of institutions, to close the institutions for a short period, if in their opinion the atmosphere necessary for calm study was absent.

PLACE OF PANDITS AND MUNSHIS

On behalf of all the Pandits working in Government schools and colleges a memorial has been sent to Government pleading for raising the status and emoluments of Pandits and Munshis. The memorial urges that all the distinction in pay between Pandits and Munshis of First Grade Colleges and those of Second Grade Colleges be abolished and that the status and salary of the Pandits and Munshis be raised to the same level as those of Assistant Lecturers; that High School Pandits be given the same status and salary of School Assistants; and that the salary of the present incumbents be fixed in respect of the duration of their service.

FACILITIES TO BURMA EVACUEE STUDENTS

In a communique issued by him the Registrar, Andhra University, states that "The evacuee students of Burma who have appeared for the examinations conducted recently by the Administrative Officer, University of Rangoon, Simla, may seek admission to the courses of the current year provisionally in the University and other affiliated colleges on the production of evidence that they have appeared for the above examinations. These students will be admitted at their own risk to prevent loss of time and in case they fail the attendance put in and the fees paid shall lapse and they should produce certificates within a reasonable time that they have passed the prescribed qualifying examinations."

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ABSTENTION OF STUDENTS FROM CLASSES

A meeting of parents of students of the Madras Christian College, Tambaram, was convened on Sept. 15, to consider the pledge contained in a circular, copies of which had been issued by the Christian College authorities to the parents to be signed by each student and countersigned by his or her parent or guardian.

The circular contained promises to the effect that the student would not deliberately absent himself from the college, classes or examinations without leave or encourage others to do so, that they would do nothing which, in the opinion of the authorities might seriously interfere with or interrupt their studies and that they would, in all circumstances, respect and support the discipline of the college.

The meeting finally adopted two resolutions, requesting the Principal to call a meeting of parents at an early date to discuss matters in respect of the pledge and to defer any action against any student until the subject had been discussed at that meeting.

BENGAL

FINANCIAL AID TO SCHOOLS

To the great relief of about 2,000 teachers in various non-Government affiliated educational institutions in Calcutta, the Government of Bengal have decided to grant financial assistance to such institutions in order to enable them to meet their immediate requirements in respect of payment of salaries to their staff before the Puja holidays. The decision of the Government was conveyed by the Education Minister to representatives of these institutions on September 19, when the latter waited in a deputation on him.

BOMBAY

UNIVERSITY WOMEN'S FEDERATION

At a meeting of the Federation of University Women in India held at Bombay, the President announced the granting of a federation scholarship of Rs. 180 for medical research to Miss J. R. Manjeri of the Cama Hospital, Bombay, and also the award of a Fellowship of the International Federation of University Women for 250 to Miss Bina Ghosh of Baras

University and Oxford. Miss Ghosh has gone to Harvard University for research work in Sanskrit.

This is the second Indian graduate to gain an international fellowship, the first being Miss Kamala Bhagwat of Bombay University.

After an account has been given of the war time activities of university women throughout the world, His Grace the Archbishop of Bombay gave an interesting talk on the "five points" agreed upon at the All Faiths Conference held in London. A discussion followed and it was hoped that these "points" would help in the work of reconstruction after the war.

The Federation of University Women in India is open to any woman graduate of a recognised university irrespective of race, caste and creed.

U. P.

HINDUSTANI ACADEMY

The U. P. Government has appointed Dr. Rai Rajeshwar Bali, O. B. E., ex-Minister of Education, U. P., as President of the Hindustani Academy, United Provinces.

It will be remembered that the U. P. Government recently decided to revive the Academy. Dr. Rai Rajeshwar Bali, while he was Minister of Education, was solely responsible for the creation of the Academy. The Government is also proposing to nominate 30 members who will be entrusted with the duties of revising the constitution of the Academy.

PUNJAB

REPORTS OF STUDENTS' ACTIVITIES

The Punjab Government have issued an order on Sept. 15 under the Defence of India Rules directing all printers, publishers and editors of newspapers and periodicals published in the Punjab to submit in duplicate to the Special Press Adviser, Lahore, any matter relating to such activities of students, or of those associating with or assisting or encouraging them, as are likely directly or indirectly to promote or assist the momentum of the present Congress movement, or advertise that movement, and police action taken against it.

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MR. C. P. CHIANG ON WAR-TIME EDUCATION IN CHINA

"In war-time China, we lay special emphasis not only on the question of resistance to the aggressors, but also on that of reconstruction of China" observed Mr. C. P. Chiang, an official of the Chinese Ministry of Education and of the Commission of Overseas Chinese Affairs, who has come out to India to inspect the system of education in the primary Chinese schools and to report to his Government.

Referring to war-time education in his country, Mr. Chiang said that the Central Government of China is bearing the expenses of higher education of students, who before the war, were being supported mostly by their parents. He added that in China they had now about 101 Universities and colleges, with about 45,000 students reading in them. In the pre-war days, the number of such institutions was about nine and that of students approximately 31,000. The expenditure on education was increasing year by year with the growing demands.

Mr. Chiang further pointed out that his Government had been trying to evacuate as far as possible all the Universities, Colleges and Middle Schools from the Japanese-occupied areas in China. As regards Secondary Education, Mr. Chiang mentioned that over and above the existing ones in the various provinces, the Central Chinese Government had established about twenty schools in different provinces for teachers and students, who came from the enemy-occupied territory.

SIR VARADACHARIAR ON EDUCATION AND CULTURE

Presiding over the anniversary celebrations of the Young Men's Association at Madras Sir S. Varadachariar, Judge of the Federal Court, emphasised that if anywhere a balanced and cultured outlook was necessary it was more in the political field than in other walks of life. He pointed out that, the Indian ideal governing the relationship between Guru and Sisya was

associated in the past with spiritual not secular education and that under this ancient culture, ambition and love of power were declared to be qualities to be eschewed by every student. The speaker said that in so far as the influence of religion and spiritual ideal had been set aside by modern conditions, the only substitute which could exercise a restraining influence on youth was culture. Our young men had not reached the requisite stage of culture. High emotion, like lightning, could destroy, but if properly harnessed, could, like electricity, be of advantage. He was sure the young men who had been parties, either knowingly or unknowingly, to some of the present incidents, would on mature consideration wonder why they did them. It was absolutely clear that many of them had acted under a momentary impulse. The student problem in the country was not only complicated by our peculiar political and economic situation and the irreligious system of education which now existed, but was also intimately associated with a very difficult problem of psychology, the problem of adolescence.

JUSTICE KRISHNASWAMI IYENGAR'S ADVICE TO STUDENTS

Mr. Justice K. S. Krishnaswami Iyengar, speaking on the above occasion, referred to the "strikes" recently organised by students, and said that the enthusiasm with which the students were about the whole matter was certainly admirable; but he doubted whether it was right for young men to cease to attend colleges and keep away from their classes, neglect their studies for the sake of either political propaganda or for the purpose of emphasising grievances or supposed grievances. It seemed to him that the task of tackling such problems might well be left to the elders in the community, instead of being taken up by the boys.

Proceeding, Mr. Krishnaswami Iyengar pointed out that the traditional culture of this country was something totally different from the culture which one observed in the West. The characteristics of the present-day culture were a desire for power and wealth and a ruling

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passion for excitement and speed, while the characteristic feature of our own culture was "shanti". He hoped that India would be an object lesson to other powers of the world when the troubles and complexities of the war were over, as the exponent of this culture. He said that in the field of education, the system had come to be commercialised in the West, while in India knowledge had never been meant to be put up for sale. He said that even in the existing conditions, our own principles should not be given the go-bye. He added that a common system of education should be evolved which could be propagated by all the teachers in this country.

MR. R. M. SAVUR ON VERNACULAR AS THE MEDIUM OF INSTRUCTION

Mr. R. M. Savur, Divisional Inspector of Schools, Coimbatore, observed in one of his recent talks at Vellore, that though the change in the medium in non-language subjects from English to vernacular had been effected, the general inclination of parents was to favour the English medium as against the vernacular so far as he was aware, in all districts wherein he had worked. Naturally to a certain extent the parents' wishes in regard to the education of their children must be given some weight. Theoretically, there might be advantages in the adoption of the vernacular medium, but practically the parents looked at the problem from a bread and butter point of view. So long as the position of English was what it was to-day, parents were bound to show a preference for English.

There was not so much force in the argument that it was considerably easier to study non-language subjects in the vernacular as to outweigh the advantages of a sound knowledge of English and its practical utility in eking out a livelihood, Mr. Savur added. After all, the percentage of failures in the S. S. L. C. continues undiminished, and the number of complaints regarding the difficulties of passing this examination, also continue undiminished. Examinees found it just as difficult to get an adequate percentage to pass and moderation boards have still to function vigorously so that there might be an adequate percentage of pupils declared "eligible". "If you want self-determination in

politics", Mr. Savur said, "why should you not allow self-determination in education as well? When you want freedom to vote as you like, why should you not have the freedom to choose in what language your son should learn?"

SIR C. P. RAMASWAMI AIYAR ON STUDENTS AND POLITICAL AGITATION

"I regard the entry of students into the agitation that is taking place today as perhaps the most unfortunate thing that happened in Indian History for the last 50 or 60 years," observed Sir C. P. Ramaswami Aiyar addressing a Press Conference at Trivandrum.

Continuing he said that teachers, headmasters and principals should deal primarily with the students and with their parents and guardians. If they could not control the students, it meant that they had not that moral influence over the students which was their elementary duty to have and maintain. He warned the heads of institutions that drastic action would be taken against those who, out of negligence or connivance, failed to maintain discipline among their pupils, including, if necessary, closure of institutions or disaffiliation of schools or colleges and discontinuance of grants.

Concluding, the Dewan said: "This Government would hate to be regarded as persecutor or punisher of students. They want those students to become manly but orderly citizens of the future. They do not stand in the way of and will not oppose any opinions or notions being held by them. I have stated over and over again that, during tutelage, during their school and college courses, as a result of their studies, as a result of their researches, if they arrive at any political opinion, whether those opinions be communistic or socialistic or even anarchist, this Government and the educational authorities have no right to put a curb on their thoughts. But that period of study is a period of growth and of preparation and instead of having these ideas in their minds, if they translate those ideas into action, being premature in their endeavours and forestalling what they might do later on in their life, that would be grievous indeed."

Foreign Currents

Education for Civic Service

[The reconstruction period after this War is regarded by many as an excellent time when some of our most cherished institutions—like our financial, political and educational system—must be improved. The Theosophical Education Foundation of America (Krotona, Ojai, California), which is one of the few institutions striving hard for the realisation of a more ideal education, has invited opinions from able thinkers about post-war reconstruction.

We are grateful to Miss Julia K. Somer, Chairwoman of the T. E. F. for having sent a review of an instructive article by Mr. Will Durant, of the Columbia University, New York City, which we publish below.—*Ed., E. I.*]

Will Durant, under the title "Is Democracy Doomed?" outlines an educational plan that would, in the course of a generation, remove governmental officials and employees from the temptations of graft and political chicanery.

Mr. Durant reviews the various forms of government in power to-day, giving their own arguments in their own favour: he rehearses the evils which abound in the democracy of the United States and concludes, "If there is anything clear in the world today, it is that we may abandon to Europe all aristocracies and dictatorships and set ourselves in our own ways to preserve and redeem our democracy. We shall have to redeem it if we wish to preserve it." With self-confessed diffidence he offers "10 amendments to democracy,—A Federal College of Administration."

"First, I would take a leaf out of the book of aristocracy, and seek to build up, within our democratic framework, a trained and practical leadership. I should begin by establishing at Washington a United States Civil Academy, on a par with the U. S. Naval Academy at Annapolis and the U. S. Military Academy at West Point; and I should invite the universities of America to send to this institution such of their graduates as had aptitude and ambition in this

direction, and seemed to their faculties to be best equipped in intelligence—not intellectuality—and character. I should require of such students an especial training in history, economics, government and law. These students would be instructed in the art and science of public administration by administrators, in office and retired, of the larger cities of America, or of the departments at Washington: and at least half of their time would be devoted to actual participation and practice in municipal, state and federal administration. The best graduates of this Civil Academy would be invited to enter a special School of Foreign Affairs—which already exists—as a preparation for the diplomatic corps. Schools of government similar to the Civil Academy, but independent of it and the government, would be set up in all major universities.

Scholarships. "Second, I should seek to open this new and non-political profession of administrator to all ranks alike by creating municipal and state scholarships, through which the competent children of the poor would be advanced from high school to college, and from college to graduate schools; so that the nation might develop and employ all talents wherever born, and democracy might be firmly based in its real essence—equality of opportunity. Furthermore, examinations would periodically be held in every state, open to all persons, whether college graduates or not; the most successful competitors would receive free tuition in some school of government within the state, and the very best of them would be given maintenance scholarships in the Civil Academy at Washington. Having established such educational democracy, we might inject a measure of aristocracy into our system of government without violating our democratic traditions.

"Third, I should labour to secure regulations which would require that all minor administrative posts in our cities would be filled by appointment from the graduate lists of these schools of government; and other regulations which would permit such graduates to announce their candidacy for minor offices in city or state without any form of nomination. Their graduation would be their nomination."

Mr. Durant's fourth, fifth, sixth, and seventh points cover plans for filling all city and state offices in a similar way, after adequate periods of trial, leading from lower to higher positions of responsibility.

Eighth and ninth points have to do with crime and its association with politics, suggesting a protective plan to be used in the appointment of judges and public attorneys, by shortening court proceedings, and ending legal technicalities.

The tenth point provides for a national Economic Council to which would be sent representatives of capital and labour. This Council would have no legislative power, but would give American Industry a unity, direction, and consciousness that might be of value in smoothing out its business cycle, and presenting a united front to the world. Mr. Durant finishes with:

"The best government is still that which governs least and educates most...The task is not so arduous as our timidity believes. We should be cowards indeed if we quailed before the task of redeeming democracy when our ancestors worked with such courage at the much greater task of creating it...The choice of every nation, as every individual, is between self discipline and slavery. Unless Democracy can learn to discipline itself, it will not last another generation."

State Aid to Publishers

[How Free China is progressing in nation-building activities is revealed in an article reproduced in the last issue of EDUCATIONAL INDIA. Here is another such news from THE CHINESE INFORMATION BULLETIN (Calcutta Edition) which will be of much interest to our readers.—*Ed., E. I.*]

The recent order of the Ministry of Education to appropriate \$400,000 for printing text-books and reference books for all grades of schools is another indication of the Chinese Government's efforts to keep the wheel of education running at top speed despite all handicaps.

With most of the printing presses in Shanghai and Hong Kong lost to China, the Ministry has had a most trying time to supply the schools with sufficient books and reading matter. Free China yearly needs 91,000,000 text-books for junior grade schools and another 15,000,000 for senior grade schools. Before the Pacific War began, a fair portion of these needs was shipped in from the coast and from Hong Kong and Burma. The tightening of the blockade has forced China among other things, to expand her printing industry to cope with the growing needs.

Although printing and paper cost more in the interior, it has been found cheaper to print than to import books, because of costly transportation charges.

According to statistics of the Ministry of Information, Chungking has 123 book-stores and 150 printing houses. Of them, the Commercial Press, the Chung Hwa, the Kaiming, the Great Eastern, the World and the Cheng Chung publishing houses are the largest. With whatever machinery they have removed to the interior plus new purchases, they are shouldering an increased responsibility in helping to educate the people and to bolster their morale. Several publishing houses, like the Commercial Press, have moved hundreds of skilled workers to Free China with the help of the National Relief Commission. The Government has also given financial assistance to publishers to help restore their service.

PAPER SHORTAGE OVERCOME

The Government, through the Commodity Administration of the Ministry of Economic Affairs, is gaining an increasing control over the demand and supply of paper for newsprint and publication purposes. The Ministry operates and finances a number of paper mills in Szechwan and other provinces to overcome the paper shortage by making native paper out of rags, bamboo and sugar-cane sheaths. Cheaper educational equipment and stationery are being manufactured in interior China from native raw materials. The Ministry of Education standardises the prices of text-books in return for financial and other aids the Government gives to the publishing houses. The National Bureau of Compilation and Translation usually puts out text-books on specific subjects. These books are printed by the National Institute of Printing under the joint supervision of the bureau and the Committee on Text-books of the Ministry of Education.

The publishing industry in Free China will soon be called upon by the Ministry of Social Affairs to print folklore and reading matter for its social training program. The Ministry of Education is working on an educational encyclopaedia with 7,000,000 to 8,000,000 words. The part on history of Chinese education is ready for the press. One of the outstanding achievements in China's wartime printing will be the translation of the "History of Twenty-four Chinese

Letters to the Editor

Unemployment among Educated Youth

It is the bounden duty of every Government to make adequate provision for the absorption of all educated youth in recognised and lucrative professions. In spite of the fact that a microscopic minority of Indian youth pursue their courses of study for the acquisition of a Degree, before the outbreak of war, thousands of Degree-holders were seen parading through public streets for want of an employment with a living wage. Now that the war has opened avenues military, naval, aerial, accounts, and A.R.P., a very large percentage of idle degree-holders has been fortunately absorbed.

But the problem may present itself in all its hideousness, the moment hostilities cease and they are thrown overboard. Such a disbandment is sure to create unemployment, discontent and serve as a serious setback to the cause of higher education. It is up to the Educational Commissioner with the Government of India and the Member-in-Charge of Education in the Viceroy's Cabinet, to devote sufficient thought and attention to it even from now, before they are actually confronted with the problem. A degree-holder is a rare commodity in India, who should have a good price in the market. Most of them must have spent away their parental inheritance towards the cost of

educational expenditure. Such men would require a remuneration of at least two rupees per day to start with for the maintenance of their near and dear, besides prospects of a graded rise in salary and pension after a devoted service of quarter of a century.

Though a self-governing India, after the happy termination of the world war, may absorb some of the literates in military, naval, aerial and other services, very many of them may have to seek employment as teachers, doctors, engineers and lawyers. Without allowing men to drift for themselves, the State should take over complete responsibility to provide them with decent jobs, living wages and keep them above want. It is only a contented nation that will constitute the backbone of a prosperous country. State aid to the encouragement of industries and handicrafts may divert some of the educated youth and enable them to foster and develop national production, wealth and progress.

The Government would do well to think of a happy solution for this vexed problem in all seriousness and concert measures for the speedy retirement of superannuated servants, redistribution of scales of pay in a just and equitable manner for the benefit of recruits and juniors, absorption of all degree-holders by the adoption of a five year plan for the spread of higher literacy, establishment of rural dispensaries in every village and the construction of bridges, canals and the institution of village arbitration courts. Even in the legal profession, seniors of over sixty may be obliged to give way to juniors who may be appointed as Receivers, Magistrates, Commissioners and Panchayat Officers. A definite, constructive programme should be well thought out in advance, so that it may be in tune with the spirit of times, requirements of the country and aptitudes of its educated youth.

—C. B.

BOOK REVIEWS

FOOTPRINTS ON THE SANDS OF TIME—By F. G. Pearce—Published by the Oxford University Press—Pp. ix and 303. Price Rs. 1-12-0.

History, as Carlyle said, is the essence of innumerable biographies. The truly great man moulds the age in which he is born to a greater extent than he is moulded by it. He leaves his footprints on the sands of time and the study of History is no more than the scrutiny of these footprints. In the volume before us the author who has undertaken a "quick survey of human history" has therefore fixed his attention on the great men and women who have made history and endeavoured to give a brief, but at the same time significant, account of the contributions made by them to the shaping of human history. We have in the volume before us an outline history of the world from the remote beginnings of recorded history down to the times in which we are living—from Confucius and Socrates down to Chiang-Kai-Shek and Mahatma Gandhi.

Lord Morley in one of his lectures stresses the importance to every student of a knowledge of world history. Such knowledge primarily enables the student to develop a habit of careful and critical judgment. As the author tells us in his Preface, one often comes across Science students who have never heard of Pericles or Paul and Arts students who have not the faintest idea of what Darwin stands for or Edison discovered and many of both sorts to whom the names of Justinian, Bolivar and Lister are either absolutely unknown or without significance. It is to remedy this state of affairs that this book has been written and it is eminently worthy of being placed in the hands of students of the College department.

From the point of view of both content and style it is quite suitable for prescription as a non-detailed text-book for the B. A. degree examination of the Indian Universities. The maps, diagrams and illustrations, the key questions and the questions and exercises at the end of each chapter enhance the value of the book as a non-detailed text-book. We hope the book will attain the popularity that it richly deserves.

—V. M.

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Another remarkable feature of this series is the large number of illustrations which distinguish them as exceptionally good. The diagrams and figures are accurate, clear and self-explanatory. Undoubtedly the students will find in these books all that they require on the subject. The series form a treatise of great value.

—J. Daniel.

Continued from preceding page

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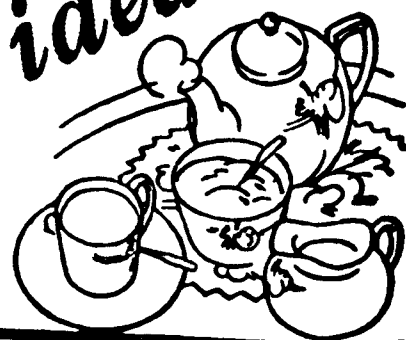
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Post War Educational Reconstruction

By Sardar A. T. MUKHERJEE, M. Sc.,

Secretary, All-India Primary & Rural Education Committee.

ARISTOTLE said 'Our actions aim at an end and are means to achieving it; we cook food in order to eat, we build ships in order to sail in them, we study medicine with a view to health'. This is as true of education as it is of life. 'The child comes to school to be given means and ends; to discern or begin to discern an ultimate end—the governing purpose of his life—at which his activities should aim and to learn or begin to learn the means which will enable him to do his work in the world. The lesser purposes of his life—such as earning a living, doing a particular job, exercising a particular faculty, are subordinated to a supreme end'.

The function of the school is to develop the three aspects of the child—body, mind and character—to equip him for the business of living and to instil into his heart what Plato calls the 'Idea of the Good'. Let us examine how far our educational institutions cater for those needs of our children.

It is rather a sad comment that our present system of education should become a mass of unco-ordinated subjects, a chaos instead of a cosmos. Its main business is to provide the equipment of knowledge necessary for service-hunters. Our education has degenerated into a routine. The crust of routine forming over the child's mind impairs its fertility and damages the intellectual vigour. One subject after another is being indiscriminately pressed into this bursting knapsack meant only for the requisite clothes for a journey through life. Certain subjects need experience of life for useful study. But our school population has hardly such opportunities and in many cases when the pupils emerge out of their educational institutions they are thrown straight into the waters of life. The appli-

cation of the principle of the cross-fertilization of theory and experience, so necessary for fruitful training, is conspicuous by its absence. The introduction of such a procedure is expected to have a salubrious effect on our system of education. An attempt is being made of late in the Democratic States to give an air of reality to school teaching of citizenship by holding imaginary sessions of Parliament or of the League of Nations. But this is not enough. The mechanised system, with a rigid curriculum and the teacher like a clog, is to be replaced by one wherein the experiences of life are harnessed along with the practical aspects of education with ample flexibility and latitude for adaptation. The test for a successful education is not the amount of knowledge that the pupil can assimilate but the degree of his appetite to know and his ability to learn. Too many leave school with the appetite killed and the mind overlaid with 'undigested information'. Our students do not have at present a fair appreciation of the purposes and utility of true education. Their eyes and those of their teachers are fixed now not on the real business of education but on the Examination Certificates. They memorise like parrots without an intelligent grasp of the subject-matter. Such forcible feeding is certainly not real education.

Without attempting to disguise the prevailing scepticism regarding the material usefulness of the traditional system, it has to be admitted that our students are at present fettered by the crippling tendencies of the enforced curricula which put up an exclusive emphasis on literary equipment and sadly neglect the practical training so essential in their struggle for existence. The dull long hours of school, nervous exhaustion of continuous

monotonous teaching, hard labour for passing examinations and great mental strain which the pupils undergo now, all leave their mark on the youthful vigour too deeply to be rooted out and as such they are partly responsible for the declining strength of the rising generation. One cannot but deplore the simply instrumental studies pursued by the pupils who are hopelessly handicapped by the dull traditional curriculum framed for formal ends where no facility for practical training is afforded to them. As at present the school life is limited almost wholly to the drudgery of learning the simple fundamentals and a large amount of the time and energy of our children is devoted to the formal traditional work and not to the present individual and social need. The inevitable result is a mechanical type of instruction which urges the absorption of information by our students and the blind repetition of what the text-book says without adequate ideas of the practical applications of the principles involved. Mental labour directed to practical end naturally increases the interest of the pupils and directs them to effective work.

Though the importance of research, as forming part of the educational work, has been realised of late, industrial investigations have not yet been recognised as a national necessity. A purposeless academic career with an exclusive emphasis on literary equipment at the cost of practical, industrial and commercial training, likely to reduce the severity of the struggle for existence, has unfortunately to be chalked out by our young men, most of whom, shattered in health, are unable to find to their lamentable misery, a suitable perch for subsistence in spite of the stamp of so-called Graduation. Without a systematic 'Motivation' of study opening out self-supporting avenues to our young men in their arena of life, the present educational system is largely responsible for a colossal waste of our national time and energy. One of the defects of the system,

in addition to the lack of provision for military training, is to banish the industrial earning-power of the nation which has long lain dormant, with an ample scope for exploitation of the rich and varied resources of the country by foreigners. Moreover, the lack of an industrial tradition, the absence of compulsory technical training, and the consequent disinclination to manual labour, hamper the expansion of indigenous industry on which depends largely the material prosperity of the country.

Although the schools are spreading slowly in certain British Indian Provinces and in some of the advanced Indian States no systematic efforts are being made to give better training and higher remuneration to the teachers and the deterioration in the quality of education is allowed to continue as hitherto. The need for adequate permanent facilities for the training of teachers is more pressing than ever and the establishment of teacher-training facilities cannot be indefinitely postponed any longer without serious detriment to the cause of education. In the United States of America Teachers' Certificates or Licenses to Teach are issued by the States and it has almost become a practice there now to issue these on the basis of educational credentials rather than on the basis of Examinations, which succeed more in developing the memory than in bringing about an evolution of intelligence. Needs of particular schools are found out there by educational experts specially deputed for the purpose and programmes of teacher-training are planned in relation to these needs. In the interest of children who are relatively backward in their educational development special experimental schools are established.

In the shadows that are deepening over us slowly the lights of learning are fading gradually. Contact with contemporary opinion has been broken. The conception of knowledge as an international responsibility has vanished. The free flow

of ideas has dried up. Everywhere the exigencies of the war have erased the possibility of intellectual and cultural life. Even neutral countries are under pressure to permit a totalitarian interpretation in the teaching of several subjects—regarding the exercise of tact and circumspection in the treatment of the most up-to-date problems. But the darkness of gloom and peril will be dispelled in course of time and the world will emerge anew out of the present conflagration. With the dawn of a peaceful era the task of reconstruction will be taken up with all earnestness and the question of educational reorganisation cannot but engage our close attention then.

The revised curriculum must have a varied scope and flexibility to meet the social and individual needs and must include a group of fundamental subjects of vital interest to the future citizens of a Self-Governing Dominion. Effective training in Civics and Social Duties must be imparted and the Principles of Self-Government introduced in the syllabus as early as possible. Provision has also to be made for Industrial, Commercial and Trade Courses in the Higher Grade. The town schools must train the boys in Manual Training and the village schools in the elements of Agriculture in lieu thereof. The inclusion of Scientific Agriculture in the syllabus is another potent factor which demands our attention. The general biological science must form part of the equipment of every educated person, valuable for its own sake as adding to the meaning and interest of life, apart from its professional use. The drudgery of learning the simple fundamentals should be limited to the irreducible minimum and the curricula have to bring into prominence the practical, artistic and nation-building subjects. In fact more attention should be focussed at the actual activities of every day life and the necessary training befitting the children of a Free Nation. A diversified curriculum, with technical, commercial, industrial, agricultural, and vocational bias may not fail to breathe a

lively spirit into the dry bones of routine and it may possibly dispel the glamour of insufficient clerical posts for which our so-called educated young men are at present being driven from door to door as the result of a faulty, poor and misdirected education.

A system of education which tends to promote the normal physical development of the rising generation, cultivates hand-power, impels it through the different forms of productive effort and enables it to discover its own powers and limitations, has to be introduced at the present moment. A healthy national regeneration has to be brought about by systematic physical education and the introduction of Compulsory Military Training should act as a safety valve to our sedentary lives. Again the progress of a country depends largely upon the advancement of Scientific Education without which the people are likely to suffer from an ignorant exaggeration; but our efforts in this direction have not been very encouraging—the elementary work happening to be too incidental and the advanced work prematurely abstract. More stress should be laid on Drawing, Craft-work and Music as suitable means for cultivating the aesthetic sense of the pupils and we should recognise the educational utility of manual skill and introduce in all schools 'The Art of Life' as a Compulsory Subject.

The present system has to be modernised, our institutions remodelled and so fully equipped as to be competent enough to impart the best training in all branches of study for which our ambitious young men have now to seek foreign patronisation in order to secure a badge of efficiency entitling them to a preferential treatment in the higher cadres of services. While the process of Vernacularisation has to be adopted throughout by all means, English has to be retained as one of the subjects to serve as a vehicle of international communication—for the fertilizing contact with western thought,

through modern education, cannot be dispensed with without serious consequences. Some of the other foreign languages have also to be encouraged for the purpose.

The introduction of these time-consuming subjects will naturally necessitate the extension of time. The problem of time may, however, be solved if the courses in the literary and memory subjects, with an overwhelming preponderance now, be reduced and the vacations curtailed. The addition of technical departments to recognised schools may put the authorities concerned in financial difficulties; but the education of such necessitous institutions is to be financed by the sympathetic National Government and the public in general. The higher institutions must be left to work out their own salvation and it is the duty of a responsible government to make appropriations so that they may be financially comfortable. Absolute control must be vested in a body directly responsible for the management

though a Central Board may direct and co-ordinate the progress.

It is a matter of deep regret that even in the present era of progress and advancement the education of this unhappy land has not been placed upon a practical basis useful to those for whom it is meant in the daily affairs of their life. It is imperfectly enjoyed even by the educated, utterly withheld from the multitude and not yet systematised either in sound principles or suitable plans and the defects of the educational system react disastrously on the progress of the country.

Popular ignorance is an enormous national evil. It is full of danger to our social system and even effects deeply our daily well-being. We must go to war with this ignorance and wage it uncompromisingly till it is conquered. No half-measure will succeed; the effort must be powerful, simultaneous and worthy of a great people in the Comity of Nations.

Educationists on Aims of Education

By Mr. L. N. DUBE, M.A., L.T.,

Vice-Principal, Kubair Inter College, Dibrui.

THERE is a great conflict of opinions as to the proper aims of education. To some, the aim of education ought to be to form character, to some preparation for complete living, to some harmonious development of body and mind and to some development of individuality. The root cause of this controversy is that everybody looks upon education with one particular side of life.

There are three distinct phases of life—biological, intellectual and moral, therefore education must have social, intellectual and moral aims. There are two biological needs of life—propagation and reproduction of members. Education should necessarily serve these two pur-

poses, which are inter-dependent. The former aims at enabling human beings in earning better livelihood and thereby maintaining a better standard of life. The question of maintaining life comfortably is a primary question and no use is served by declaring that "education is for the sake of education." The problem of bread and butter cannot be neglected in any scheme of education. Raymont supports this view in his utilitarian theory. On it depends the whole structure of other activities of life. So if parents look to education as the preparation of the young for bread and butter, the idea should not be despised. Both the well-known educationists, Nunn and Dewey hold that it should be

one of the aims of education. But man is not confronted merely with the problem of livelihood. He is a social animal and for the proper propagation, education must aim at the social progress. Nunn says that the aim of education is to socialize pupils and cultivate in them individuality. It is not a paradox as it seems to be. His idea of socialization implies unity in diversity, that is, he wants men to work with their utmost individual powers in the team spirit. He gives importance to individuality, because he is convinced that no good work can be done by the human mind except in and through the free activities of individual man and woman. He gives importance to society, because it is his conviction that individual life can develop only in society. But he does not want that education should aim at a society which may lead men to self-indulgence. The struggle of life has become so hard and complicated that it requires a highly organized society for the survival of the fittest.

Now take up the reproduction side. It aims at the continuity of the generations. Thus "sex" education should form one of the important part and parcel of adult education. The elimination of this important side of the education from the present educational schemes has been responsible for the present moral degradation and for the disturbed domestic life of India. Herbert Spencer has rightly given importance to this side, when he includes "rearing of children" in his idea of complete living, which ought to be the aim of education according to him. This aim is as important as the aim of progressive raising of standard of life, though in the education of children it will have no place.

Now take up the mental side of the man. Huxley says that the aims of education ought to be to "develop the mind into a clear, cold, logic machine." No body can deny the importance of the development of mind. Education must aim at

it. But it is not the whole thing by itself. It is inter-related with the health of the body. Development of both body and mind should be one of the aims of education. Herbert Spencer gives great emphasis to this phase of life. Nunn says that one of the aims of education ought to be to maintain those activities, which are grand expressions of human spirit and achievements of the energies of the past generations. These activities safeguard the individual social welfare and depend upon the mental and physical growth of the people. It means the mental study of the subjects is as important as the games and sports on the field. This aim is very important if standard of civilization is to be maintained. For the further progress and improvement of civilization, the development of mind and maintenance of past experiences are very important.

As regards the moral side of man Raymont says that the aim of education is to cultivate not wealth of muscle, nor fulness of knowledge, nor refinement of feeling but strength and purity of character. To him the ethical aim is supreme. He regards other aims to be subordinate to this aim. He cannot be right in holding this view as he gives the greatest importance to one side of life. However its importance cannot be denied but the baffling thing is the controversy which lies in settling the morals. The morals of one people and at one time have not been the same. These differ from man to man and from one time to another. But this aim cannot be neglected, as without ethical moral no difference remains between men and animals. Thus the character building should be one of the most important aims of education.

Bagley in his book "The Educative Process" states that "the aim of education ought to be the social efficiency." To him the social efficiency means that a man must pull his weight directly or indirectly and in pulling his own weight he should interfere as little as possible with the

The Practical Utility of Formal Discipline in the Teaching of English in India

By Mr. ALAUDDIN AHMED, M.A. (Oxon.), Bar-at-Law.

THE educational theory at the present stage of its development marks the culmination of educational awakening and progress. The educational theorists have in this recess achieved all that was humanly possible in the domain of practical instruction. However, a note of scepticism and discontent pervades through the mind of the pedagogue. As in all the other human affairs, in educational matters also the diffidence proceeds from the absence of an overwhelming comprehensiveness in a given project. The discontent is but the natural outcome of the almost unceasing gulf between the educational theory and practice. The question ever remains unsolved whether or how for the modern or the more improved methods of instruction have been successful in allaying the difficulties, and alleviating the defects inherent in the old process of teaching. It has been repeatedly alleged with substantial justification, that the *a priori* method of pedagogy was unsuitable in that it created undue strain on the mind of the taught. That under its regime the physical growth

Continued from preceding page
efforts of others; he should lead his energy conscientiously and persistently to further integration of social forces which, according to him, ultimately stand for moral forces. Thus the aim includes "bread and butter aim" and "knowledge aim". It recognizes the possible value of every item of knowledge to social welfare. It includes the harmonious development of mind, body and heart because it says that those capacities are to be developed which will best subserve the social needs of the time and of the country.

of the child, the condition precedent for a healthy mentality, was stunted and deformed. It was a total failure in producing useful scholars and citizens. Finally a symbolical feature of the old method of teaching consisted in the universally detested and dreaded 'Rule of the Rod', the indispensable necessity of the time and the shame of the educational world!

With the advancing tide of educational reforms, however, doctrines were evolved with a view to ameliorating the existing complaints—preventing the stress and strain of the procedure on the physique of the taught and the underlying wastage generally. These ranged from the early Dalton Plan and Project System to the more modern methods obtaining to this date. Mentionable amongst these are the following two placed below in their order of merit in accordance with their respective importance. In the words of Comenius— "Words should be learnt in connection with things. The object first and then the expression". Thus it is fair the Direct Method should enjoy a natural priority over the "Basic System" of teaching, since the former smacks of a novelty perhaps uninitiated by any of the preceding disciplinary measures. For the purpose of this article it would be well worth the effort to discuss some important features of the Direct Method. Briefly stated the method works upon the principle of "association of ideas". It aims at avoiding the learning of e.g., words without the help or display of concrete objects. For instance sticks of various sizes, wooden balls of various colours etc., may be placed before the class to explain the significance of the words, small, medium and big or large and of the words black, blue and

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white, etc. Also pictures from books are pointed out to elicit the required answer relating to the subject-matter of the text-books. Thus it is obvious that much of the strain and wastage that are otherwise involved in the process of 'mugging up' unintelligently or as is aptly said by Wren the process of "skinning the hare before catching it"—are mitigated. Further it does appear also natural that the 'Skinning' should follow the 'Catching' rather than precede it. However a point or two by way of stricture will not be out of place in this connection. In the question of order of merits will it be irrelevant to discuss the aspect of memory and its impression? If not let it be made perfectly clear that in the given example one must be certain and positive that the thing to be thus possessed is not a fish (instead of the hare supposed—i.e., the wrong word) and that even if it is in fact a hare how far does its possession or holding involve a grip that does not admit of a slip (i. e., as far as the retentive power of the memory is concerned) for in any case the loose mental grip is not the desired object but in the sphere of memorisation the weakness will tantamount to suicide. Thus it is obvious that the phrase "Skinning the hare before catching" deals with but one aspect of the truth and is not totally unamenable to the searching test of logical analysis. In addition such a test may expose, more vividly than anticipated, the breach that lies in the province of educational practice and theory. It may be safely assumed in view of everything stated above that much as cramming be discouraged a total reliance on aphorisms of this kind illustrated above may be practically misleading. This much may be sufficient for the purpose of the discourse or treatise. It is now intended next to deal with the *Basic Method*.

It is, of course, of a more subsequent origin and therefore bears some of the imprints of its predecessors. In one important aspect however lies its pre-eminently divergent nature viz., that it marks

off definitely the "mind-age" and the "word-age" of the child. In other words the method advocates the avoidance of superfluous or avoidable usage of words in what is called the "Elementary Stage" by confining the vocabulary to an essential number of terms of 850 words. The main idea of the author of the scheme lies in the elimination or substitution of synonymous terms in favour of "unitary" terms i. e., words which can connote all the shades of meaning devoted by the other apparently synonymous words. Thus the fundamental concept underlying the method is to impart what is basically called "an active command" over the vocabulary that is the capacity to use it. The method decidedly is an improvement upon any other preceding it, in that it expounds ways and means for overcoming difficulties and removing all the flaws aimed at by its predecessors. In addition it elucidates and fills up the gap between the educational theory and practice by introducing definite steps and principles towards the development of capacity to use the words or utilise the knowledge gained, with command and in the best possible way.

A faithful perusal of the foregoing analysis will make it ever clear that the centre and pivot of every disciplinary action is found in the reduction of drudgery on one hand and on the other of the incidental injury to the physique, mind and mentality of the pupil. The authors of the methods in their ardent anxiety to discourage unintelligent cram-work have indeed gone so far that it is hard for any disciple of them to admit that an undue emphasis was laid on the question of observation and perception. In the same way the rule that "a living language must be first talked and then read, then written" is not only contradictory to the theory of perception but is wholly unindigenous to Indian conditions, wherein there is a palpable dearth of "Nursery instruction." Nay, even the rule "Proceed from observation to reasoning and thence to memory" must, as it is theoretically sound and palat-

able, often, in strict practise, needs revision as in the case of foreign dialect mere observation and reflection unsupported by the process of 'rubbing in' cannot adequately fill up the needed gulf of retentive, adhesive and physical memorisation.

There is indeed a wide scope of learning in which the more crude West-Indian method of translation, reproduction and repetition has proved more successful and in some intelligent cramming has been more efficacious and ever indispensable. It is at least a truism if not the truth that in proportion as the range of the subject to be taught and the nature of the subject-matter to be learnt differ, the procedure applied must be different also. As in all the other spheres of life, in educational disorders there cannot be one panacea for all maladies. What after all is a method? It is a procedure adopted to obtain a good or to meet a technical evil. Method in fact is a means to an end and not the end itself. What should be the general attitude of educationists if in the cases above the idea of minimisation of labour should lend to improvise and impoverish the power of memory of the child? What if in the given instance the method applied should fail to lay in him the foundation stone for the perpetuation of true retentive and permanent knowledge by sedulously substituting the imprint of the object introduced more emphatically instead of the quality associated with, which otherwise should be the object of the memorisation. It is also a trite phenomenon that in practical pedagogy such artificial shifts often tend to encourage in the taught a habit of facile ease and a sense of self-comfort so prejudicial to scholastic pursuits and sound knowledge. Hence much as a complete retrogression upon the *a priori* system of education may be undesirable, an unconditional surrender to the glamour and charm of the new methods is equally unthinkable. In practical pedagogy the sphere of subjective memorisation is to be carefully

set apart by a careful selection of those subjects that are to be treated formally and those that are to be taught by the "Direct" means. Words and meanings, poems to be learnt by heart, textual verses and passages even grammatical and scientific definitions must be learnt by the formal process. On the other hand essays, stories and any other narration based on textual and historical matter may be the true sphere of Direct Study.

The formal discipline is especially the most utilitarian in relation to the English language generally. The English philology and phonetics present to the Indian mind difficulties alien to any of the local dialects. A practical instance in point is that according to the Direct Method a teacher trying to explain the words 'black and white,' will naturally produce objects e.g., balls of various colours before the class. He will ask what is this? (as perhaps the word colour is not known) "This is a ball" is the answer. The other question will be "how is this?" The natural answer will be—"this is round". Then the teacher will show other balls of different colours asking 'What and how' to the end of their limited knowledge without eliciting from them the desired answer. Finally, baffled and disgusted, he may be compelled to use the vernacular of 'colour', say *Rangu*. Then the answer might come correct. Thus by a touch of favourable imagination alone it can be argued that as the result of direct instruction, not only was the subject interesting but also much of labour to learn (on the part of the children) was saved. But how about the wastage of the time of the class and of the labour of the teacher? Then the teacher will proceed to write the name of the colours elicited from the class on the black-board for "Drilling" process. There it is written black and white. Black and white—several times over, to be taken down on note books. But as manual work combined with observation—to the exclusion of repetition by the tongue—is the gist of the practice, the imprint of the

subject is liable thus to dwindle to blak-wite. The letters C and H find—due either to their constructional irrelevance or to the mechanical process involved in the learning of them—no permanent seat in the memory.

From the illustration above it is to be reluctantly deduced that in a case like that reconciliation of the local requirements with the Direct discipline, a foreign produce—is a mere dictum and not a living, active plan. The fact remains that of all the human faculties envisaged by the education-ist the potentiality of the tongue is the greatest. It has a direct appeal to the memory and that no other faculty e.g. observation, perception and reflection, tends to assist receptiveness and retentivity as much as the former does. This is the reason why numerous cinema shows, talkies, concerts and musical comedies, observed early in life have been drowned in oblivion. The relish of a chocolate however tasted is yet unforgettable. Similarly—anything learned by-heart e.g., words, verses and poems have an indelible mark. In all these the faculty of reception rather than those of perception, observation and discernment count more. Not that at that earlier stage the mind could have been more mature or ripe for reflection—often it is not. But the rhythmical sound of the words etc., repeated by the tongue find in the memory the ready and ineffaceable respond that is destined to last. It may hence be physiologically and anatomically true that the power of the tongue, both subjectively and objectively, is the more loyal and trustworthy a messenger and should hence be duly accredited.

In the domain of instruction generally and particularly to learn a language such as English, two essentials may be taken into consideration—Perspicacity and perspicuity. The former is the intelligence to understand anything e.g., the language. This intelligence is the minimum where the question of a foreign language is concerned because not only of the fact that

English language possesses its own technique, but also of the fact that the methods applied to teach it are of foreign origin. Whereas perhaps local evils can best be cured by the indigenous correctives. However it may be the other element is perspicuity—the power of conveying ideas to others in a lucid and understandable way. The former relates to idea, its perception and accumulation, the latter to its expression. The first is a necessary prerequisite for knowledge, the second is indispensable for its correct use. Thus whereas perspicacity is concerned with the fabric of thought—the origin and source of actions and is correlated with the question of perception—perspicuity is a necessary adjunct for its growth and expansion and hence may be said to pertain to the province of method. Thus with language both the above attributes—clear thinking and expressing—are indispensable. But as ideas unexpressed or clumsily explained have no articulate value, philologically perspicuity enjoys a natural priority over the other. Hence any emphasis laid on the aspect of English acoustics and pronunciation is not an over-estimation. In India, especially where for one reason or the other this aspect has remained greatly neglected, there is a dire need to call to it the attention of the tutor. Generally also as *Font* has it "The neglect of intonation, stress, or quality in the delivery of words is the familiar cause of the mispronunciation of the words. This is fatal to any speech." Mr. P. C. Wren, in his introductory note on the Direct Teaching of English goes further than this to say that "The Indian teacher must know the correct pronunciation and if he does not know it himself then he obviously cannot teach correct English any more than the blind can lead the blind." It is impossible then to over-rate the importance of English pronunciation in the light of these remarks coming as they do from such eminent authors and experienced educationists. But in further support of them

it can be added that pronunciation not only assists lucidity in speech but also helps to inculcate correct intonation and a true and proportionate sense of spelling on the mind of the hearers. Often a mispronounced word is mis-spelt, and results in mis-spelling in writing — a common literary disaster with Indians. Hence no mistake should be made as to the significance of the process 'The Direct teaching of English in Indian Schools' and the stress laid herein on the nature of subjects which need be treated indirectly.

If what is stated in the foregoing line is but the reiteration of what has already been propounded by various prominent educationists, let the redundancy be treated or met with tolerant patience in view of the growing misconception that formal discipline is only a dead letter, an obsolete thing totally replaced by the more fashionable substitutes. Let it further be recalled that as a tutor is 'born' as such (not a mere mechanical fabrication) he should use practical discretion to select or elect the best remedy required in the circumstances and not be wholly dictated by the hide-bound rules.

METAPHYSICS IN EDUCATION

By Mr. F. J. SCHWANKOVSKY,

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FOREWORD

AT a study group of teachers, some one said during the discussion, "If we are doing nothing else we are teaching the children to think." The author of this article rose to throw doubt on even this claim. "Common-sense thinking," he pointed out, "is incapable of rendering us any guidance in the conduct of life, except for very superficial activities. For the spiritual guidance in making real choices we must have Metaphysical Thinking." "But what do you mean by that?" demanded these educators.

And so it came about that the following short paper was produced and mimeographed for distribution among those teachers. To that original paper has been added as a later contribution "Man, the Mote." The significance of the need for defining the word Metaphysics to a group of educated people, some of them with doctor's degrees, and most of them with degrees of some sort, speaks volumes for the materialism of our educational machinery. After a few years as educators in

a system, where "secularized" curricula make unnecessary any knowledge of things spiritual or metaphysical, the world, and the things it stands for, are lost to memory and to consciousness. In many of our college courses in education the word may never be used or defined. It is replaced by the overworked word "psychology."

In contradistinction to this standpoint at a conference of Science, Philosophy and Religion in September 1940, Mortimer Adler in his address before the conference said of Metaphysics thus: "For man the highest knowledge and the most indispensable to his well-being, is the knowledge of God; and since the ultimate conclusions of metaphysics comprise a natural theology, metaphysics is the supreme subject matter in the domain of natural knowledge." Hence the obvious need for the following discussion:

In order to define the word Metaphysics authoritatively the dictionary, the Britannica (14th Ed.), and Borden P. Browne's "Metaphysics" were consulted.

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From these it was found that the word metaphysics was first used by Andronicus of Rhodes, editor of Aristotle's writings, as a name for that part of his writings which came after the physics. It referred to that division of philosophy which includes ontology, or the science of being, and cosmology, or the science of the fundamental causes and processes of things. It deals also with cause or genesis and with the existence of God. Later the word came to be understood as referring to the science of the supersensible. Thomas Aquinas gives it a most significant meaning as being concerned with the COGNITION OF GOD.

But the word gets its more modern meaning after the time and influence of Schopenhauer, as concerned with the analysis of experience in the broad sense. The Britannica, on page 332 of Vol. 15, describes the word as "The systematic study of the problem relating to the ultimate nature of reality and of human knowledge."

Fundamental re-examination of everything is the order of our day, the day of an unprecedented world revolution in ideologies and in value scales. Education, too, must be so examined, and re-oriented. Its bases must be discovered, and hence one must be correct in assuming that educators must be able to think not only on the common-sense materialistic level, which is reliable only for the world of phenomena, but also metaphysically. We must be able to think about the ultimate nature of the student, of knowledge, and of the world in which education occurs.

Instead, educators have been influenced by scientific materialism to such an extent that they think of the student, of themselves, and the educational problem as in and of a "Three Dimensional World" as Dr. Bode points out. Educators seem to have been willing to accept the naive hypotheses of materialism without critical examination. They have voluntarily abandoned the spiritual hypothesis, with-

out ceasing to consider themselves as Christians. Professionally many of them, Behaviorists primarily, seem to be completely materialistic, for Behaviorism is materialistic educational psychology. The result has been the following concept of man:

MAN THE MOTE

Our Materialistic and factual education has oppressed men and women, boys and girls with the feeling often expressed, that they are not as much as a mote or speck in the huge Universe science has peeped far into. This oppressively immense physical space is found to be studied with tremendous bodies, at fantastic distances from each other. For example, it is said that it takes a ray of light, travelling at the inconceivable speed of 186,400 miles per second, a hundred thousand years to cross the Milky Way; that Neptune, although part of the immediate world of planets around our sun, is still three billion miles from that sun; that it would take fifty days for us, travelling in an airplane at the rate of two hundred miles per hour, even to reach our satellite, the moon.

At the same time we teach in effect that we men and women are merely infinitely tiny bodies crawling around on one of the smallest and most insignificant planets. The depressing effect of this sort of misinformation has many repercussions, and one of them is to "soften" the student for totalitarian philosophies, because he becomes convinced that after all he is merely an atom in the social body. He has no spiritual status, no inalienable rights, and no Friend behind Phenomena. The best thing he can do is to seek such precarious safety as may be had through the State, which becomes the only moral authority, since there is no metaphysical or spiritual substance underlying or behind formerly held religious ideas.

But Metaphysics shows the students that space, time, matter are types of consciousness, and of thinking rather than

things with ontological reality, and that the REAL size of a man's world is determined by the size of the conscious thinking self. The worried egocentric without faith in any Divine plan, without knowledge of his own spiritual status, lives in a world not much larger than his own individual affairs, while the great soul can "split the sky in two (no matter how deep it is) and let the face of God shine through."

Thus does Edna St. Vincent Millay sing in her great poem "Renaissance."

"The world stands out on either side
No wider than the heart is wide;
Above the world is stretched the sky—
No higher than the soul is high.
The heart can push the sea and land
Farther away on either hand;
The soul can split the sky in two
And let the face of God shine through.
But East and West will pinch the heart
That cannot keep them pushed apart;
And he whose soul is flat—the sky
will cave in on him by and by."

The reader can bring to mind other examples of the pseudo information which we inculcate in our public education. It is false information because it is, as it were, taken out of context. *The physical size of the Universe could be taught without harm if the spiritual size of the student were taught correctly.* The world picture conveyed to Young America by an education deleted of spiritual inspiration is probably more hugely false than any world picture in legends given to primitive or mediaeval man. Our age may be known later as the age of bigger and better superstitions, insinuated into our minds, not concealed, under the robe of the priest, but under the laboratory smock of the scientist.

Educators will come to realize that such false world pictures are largely responsible for the catastrophes of our day.

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Meanwhile the world, especially the better educated world, has come unto dark

days, and it is becoming more and more suspected that materialistic education may lie at the very root of our civilization's decadence and its possible destruction. A long, large, and sincere experiment has been conducted in Europe and all over the world, to get on without God and the recognition of the spiritual nature of the Universe and of man. It has been a catastrophic experiment, but it will not be so deadly expensive if we learn from it that materialism is the unpardonable sin, which fructifies in destruction and death.

The Russian Dialectic Materialists naively assume that matter is the basis of existence. One of them writes, "If matter was first—and we know it was," thus begging the whole question. No first class thinker in history has been willing to conclude on the evidence that matter was first, and that life and finally brains capable of thought evolved from a fortuitous concourse of atoms. Already that materialism in Russia has cost countless lives. So also in Germany; Hitler has adopted the materialistic Superman of Nietzsche. He and his followers, by their infantile acceptance of the obvious machinery of force and falsehood, may one day be estimated as the greatest fools and madmen of all history.

Our American Educational World is tarred with the same deadly poisonous brush. Already our secularized and despiritualized education has blossomed into such an epidemic of race-suicide that the lower grades in the school rooms are seriously depleted because of birth control. Already the schools are accused of encouraging radical philosophies of government. But, if there is no God, the State is indeed the largest pseudo intelligent. Being in the Universe, and it may be, then, that the only logical philosophy for a materialist is Totalitarianism.

Certainly our beloved Democracy is based on metaphysical assumptions as to the existence of a Divine sanction of the inalienable rights of man to life, liberty,

and the pursuit of happiness; rights which have no place in a materialistic conception, nor in the totalitarian governments based on materialism.

The Educational World totally ignores the metaphysical news, the progress in metaphysical thinking, and the new tendencies of our most prominent scientists to observe and to recognize the power of mind over matter. Alexis Carrel's conviction of the possibility of miracles of healing due to prayer is one of these totally ignored instances among many, of a new spiritualized vision and liberality in scientists.

Let me quote verbatim from a passage in "Man the Unknown" by the Nobel Prize winner Alexis Carrel, a passage which must, by its nature, be completely ignored in educational circles, in order to preserve that fiction we adhere to, namely scientific materialism. I quote from page 148, which you may read for yourself, and then quickly forget or ignore in order to remain an orthodox American public school teacher:

"In all countries, at all times, people have believed in the existence of miracles, in the more or less rapid healing of the sick at places of pilgrimage, at certain sanctuaries. But after the great impetus of science during the nineteenth century, such belief completely disappeared. It was generally admitted, not only that miracles did not exist, but that they could not exist... However, in view of the facts observed during the last fifty years, this attitude cannot be sustained. The most important cases of miraculous healing have been recorded by the Medical Bureau of Lourdes. Our present conception of the influence of prayer upon pathological lesions is based upon the observation of patients who have been cured almost instantaneously of various affections, such as peritoneal tuberculosis, cold abscesses, osteitis, lupus, suppurating wounds, cancer, etc.....The only condition indispen-

sable to the occurrence of the phenomenon is prayer."

There is a mass of similar data and opinion of the most impressive sort supporting the basic Metaphysical thought that our Universe is not one of matter, but one of mind. Mind is, as Towne explains, the one "Ontological Reality." But our whole educational scheme dutifully takes its cue from the nineteenth century mentioned by Carrel, and adheres to the outworn and outmoded and historically discredited theory of materialism. Meantime it must, in order to preserve its basic assumptions, disregard the progress in Metaphysics, just when Science is becoming metaphysical. The basis of mathematics, and of our theories of learning, of our concepts of what we and our students are, must of necessity be metaphysical. But meantime we assume the same naive reality as do the uneducated, and plant our philosophy on things as presented by the Phenomenal world.

This must be superficial reasoning, since it avoids fundamental problems; and hence our thinking never gets up anywhere, for it starts on an agnostic and obscure hypothesis. Incidentally, this materialism which we uncritically accept as the proper base for educational procedure is practically identical with the dialectic materialism on which the Russian leaders support Russian Totalitarian Communism.

We should also realize that Democracy is a metaphysical hypothesis, and has no sure foundations in materialism. It is based on the concept of man as inherently endowed by reason of his divine spiritual nature with inalienable rights to life, liberty, and the pursuit of happiness. We have removed most of this base while seeking to strengthen the physical superstructure.

A system of education devised for one sort of world will poorly fit an entirely different sort of world, and materialism

Prescription of Text-Books in Schools

By An EDUCATIONIST

“COBBLER, stick to your last!”—is a well-known English saying. This conveys the idea that mankind is compartmented in its knowledge and that man should express opinions on those matters only which he has specially studied. In these days of specialisation laymen cannot usurp the functions of experts. A doctor specialises in medicine and anatomy; an engineer is an expert in construction; a politician addresses himself to questions of civic administration.

But the question may well be asked by the teaching profession; what about the teacher? On what problems and questions is he entitled to express his expert opinion and exercise control? Mr. H. G. Wells, in an article contributed to an English journal, puts forward a strong plea for giving the members of the teaching profession full autonomy in matters pertaining to education. He expresses a hope that in the New Order which will be set up in the world at the end of the present war, teachers will have to play a greater role in society and their influence must needs increase if mankind is to be saved from the devastating wars that have become incessant in the world to-day.

At present it is a pity that the tendency to interfere with educational institutions and their internal administration on the part of outside authorities is becoming increasingly catching and contagious. Local bodies under whose control there are large number of schools interfere

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and a spiritual concept of existence are literally worlds apart. Our system started on a metaphysical basis, and became materialistic, and the world and education started down hill together coincidentally.

with the internal work of schools and curb the freedom of teachers even in matters of teaching and text-books. One can give instances of unwanted interference with the school promotions or selection of pupils for being sent up for the S. S. L. C. Public Examination. It is obvious that the authorities who interfere are actuated by the motive of winning the public favour and their votes. They think that the parents of pupils will consider favourably their efforts to do, what is erroneously held, a good turn to them which they may turn to account at election time. That the unwarranted interference in the work of schools is highly detrimental to the interests of education, must be readily admitted. The headmasters and their staffs are actuated by the best of motives in the award of promotions. To detain pupils in one and the same class for more than a year is no pleasure to teachers, and if they do so in the case of some pupils, it is in their own interest.

An important matter connected with educational efficiency in schools is the prescription of text books. If there is any body of persons who command time, inclination and capacity to go into the contents of books and appraise their relative merits with regard to their suitability or otherwise, it is teachers. They are, in a sense, technical experts in the matter. Then why should Government fight shy of entrusting the duty of choosing text books in all secondary schools to teachers? At present, in public secondary schools—local board and Municipal—the power of selecting text books is vested in people who are least interested, let alone their competency, in the work and who cannot be expected to look beyond the cover of text books. When heads of institutions in consultation with their assistants make recommenda-

tions with regard to choice of books, instances are not wanting, where the approving authorities such as the Standing Committees in the case of District Boards, and the Chirmen of Municipalities, disapprove the choice made by the heads of schools and substitute other books. Sometimes unscrupulous publishers, in the deadly trade competition, may offer bait in the nature of illicit gratification. It is small wonder that under this system the best books in the market do not succeed in the competition, and second or third rate publications steal a march over them.

The object of Government in the matter of text books is to safeguard the interests of the public by avoiding unnecessary frequent changes in them. Their aim is to select the best books from the point of view of education and academic efficiency. These objectives can be best realised by letting teachers of schools choose books. There is the Consolidated List of Approved Text Books published every year. There are the District Educational Officers to see whether proper text books are prescribed. Then where is the need for extraneous authorities to approve text books? Why bother Municipal Chairmen and the Standing Committees of the District Boards to do the job?

In every educational conference, a resolution is adopted requesting the Government to vest the power of prescribing text books in secondary schools in heads of institutions. Is this an unreasonable demand? If the members of the teaching profession cannot be expected to discharge this legitimate responsibility properly, one wonders what they are fit for. It is time that the Government awoke to the serious defects in the machinery of text book prescription in public secondary schools and set right matters in the interest of education.

HAUNTED

HAUNTED

BY

PROF. HENRY MARTIN

I dug a grave for my sorrow,
And buried it deep;
With heavy tread
I stamped o'er the dead,
And, desperate, said,
'Now soundly sleep!
For thee there is no tomorrow!

'Lie buried there for ever,
Thou gnawing grief!
My hopeless regret
I will forget;
From thy ceaseless fret
I shall have relief;
Return to me never, O never!

Ah, why did I not remember
That ghosts may walk?
Though bodies sleep
Buried so deep,
Ghosts may peep,
Mutter and talk;
A spark may lurk in the ember.

For I heard a song, an old ditty,
A simple thing;
But O my pain!
For there again,
As plain as plain,
My heart to wring,
Her face! My God, have pity!

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EDUCATIONAL INDIA

Masulipatam, Nov., 1942

Education for National Fitness

THE increasing demand made by war on the mobilisation of all available resources in men and materials has turned the attention of responsible authorities in the leading belligerent countries to the question of physical fitness. Of course, the problem is specially important in the case of those who are called on to serve in the fighting forces; but it is not less important in connection with the civilian population, with those who are connected with Home Front and with those who have to work more intensively for a larger production, better distribution and quicker transport of all the supplies required for the fighting as well as the civilian ranks. It is being realised more and more that ultimate victory in war depends to a very great extent on the physical strength of the population, its capacity for endurance and the level of its morale. These are really the factors that constitute national fitness. It is, therefore, no wonder that

more and more attention is being concentrated on this question to-day.

IN the United States it is that the situation as it has been revealed by what is called the Selective Service System, has caused a large amount of alarm. Nearly fifty per cent of those that registered themselves for service in the army had to be rejected because of some fundamental defects and disorders of a physical character. The alarm is natural because the educational system of the United States has all along been considered to be a sound one. There is in the first place provision for universal education. Illiteracy is found only among a small percentage of the population. Moreover schools, as well as higher educational institutions, have been giving instruction in matters regarding health. Besides this the attention paid to games, sports and athletic activities in general is of an imposing character. Teachers are better organised and discussions on matters educational are being carried on with a great deal of interest. In spite however of all this, the health quotient of the average American has not been found to come up to the required military standards. It may also be noted that the United States is perhaps the richest country in the world and its population possess ample supplies of food and all other articles, comforts and conveniences necessary to preserve the physical health and strength at a high standard. The funds spent by the Federal, State and Local Authorities on the provision of various social services like public health, sanitation, medical relief, etc., are large and substantial. It is because the results produced by all

this effort and the existence of all these facilities are found to fall very much below the level of expectation that the authorities have begun seriously to examine the whole problem of national fitness and the part that education has to play in promoting it.

IT is true that in one sense the problem is not entirely an educational one. Health and strength may be undermined because of the kind of life led by the people at large, the conventions and fashions prevalent generally in society and the nature of home life. These, it may be argued, are beyond the control of educationists and educational institutions. As a matter of fact it has been observed by certain commentators on the American situation that the undermining of health and strength is due to over-indulgence in food, lack of physical exercise among people after leaving school, and too much time spent in automobiles — the United States is a land of motor cars. But all the same the responsibility of educationists is great and if reform is to be carried out in the required direction beginnings have to be made in schools. It is this point that is being more and more emphasized.

IT is a platitude to say that boys and girls are in the most impressionable period of their lives while they are at school and what is done or left undone at that period of their life produces a deeper effect on their subsequent career than anything else. The better therefore the education imparted in schools, the better from all points of view will the men and women of the country be. And if adult education is considered—as it deserves to be considered—to be an

integral part of the educational system of a country the importance of education in improving the standard of fitness is easily understood.

AMONG the reforms suggested in the educational system is that greater stress should be placed on physical education in the most comprehensive sense of the term. A responsible official recently observed: "The greatest lack or fault in our present national system of education lies in the field of physical education. The centre of gravity should be shifted so as to cover physical preparedness. The education of the future should be such that it adds strength to muscles, enhances the will to win, and contributes iron to the blood of students for the creation of men of steel." A second point that is receiving attention is that there need not be a conflict between physical and intellectual education. It is quite possible to harmonise the two, if by physical education is understood, "the use of physical activities as a means of educating the child for better living." A sound system of physical education will certainly help the growth of intelligence. A third point that is being stressed is that there should be an improvement in the quality of instructors of physical education. Otherwise the larger amount of time that is devoted to physical education may produce bad instead of good results; for it will mean more time placed at the disposal of instructors and teachers who are not properly trained for their work. It is also necessary that every pupil in school is trained instead of the school authorities concentrating their attention on a few

who distinguish themselves in games and sports, and bring credit to the institution by winning prizes in competitions. It is not spectacular results like these that have to be cared for. Of course, there are many other things besides these that schools have to do if the standard of physical fitness among the youth of the country is to be raised. Our purpose has been only to indicate its importance.

CONDITIONS in India are bound to be much worse than what they are in progressive countries like the United States. Here ill-health and physical weakness are due primarily to the poverty of the masses of people, to their malnutrition and low standard of life. Efforts made by school authorities cannot produce here the same substantial results as those made in economically richer countries. As a former Educational Commissioner to the Government of India put it: "Education is enchaind by forces over which it has little or no control. It is difficult, for example, to be optimistic regarding future progress so long as parents are living in penury and are steeped in debt....It is difficult also to expect regular school attendance so long as children are enfeebled by ill-health and inadequate nourishment." Although, therefore, it is mainly an improvement in our economic conditions that can make us physically better, schools have to play their part in the matter. There should be a larger amount of co-ordination between government which is responsible for raising the income of the people and educational institutions that have to devise effective ways

and means of physical education. All this shows that the problem is more acute and complicated in India than elsewhere, and more comprehensive and strenuous efforts have to be made if the standard of national fitness is to be raised.

Universities in War Time

IT is a sad thing—almost tragic—to see how war has brought about disorganisation in the work of many universities in our country while in other belligerent countries they have been putting forth more work and aiding war effort in all sorts of ways. Students' strikes have become the order of the day. Clashes between them and the police have not been uncommon. The atmosphere has become so disturbing in several parts of the country that some universities had to cease functioning and be closed for a number of months. Even now all of them have not been reopened. Even those that have become bold enough to announce that they will reopen are thinking of doing so by stages and not all at once. They are not quite sure of the behaviour of their students. They are trying to get assurances of good conduct from them and from their parents and guardians. In some cases they are insisting on the payment in advance of fees for three or four months—perhaps as a guarantee of good conduct on their part. That universities which have to be regarded as sacred institutions should be faced by a situation like this is nothing short of a calamity. Perhaps it shows that somehow they have not become an integral part of the nation's life, which they are in the other warring

countries and that the students and the general public do not as yet feel that our higher life will be less complete and also poorer if universities cease to function even though it be for a short period. It ought to be the duty of those who are at the helm of university affairs to search for the causes of this sad state and set about to discover the necessary remedies.

ALL this becomes more urgent because we are told that the situation is quite different in the other countries of the world. In China, for instance, the attachment that people have for their seats of learning is so deep and great that in spite of war they are doing everything to keep them functioning. Students as well as teachers are found to undergo all sorts of sacrifices and privations to keep the torch of knowledge glowing bright. They have literally carried on their backs and shoulders the books and the apparatus belonging to their universities to places of safety in the interior. They are content with ordinary country houses and even the shade of trees to carry on their work. If today the Chinese have risen high in the estimation of the world it is not mainly or only because of the heroic resistance they have been putting up against the Japanese but also because of the sacrifices they have made for preserving their ancient culture and tradition through their universities.

THE situation is not different in countries like England, Russia and the United States. Here the Universities are turning out more work now than in pre-war days and through all their activities are aiding war effort.

They have modified their courses of studies to meet the demands for a large number of professional men created by war. They have cut short their normal vacations and by working over time as well as by removing the ornamental parts of their syllabuses they are training more doctors, engineers, physicists, chemists etc. They have intensified their research activities and are placing new knowledge and new instruments at the disposal of their governments. The experiments which they have undertaken in agriculture, for instance, and the new discoveries and inventions they have been able to make have resulted in the growth of more food and other agricultural products. They have taken more seriously their intellectual responsibilities towards the public at large and have strengthened the adult education classes and university extension courses. The pamphlets written by university teachers and the lectures delivered by them in connection with these courses and classes have done not a little to educate the public in war aims as well as the kind of the world order that has to be created when once the war is over. Governments have placed many scientists of the Universities on their advisory committees and have entrusted the study of special scientific, technological, economic and administrative problems to them. There is thus more enthusiasm, activity and vigour in Universities in those countries today than was the case in pre-war times.

THIS contrast between universities in India and universities in the other allied countries affords much food for reflection.

THROUGH different PROVINCES

DELHI

AGRICULTURAL RESEARCH

The question of co-ordination of agricultural research conducted in various institutions in the country is now under the consideration of the Imperial Council of Agricultural Research. The Council has requested the Inter-University Board of India to collect information regarding the programme of work now in progress in different universities so far as it concerns some aspects of agricultural science.

THE DELHI UNIVERSITY

It is announced that the University of Delhi has appointed Sir S. S. Bhatnagar as Professor of Chemistry at the University. This appointment has been made with the approval of the Government of India and the new Professor will serve in an honorary capacity.

The Board of Scientific and Industrial Research, of which he is the Director, is at present accommodated in the new science buildings of the University, and there is already close association between the Director and his colleagues on the one hand and the University teachers of Chemistry and Physics on the other. A number of other appointments have been made as a result of the establishment by the University of the three years' honours course and post-graduate classes (M. Sc.) in Physics and Chemistry.

MADRAS

FEE CONCESSIONS TO SCHEDULED CLASS PUPILS

The Government have amended the rules governing fee concessions in respect of pupils in Secondary Schools belonging to the Scheduled classes. It has now been provided that, during the whole period of their secondary school course, they should be allowed to retain the concession for a second year when they failed in a class in the first year. The concession should be withdrawn only if they failed to secure a pass even at the end of the second year. This rule would apply to schools under District Boards

and Municipal Councils empowered to grant such concessions.

FRENCH INDIA GOVERNOR'S ORDER

H. E. Mon. Louis Bonvin, Governor of French India, has issued an order, which states that during the duration of the present hostilities and for a period of six months immediately after the signature of the peace, any student of any educational institution under the control of the Director of Education, carries on whether within or outside the institution, any subversive political activity, he will be subject to disciplinary action by the Director of Public Instruction. On report of the Director of the School, the Director of Public Instruction will investigate the matter and submit to the approval of H. E. the Governor such action as he may think necessary.

PROVINCIAL EDUCATIONAL CONFERENCE

It is understood that the Working Committee of the Reception Committee of the Reception Committee of the 33rd Madras Provincial Educational Conference has decided to have the Conference in May 1943.

BENGAL

RELIEF TO TEACHERS

Five-hundred professors and about a thousand teachers belonging to eleven colleges and 135 schools in the city of Calcutta drew on the first of October the quota of relief granted to each one of them by the Government of Bengal in pursuance of their decision to help the non-Government educational institutions in Calcutta in their present financial troubles. This relief measure has cost the Government about two lakhs of rupees, the quota of relief received by a Professor and a teacher being Rs. 150 and Rs. 75 respectively.

RURAL RECONSTRUCTION

"Kerosene or no kerosene, we must continue to give light and learning to our people. Adult education classes must be held. If necessary, let them be held in the afternoon twice or

even thrice a week." This is one of the points emphasised by the Director of Rural Reconstruction, Bengal, in a rural reconstruction drive that is now being carried out in the Province.

In a circular letter to all presidents of Union and Debt Settlement Boards, heads of major educational institutions and other leaders of public opinion, the Director has outlined a fourteen-point programme, the salient features of which include methods of increasing the *per capita* income, whereby it may be possible to raise the average income of the Bengal villager in four or five years to Rs. 10 a month from Rs. 2-8-0.

Reduction of indebtedness, spread of literacy and medical and public health work are other features of the programme.

ADVANCE OF TEACHERS IN GIRLS' SCHOOLS

The All-India Women's Conference (South Calcutta Constituent branch) has taken up the cause of teachers in girls' schools who have not received financial relief on the same scale as teachers of boys' schools, following the closing of schools due to the recent disturbances.

The Executive Committee of the branch has adopted resolutions "deploring the distinction that the Government has made" in the matter and requesting the Government to take immediate action.

It was stated at the meeting that only central schools for girls had been granted relief by the Government on the same scale as allowed to the teachers of boys' schools.

BOMBAY

PRIMARY EDUCATION

The most important work done by the Bombay Provincial Board of Primary Education in 1941-42 according to the annual report, was to submit to the Government a detailed scheme for the introduction of universal compulsory elementary education.

The Government has directed that preference should be given to text-books containing lessons on the removal of untouchability. As regards forest areas, the Government accepted the Board's recommendations of introducing a system of travelling teachers, giving building grants for constructing cheap thatched roof huts

in which to hold schools, giving preference to persons born in forest areas in recruiting teachers and making a minimum period of service in a forest climate compulsory for all teachers.

ADULT EDUCATION IN THE PROVINCE

With a view to maintaining the standard of literacy acquired by adults and for the spread of useful information among village populations, the Bombay Government has decided to issue a fortnightly sheet containing suitable reading material for new literates.

The sheet will be incorporated in the three regional languages and in the Urdu edition of the *Bombay Information*.

UNIVERSITY FOR MAHARASHTRA

The Enquiry Committee appointed by the Government of Bombay in connection with the establishment of a University for Maharashtra met recently under the presidency of Sir Raghunath Paranjpe, in the absence of the Rt. Hon. M. R. Jayakar, the Chairman of the Committee.

It is understood that though there was some divergence of opinion on the question as to whether the jurisdiction of the proposed University should be confined to Poona alone or should be extended to all Marathi-speaking districts of the province, the idea of the formation of the University was generally favoured. The question of adopting Marathi as the medium of University education also raised some controversy, it is learnt.

HEADMASTERS' REQUEST TO GOVT.

A circular recently issued by the Director of Public Instruction, Bombay, to the heads of educational institutions, with the object of ensuring better attendance of pupils in schools was considered at a meeting of the Headmasters of various schools in the city and suburbs. The circular, it will be recalled, recommended the removal of the names of students who participated in the disturbances from the rolls.

The meeting of the headmasters expressed the view that the Government's circular, instead of improving matters, had tended to deteriorate the situation, as was evident from the fall in attendance of pupils. The meeting requested the Government to drop the circular, as in its view, the Headmasters were quite competent to exercise discretion and look after the interests of their pupils. The headmasters present at

the meeting, deprecated the suggestion that reports of daily attendance should be made and that students should be penalised for absence. In their opinion, that was a matter for the heads of the schools and interference by Government was unnecessary and uncalled for.

PUNJAB

PROVISION FOR EXPULSION OF STUDENTS

The Governor of the Punjab has authorised an amendment to the Punjab Education Code which provides for the expulsion or rustication of a student for serious misconduct for a period not exceeding one academic year in the case of Government colleges by the College Council, Government and local body schools by the inspector or inspectress as the case may be, and privately-managed schools by the managing body of the school.

Inspectors or inspectresses have also been empowered to take disciplinary action against students of privately-managed schools in cases of misconduct, which may come to their notice in the course of their work. No appeal lies against the order of the punishing authority.

REVISION OF TEACHERS' SALARIES

The Secondary Education Service re-organisation scheme, which grants an incremental time-scale to the poor teachers and enables them to lead a happy and contented life, came into force on October 1, 1942. The scheme which benefits more than two thousand teachers eventually entailed an additional expenditure of several lakhs.

Explaining the scheme, Mr. Mian Abdul Haye, Minister of education, in a statement to the Press, says: Every man on the Anglo-vernacular side will start on a minimum salary of Rs. 80 per mensem and will have a reasonable chance of rising to Rs. 250 in about 23 years. Not only this every outstanding man will have a good chance of gaining promotion to the P. E. S. straight from the Rs. 150—190 grade. On the classical and vernacular side a teacher will rise from Rs. 40 to Rs. 140 per month.

ORISSA

PROPOSED S. S. L. C. BOARD FOR ORISSA

The Government of Orissa propose to set up their own S. S. L. C. Board for conducting examinations in the schools in South Orissa, which are now following the Madras system under the Andhra University. Under this proposal in all high schools in South Orissa text-books should, with effect from January 1943, teach the matriculation course of the Patna University to enable candidates to appear at the Secondary School Leaving Certificate Examination in 1945 and subsequent years.

It has been suggested that the Director of Public Instruction, Orissa, should conduct the examinations for the S. S. L. C. by arrangement with the Patna University with effect from 1945.

At a public meeting of the citizens of Berhampore, the proposal was condemned. The meeting also condemned the proposal to teach non-Oriyas, non-language subjects in English while Oriyas would be taught in Oriya.

It was also resolved to wait in deputation on the Minister for Education and the Director of Public Instruction in this connection.

PROGRESS OF EDUCATION

Reviewing the progress of education in the province of Orissa during the year 1940—41 a resolution of the Government of Orissa on the report of the Education Department says that the number of primary schools of all classes fell from 7,525 to 7,383 and that of the pupils from 294,525 to 291,207 due, mainly, to the closure of basic and some unaided schools.

The drop in the number of unaided primary schools is, it is stated, due to the fact that the teachers of most of the unaided schools work in many villages for food and a nominal remuneration from the villagers. With the wave of enthusiasm for the literacy movement which began in 1939-40, many such teachers started literacy centres with the hope of getting something from their labours. The enthusiasm was shortlived and the centres ceased altogether and with them some of unaided schools also.

EXAMINATIONS CANCELLED

The University of Mysore has notified that there will be no mid-session examination in the University institutions this year. A similar notification issued by the Director of Public Instruction, Mysore, states that no first terminal examinations will be held this year in schools.

BARODA

PRIMARY EDUCATION IN THE STATE

The Government of Baroda, in their annual report of the educational progress in the State, says that the Government have taken the following steps to improve the quality of teaching and to raise the proportion of trained teachers:— Admissions to both the training schools are increased; as also, during the year, the number of trained women teachers by 46 from 633 in 1939-40 to 679 and the system of bonuses and special grade increments given to teachers who showed good results in examinations and extra-curricular activities.

ADULT LITERACY CAMPAIGN

The drive against adult illiteracy was continued in the state during the year 1940-41 when 569 classes were working with an attendance of about 6,623. Of these 1,274 were awarded certificates of literacy. A Committee has been appointed to devise suitable literature for the newly-made adult literates.

MYSORE

EXPANSION OF PRIMARY EDUCATION

From the speech of Mr. N. Madhava Rao, Dewan President of the Representative Assembly of Mysore at the Dasara Session, it is learnt that in pursuance of a four-year programme for the expansion of primary education, 375 schools were opened during the past year and another 260 this year. The question of reorganising primary education so as to bring it into consonance with modern educational theories and the special needs and requirements of the State is being investigated by a committee. The number of new Middle Schools is five to six times the average number reached in recent years. Encouragement is being afforded to non-official endeavour to promote adult literacy in the State. Four new High Schools have also been established.

TRAVANCORE

TEACHING OF HINDI IN SCHOOLS

A deputation of the Travancore State Committee of the Kerala Provincial Hindi Prachar Sabha, consisting of Mr. R. Vaidyalingam Pillai and three others, waited on the Dewan and submitted a memorandum. They explained in detail the nature of the work done by the Sabha in Travancore and pleaded for enhancement of the Government grant, introduction of Hindi in more Schools and confirmation of Hindi teachers in Government Schools.

In the course of his reply, the Dewan assured them that the Government would consider their representations sympathetically.

PUBLIC OPINION

RT. HON. SASTRI ON EMULATION IN EDUCATION

Speaking on "Emulation in Schools" under the auspices of the Teachers' Association at Coimbatore, the Rt. Hon. V. S. Srinivasa Sastri observed that emulation among schools must be tried in order that their tone and efficiency might be improved from observation and comparison of each other's work.



No real experiment had been made in bringing schools together for a common purpose. A comparative test at the end of a period of work was not bad. Nearly every school, Mr. Sastri said, struggled for itself in isolation even in the same neighbourhood and often under the same management! When they found combination difficult in such a matter as education, where there was no rivalry and where there need be no unhealthy competition and where there was every scope for the most honourable and distinguished emulation between workers, how could they, with any face, come forward and agitate for dropping all communal rivalries and snatch the crown of national unity?

Proceeding, the speaker said, in the City of Madras for one year the experiment was tried of sending pupils from one institution to another in order that they might receive first class education wherever it was obtainable. Why was it not followed up and why was it given up? It was simple, when one lectured to five, four others might sit together also and learn. It was not expensive. He had heard big professors quarrel over trifles. Should there be rivalry in 'Vidya' and in this land? Was it consistent with the status of the great Rishis' descendants to quarrel about education? Non-co-operation had become their Mantra. Who was a teacher? It was the man who acquired knowledge in order that he might give it to others hundredfold. He acquired knowledge in order to become the centre of enlightenment.

Mr. Sastri appealed to managements and staffs of schools to move on a footing of absolute equality as they were all working for the same cause, viz., serving Goddess Saraswathi. If they worked heart and soul the result would be reflected not so much in the examination as in the character of the generation that they brought up.

MR. WEN YUAN NING ON EDUCATION IN CHINA

Addressing the students of the Madras Presidency College, Mr. Wen Yuan Ning, Dean of the Faculty of Arts, National University of Peking and of the Chinese Ministry of Education, appealed to the young men of India to "work wholeheartedly to make India modern, industrial, and progressive."

In the course of his address Mr. Wen said that following the establishment of National Government under Generalissimo Chiang Kai-shek in 1927, three definite tendencies were noticeable in the field of education—viz., nationalisation of education and medium of instruction, secularisation and change of emphasis from arts and letters to science. Even when foreign literature and authors were studied, the medium adopted was Chinese except where the teacher happened to be a foreigner—and this was quite rare. The Government insisted that religious instruction should not be imparted compulsorily. Before 1930, 70 per cent of the students studied Letters, Arts and Law; to-day, 70 per cent studied Science subjects. Physical education and military training were compulsory for students. Women were admitted into all universities and professions.

When the war with Japan broke out in 1937, the great Universities at Peking moved to Changsha and thence to Kunming, a distance of over 1,300 miles, leaving equipment and library behind. The Government had to subsidise students, spending over 12 million dollars a month on them; and they paid about 1,000 dollars (about Rs. 200) a month to each teacher to

enable them to get a bare sustenance—so high was the cost of living. Government and people felt that education of the young and preparation for reconstruction after the war were as important as resistance to the enemy.

SIR C. V. RAMAN ON THE AIM OF EDUCATION

"The High school, according to some, is like a factory to make carbon rods. But it ought to be a course to discover aptitudes and to enable a pupil to learn to do something. The



crux of the problem is, not knowledge, but initiative, not information, but outlook" observed Sir C. V. Raman, in the course of a speech at Trichinopoly.

Proceeding he said:

"It is the duty of the teacher to establish close contact with his students, find out their inclination or ability and give it a shape. The teacher can make or mar genius. I am sure that many men with ordinary academic records, if given a chance and the proper direction, can become great successes in life. It is, therefore, up to the teacher to make the pupils not carbon rods but real sparkling atoms of humanity. This land of ours is a nursery of genius. The teachers should disabuse the young men of the illusion that every thing good is from Europe. You should cultivate a sense of pride, faith in your own power and impart the feeling of confidence in action. The great point in education is to impart courage, confidence, intellectual honesty, assertion and capacity for honest work."

DR. NAGARAJA SARMA'S PLEA FOR THE STUDY OF SANSKRIT

"For its multilateral manifestation in Arts and Sciences, spirituality and state-craft this-worldly and other-worldly values, ancient Sanskrit classics should be studied and their contents should be ardently appreciated through a direct approach to the original texts and not through misleading translations" observed Dr. R. Nagaraja Sarma, delivering the inaugural address of

the Junior Sanskrit Association of the Madras Presidency College.

Suggesting many approaches to a study of Sanskrit language and literature, Dr. Sarma said that Sanskrit sciences might be divided into those dealing with securing happiness in this life (*Abhyudaya*) and those devoted to pursuit of bliss hereafter (*Nisreyasa*). Or, different sciences are available dealing with law and sociology (*Dharma-sastra*), with economics and money-making (*Artha-sastra*) with love-making and sex relationship (*Kama sastra*) and with eternal truths like God, Immortality etc., (*Moksha-sastra*). From another standpoint, certain sciences dealt with knowledge in general (*Pramana-sastra*), while others studied the vast universe to be known (*Prameya-sastra*).

Dr. Sarma added that fine arts like music, dancing, etc., formed the subject-matter of hundreds of volumes in Sanskrit, and criticised the modern movement in favour of the so-called Tamil Music which, he said, did or would do good neither to Music nor to Tamil. Sanskrit, Telugu and Kannada were best fitted for musical compositions.

Two peculiar contributions made by Sanskrit literature, Dr. Sarma said, were in direction of Yoga and *Mantrasastra* not available in other languages. In conclusion he appealed to the members of the Sanskrit Association to make a serious and dispassionate study of the ancient Sanskrit classics as their cultural value was bound to be of supreme importance in shaping their behaviourism in modern environments and in solving even their modern problems.

18th All-India Educational Conference, 1942

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

"It has been decided to hold two symposia at the general session of the 18th All-India Educational Conference, Indore, on December 27 to 30, under the Presidentship of Rt. Hon'ble Dr. M. R. Jaykar. The subjects of the symposia are (1) War-Time Education and (2) Educational Administration and Financing. Distinguished educationists and educational experts of the country at every stage of education are hereby cordially invited to send brief papers on the topics mentioned above to the Secretary by the 5th December at the latest for inclusion in the Reports of the symposia."

Foreign Currents

EDUCATION FOR LIFE

By MR. WILLIAM HOLT

[The following is an interesting talk given recently in the B. B. C. by Mr. William Holt. It narrates an experiment with the evacuee children in England who have been sent from vulnerable centres to rural areas. This has given an opportunity for making experiments in educational methods, so as to harmonise book learning with practical life.]

Readers in India, where also the problem of educating the children evacuated from big cities and coastal areas and from the Far East has cropped up, will read this with benefit for making such experiments. —Ed., E. I.]

I'm going to tell you about an experiment in education here in Britain which is remarkable because it's taking place within the frame-work of Popular State education, and although it has been initiated by a schoolmaster in a small village school it has the full backing of the educational authorities. The school is just an ordinary County Council School in the village of Evershot in Dorset, attended by the village children—sons and daughters of the farm labourers and of the farmers round about—and fifty children evacuated from London and other cities. But he himself is rather unusual, I think—as a village schoolmaster. He's doing something more than teaching the children, he's teaching our educational authorities something, and it must be said to their credit that they have recognised this and have given him facilities to extend his experiment.

The coming of these children to Mr. G. W. Greening, the schoolmaster of the school, is purely accidental. His methods of teaching have been applied at that

school for over twenty years. I can't help thinking of those kiddies who are now there in that village of Evershot, as a result of the war, and are being taught by that extraordinary schoolmaster who by some extraordinary accident happens to be teaching in the village which Thomas Hardy chose for his setting of "Tess of the d'Urbervilles".

The children are taught hedging, hurdle-making, gardening, bee-keeping, clean milk production—the County Council have let them take over a model cow-shed and the children run it, look after the cows, milk them, and keep records. Just think of it!—school-children taking over a herd of cattle!

"Take a cow as the central idea" Mr. Greening said—rather a startling approach, I thought, to the subject of education—and he went on from food to weather and climate and said: "History and geography start here for the children, with their immediate environment. My scholars measure the rainfall every day, keep a chart of the temperature, the direction of wind. That's their geography to start with. 'North Wind, temperature so-and-so'—here's a chart at the end of a year with three hundred and sixty-five readings. What does it show? What's the connection? See? Rainfall: what does it bring?—cattle, apples, cider, dairy produce, and now, look at the Eastern Counties—he drew out another chart "Dry, sheep-raising, see? Now here's a drought year—the scholars drew the deather map themselves. The keynote", he said, "is mastering your environment yourself. You've got to know it."

The boys like gardening and the girls like poultry keeping best. The girls have collected and sorted waste, boiled the vegetables, prepared the mash for feeding, ordered the rations, and they keep all their own accounts. After last year's harvest, they went gleaning and actually collected twelve sacks of wheat and oats for feeding. When the city boys and girls—the evacuees—were put on weeding, at first they

were pulling up onions, everything. "These aren't like the onions we see in the shops" they said. And after that the girls were afraid of pulling anything up. "Ah! the narrowness of book educational!" said Greening to me, when he told me about it. But what he meant was the narrowness of education unapplied to every day life.

One way of approaching history is to invite scholars to bring to the school some object or other which is a family heirloom and to write down its age, to whom it belonged and whatever they can find out about it. He showed me a fascinating list of what one class brought to school in this way one afternoon. From this personal interest the scholars approach history.

He told me how he and his teachers have staff discussions "Gloves off!" he said "None of your 'I'm Headmaster, you're assistants!'"

Every child keeps a chart, follows some market price—they choose their own commodity, maybe fat cattle, ducks or eggs, and they follow these every week and graph the prices. Visual arithmetic. They graph everything—their school attendance, their savings, their gardening products, their egg production. Arithmetic from agriculture and from their own daily lives—air, light, drainage—it's alive—not dry as dust.

"In drawing, too" said Greening, "we take them outside Hedgerow life—lively stuff, birds, Beauty?—they can only feel that You can't put that into them."

He brought out some big sheets of tracing paper, he'd been out with the children to draw the tracks of animals and birds—pheasant running, just taking off; deer standing, a badger, running fox. He showed me some they'd made in snow last winter. "You see nature is not dead in winter", he said. He showed me the tracks of fallow deer, red deer beautiful tracks they were, god-like, and he drew in his breath between his teeth: "Majestic" he said, "isn't it?"

"And we teach them to measure land" he said, and he described the method,

they use a cross-staff chain. Magnetic and geometrical compasses and they draw a base-line and work out "off-sets" to allow for the curving edges of the fields—because after all, very few of the fields over here are square, and in this way the boys are able to calculate the exact area. I met one boy who'd left school this year at the age of fifteen and is now working on his father's farm. He gave his father quite a surprise when he turned up one day with instruments borrowed from school and measured his father's land. It's quite important, it concerns taxation. Sometimes, where the shape of the fields is very irregular, mistakes occur and sometimes the farmer suffers when the taxation is assessed. The old farmer was quite startled when he found that his son could check up on the tax-collector's figures. I imagine he scratched his head and smiled to himself. The schoolmaster emphasised the importance of measurements of this kind: "We teach our scholars how to deal fairly with their fellowmen" he said.

One of his sets of calculations, worked out by the scholars, caused quite a flutter in educational circles, and the Headmaster of another school in Britain wrote, asking for further particulars. Greening and his scholars had worked out the relationship between rainfall and drainage. They'd measured from the headwaters of the river Frome, and from the millions of gallons of rainfall they'd deducted the volume of water which flowed away down the river, and the consumption of the village, and so on.

What makes this experiment in education most interesting is that it teaches a way of life for free boys and girls. It is dynamic, it trains the scholars to apply their learning directly to life, it is character forming in the deepest sense because it is philosophical. The children are led to literature and the fine arts not as to separate subjects which have no relationship to ploughing and the labour of production but as a way of understanding and of expression.

Letters to the Editor

Andhra University Act Amending Bill

SIR,

It is to be conceded that many defects may be experienced in the practical working of the University Act. With the object of removing difficulties the Government of Madras has done well in publishing the amendments to elicit public opinion and consider suggestions, if there be any. It is most surprising that public opinion as such is conspicuous by its absence, as no thought has been bestowed by persons interested in education on some of the amendments proposed. The University may be empowered to establish professional in addition to Honours and Post-Graduate courses but the provision made that it may establish other courses of study is somewhat vague and ambiguous. It may be interpreted to mean even Intermediate courses, and other arts courses, which should be left over entirely to affiliated colleges. The Registrar being a responsible officer of the University used to be elected by the Senate, the largest representative body, out of a panel selected by the Syndicate. But to make the Syndicate alone responsible for his appointment to the exclusion of the Senate is not a right step in the spread of democratic usages and conventions. It is in the fitness of things that the Registrar and the Vice-Chancellor should have to depend on the Senators for their election and hold themselves responsible for their achievements to the Senate.

The provisions intended to make Honorary Professors members of the Syndicate and to appoint all teachers above

the rank of Readers subject to the recommendation of the Board of Appointments are conceived in the best interests of educational efficiency and equity. The constitution of the Board of Studies should be within the competence of the Academic Council, whose members are for the most part men of culture, well versed in their subjects of study and instruction when compared with members of the Syndicate which comprises some non-educationists, and mere administrators. The election of representatives of Registered Graduates seems to have caused a good deal of inconvenience. Hence it is proposed to do away with the holding of bye-elections when vacancies occur and reconstruct the Senate, Syndicate and Academic Council simultaneously once in three years for the sake of practical convenience. But the principle of proportionate representation should be kept up and its evils, if any, be minimised and rectified, so that a well-established principle which has stood the test of time be continued in practice.

Provision should have been made in the amending bill for other much needed reforms such as the establishment of professional colleges like Agriculture, Engineering, Law and Domestic Science in centres like Masulipatam, Guntur, Anantapur and Bezwada, so that the different parts of Andhra area may be recognised by statute as probable centres for the development of Andhra culture. The Andhra University should have by this time made suitable regulations regarding the adoption of uniform scales of pay in all affiliated colleges, the representation of the staff on their Boards of Management, the instruction of non-language subjects at least in the Intermediate courses in the vernacular, and Military Training to be given to its scholars in University and affiliated colleges, so that it may be an ideal for other Universities to follow.

—C. B.

Facts About Food for Schoolchildren

An attempt to put into simple language important facts about food and diet which the Indian high school pupil should know has been made in a 20-page bulletin "Food and Diet" prepared in the Nutrition Research Laboratories of the Indian Research Fund Association at Coonoor. The bulletin, primarily intended for use in schools, has been written in simple language avoiding difficult technical terms.

The purpose of the bulletin is expressed in the following observations of Dr. W. R. Aykroyd, Director of the Laboratories, in his preface:

"There is one subject about which all children should learn something, namely, health. In India there is a great deal of ill-health and disease which could be prevented if people understood more about their causes and were determined to remove them...The kind of food we eat has a great influence on our health and much ill-health and disease are due to eating the wrong sort of diet. This Bulletin deals with this part of the subject of health, which is of great importance in India."

The booklet aims at teaching children about the practical side of dietetics. Thus, while a great deal has been written about vitamins, most of it is of little instructive value to ordinary people. A little knowledge of the more important vitamins is very useful to children. Various points are illustrated by anecdotes, such as the story of how Captain Cook kept his crews free from scurvy.

The purpose of food, what it contains, the roles of vitamins and mineral salts, the value of milk and various cereals, the importance of cooking and regular meals, and the evils that result from badly balanced and poor diets are explained and the conclusions are summarised in thirteen "Facts to Remember."

It is hoped that the booklet will be translated into various Indian languages for use in schools throughout India. Adult students may find its perusal well worth

while as the improvement of the diet of the average Indian depends largely on education in dietetics and is a matter of the greatest importance, especially in wartime.

The Bulletin may be obtained from the Manager of Publications, Civil Lines, Delhi, and from other sellers of Government publications at annas three per copy.

Here and There

BRITISH GOODWILL MISSION TO CHINA

On the eve of their departure from England to China on a mission of goodwill, Professor E. R. Dodds and Dr. Joseph Leadon explained that the purpose of their visit was further to cement the Sino-British cultural relations.

Professor Dodds outlined the task of the mission as follows: firstly to survey the needs of Chinese libraries in order to get an idea as to what the British Universities and professors could do towards supplying China's needs; secondly, to investigate the requirements of Chinese students coming to study in Britain and thirdly to explain the basis of British policy and how China and the West could collaborate in the future emancipation of humanity.

Dr. Leadon said that he would explore the possibility of exchanging British and Chinese students.

GRANT TO BHANDARKAR RESEARCH INSTITUTE

H. E. H. the Nizam's Government have sanctioned Rs. 500 for the publication of the *Mahabharata* to the Bhandarkar Research Institute, Poona.

It will be recalled that ten years ago the Institute was granted Rs. 1,000 annually for a period of ten years for the same purpose and a lump sum grant of Rs. 32,500 for the construction of a Guest House to be called the Nizam Guest House.

BOOK REVIEWS

A Contribution to Miltonic Criticism*

By Prof. A. F. THYAGARAJU, M. A. (Lond.),

Madras Christian College, Tambaram.

Among Indian students of literature Milton has not been as popular as Shakespeare. In comparison with the dramatist of universal sympathies and unrivalled understanding, Milton has seemed narrow, insular, one of "God's Englishmen," who are so odious to those unfortunate enough not to be born English. The things he set store by, the niceties of theological controversy which meant a good deal to him, the details of ecclesiastical polity which demanded a large part of his attention—these have little significance to the worshipper of the Muses outside England. We look for philosophy and find medievalism, we ask for the speculative, even sceptical, attitude to religion, so dear to our heart, and we are confronted with positive, dogmatic statement. We demand masterly analysis of human nature, we must be content with what seems an appalling lack of commonsense. But the main reason for Milton's failure to become popular is that so few are trained to recognise and appreciate artistic excellence. Most readers have no ear for the sound value of words, no eye for the aura of association and meaning that envelope a word like a halo, no understanding of the genius that builds up the majestic edifice of heroic poetry from such materials. In a word they have not learnt to follow the Beautiful in all its subtle expressions.

It is therefore refreshing to find an Indian scholar avowing himself an ardent admirer of Milton and working for his degree of Doctor of Letters on a Miltonic problem: the relation between the work of the Dutch poet Vondel and that of Milton, the question whether the latter is indebted to the former not only for the inspiration but also for the material of his greater poems. It is no new problem; it has been thrashed out and vigorously canvassed or opposed for the past two hundred years. The classical exponent of the Vondel view is Edmundson who in his *Milton & Vondel* gave detailed "proof" of Milton's supposed indebted-

ness, and he was answered with severity by the Cambridge scholar Verity. It is, therefore, not quite accurate for Mr. Mody to say that the problem "has never been dealt with in detail." The consensus of modern opinion is that Milton was probably acquainted with Vondel's work but this acquaintance did not exert any greater influence over him than his knowledge of Grotius, Du Bartas and others who were themselves Vondel's models.

Mr. Mody's study is divided into two parts. Part I deals with the Vondel-Milton controversy and the thesis is maintained that Milton was a rebel and Vondel a champion of authority. The chapter on Vondel provides information not easily available to the student in India and is therefore welcome. But the treatment of Milton is extremely one-sided and unsatisfactory. It is impossible for a critic to enter into Milton's mind and understand his attitude to life, if he neither shares nor sympathises with Milton's religious experience. Mr. Mody's ideas of Christianity are derived from a Catholic priest; the author he quotes most frequently is Hilaire Belloc. No wonder then that Milton is charged with self-advertisement, self-conceit and Hymalayan pride. No wonder the significance of Puritanism is missed altogether. Chapters 3 and 4 examine *Lucifer* and *Paradise Lost* respectively as a hymn of praise and a paean of rebellion. The fifth chapter entitled "Plaxiarism and Parallelism" does not take as much further in Miltonic scholarship than we stand to-day. The "parallelisms" are unconvincing and one example will suffice to show their value: Vondel's line

It cleaves his helm and head
is compared with Milton's

So sore

The griding sword with discontinuous wound
Passed through him.

Part II is the more useful part of the book for it gives us in "rimed heroic verse" an English translation of Vondel's *Lucifer*. The student can study this version and form his own judgment on the problem, though the task is

* VONDEL & MILTON by Jehangir R. P. Mody. Pp. xii, 326. Bombay, K. & J. Cooper, 1942—Price Rs. 15.

BOOK REVIEWS

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rendered more difficult by the Miltonic vocabulary of the translation. Mr. Mody deserves our gratitude, however, for providing us with this version.

The author says nothing about Vondel's *Adam in Banishment* and *Samson* which are also alleged to have influenced Milton. He gives a long Bibliography from which the standard critics—Masson, Tillyard and Sanrat, are absent. The fastidious reader will find Mr. Mody's style rather annoying, for the author often writes much and says little.

The get-up and printing are very good. I was able to find only four errors in printing, which speaks highly of the technical care of the publishers. The price places the book a little beyond the reach of the average student, but libraries should find no difficulty in providing their readers with this useful and readable essay in Miltonic scholarship.

EVERGREEN READERS: By Prof. E. E. Speight, Hyderabad and Prof. A. Rama Iyer, Trichinopoly — Macmillan & Co., Ltd. Primer, As. 6, and Reader I, As. 7.

These readers are based on the new English syllabus. The lessons cover a variety of topics which can hold children's attention. The verb forms adhere to the syllabus, the use of *will* towards the end of Reader I being a necessary departure, to render conversation natural. The sentence forms make a pleasant natural reading. A breath of freedom is felt when the pupils are trained in the Primer to give something longer than the stereotyped simple sentence in answer to a question, e. g., no, we are not old, we are young; I sleep at night, not in the day; no, it is not new. It is a year old. In the Primer definite attempt has been made wherever possible to keep the sentences of a lesson related to one another by being woven round a common topic. Interesting exercises on the New-type models are added to groups of lessons in the Primer and to each lesson in Reader I. There are no rhymes or verses in the Primer. A number of suitable poems are found in Reader I. The lessons are appropriately illustrated. Each book ends with a list of words and a note for the teacher. Throughout the Primer, the voiced 'th' sound (as in *the, this*) and the voiced 's' sound (as in *is, this*) are indicated

by special marks. Some of the other sounds which the pupils may stumble are given in the notes for teachers at the end of Primer. A few more 'Don'ts' may be added, regarding *s, sh, v, u, j* and *z*, etc.

—D. I. A.

EDUCATION—Chintamani Memorial Number —August 1942—Published from Lucknow—Price As. 12.

It is in 1928, the Rt. Hon. Sir Tej Bahadur Sapru observed at Madras that if people of Madras (really speaking it is Andhras) have reason to feel proud of Sir Chintamani as one born in their province, they of the U.P. are prouder still in having adopted him as one of themselves. And now it is in the fitness of things that the Editors of "Education", which is the official organ of the teachers in the United Provinces, published this Special Number thus paying their 'respectful homage to Sir Chintamani, who looked upon his profession of journalism as an avenue for the education of public opinion.'

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The present number under review contains interesting and illuminating articles by eminent educationists like Dr. Sachchidananda Sinha, Prof. Amarnatha Jha and others.

The publishers who have brought out several special numbers, especially in this war time, are adding to the indebtedness of the public to them by rendering valuable service to the cause of education. This number deserves to be read by all those who are interested in Indian journalism and education.

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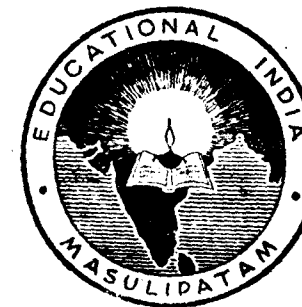
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EDUCATION TO-DAY*

Education in America—I

By Miss SUSAN

DONALD Nelson, Chairman of the War Production Board, of the United States, writing in the Harvard Alumni Bulletin of April 25, 1942, says: "of the part played by our Universities directly in war-efforts, there can be no question. In past wars, as in the present war, University men have participated fully and effectively in the military forces and in the research work and the innumerable services required to keep the front lines at high levels of effectiveness. But in this war...there is need for University help and backing in bringing about total preparedness for war and its impacts upon our whole way of life. This war is our first experience of what is known 'total war', in which every man, woman, and child must prepare himself to take his full responsibility and to discharge it effectively."

The schools and colleges of the United States are undertaking this preparation from the Nursery School to the University—preparing for war needs and for the world after the war. Most educators are looking into the far future as well as into the immediate present.

Soon after Pearl Harbour and the beginning of the all out programme of war effort, vocational schools began intensified work to prepare industrial helpers. Over one-half of the vocational schools are now working twenty-four hours a day, so that supervisors and other trained people may be equipped for war time jobs. Detroit, the motor manufacturing centre, has High Schools teaching defense jobs. Three hundred and twenty-five teachers have studied shop processes to qualify as

factory inspectors. It has twelve-hour schools for children from three years of age to sixteen. "We found that we could get four times as many women to go into factories by taking care of school-age children as we could by taking care of pre-school children," said Miss Irene Murphy, Secretary of the Committee on the Day Care of Children. "Moreover one teacher can look after 30 school-age children while she could look after only ten pre-school children. That is important in view of the growing shortage of teachers."

High Schools from the East coast to the West and from Canadian border to the Gulf of Mexico are thinking in terms of new courses of study which will prepare their pupils for either military service, factory work or college in the immediate future and also for the preparation of pupils for life after the war. Greater emphasis is being placed on the fundamentals of education. Mathematics—including Algebra, Plane and Solid Geometry, Trigonometry, Geography, Modern History, English and foreign languages, such as Spanish, Portuguese, German, French etc., are some of the courses of study re-emphasised or newly introduced. Seventy-five per cent of the curriculum is cultural while the remaining twenty-five per cent is technical.

Physical fitness is being encouraged through intra-mural sports for everyone instead of inter-school sports for the few. Private schools as well as public secondary schools are sharing alike in this program of general equipment for living. Many schools are helping their pupils in air-plane spotting, map making, radio communication, photography, meteorology,

* Ferguson broadcast from Madras on 17.10.1942.
Published by courtesy of the A. I. R.

first-aid, assistance at medical examinations, metal work, ground aviation, navigation and naval architecture, junior policing, forestry and road engineering. "Whole buildings have been erected by squads of boys. Girls have taken over certain phases of Red Cross activity, Nursing and Food Hygiene."

Character development is receiving more attention than has been given to it in some years past.

There has been an attempt to shorten the High School course from four years to three by study during the summers, but the majority of educators feel that the Secondary School is not the place for speeding up the educative process, for there is "no way to accelerate the pupil's growing up." In some parts of the country the High Schools are closed from May to November to allow of the pupils helping to plant and harvest crops, because of the shortage of farm labour.

College and University education have felt the impact of the war more forcibly than any other section of the school system in the United States. It has been the custom in the past to spend four years at college, receiving a general cultural education, with the major portion of time in the last two years beginning specialized study in some chosen or elective field. Further study in the chosen subject followed in the University.

Early in this year the major colleges and universities announced a plan of acceleration whereby students could receive their Bachelor degrees at the end of three years or less, of study. Both the Army and Navy are asking for college trained men but both are desirous that these shall have finished their courses. The Navy has taken over four institutions where the students are being trained especially in aviation and for commissions in the Navy.

Spanish, Portuguese, Japanese, Burmese, Arabic, Hindustani, Siamese, Swahili, Malay are some of the languages being

studied in the colleges. Emphasis is being placed upon the spoken language, not upon the grammar, as formerly.

The University of Chicago has put into effect a plan which has been maturing for ten years, namely, the granting of the Bachelor of Arts degree at the end of two years of study: for President Hutchins says, "general education can easily be completed by the end of the Sophomore year. But the Junior and Senior years are crowded with mediocre students who go on to the Bachelor degree because that is the only recognisable reward that College offers. "Many colleges are opposing this idea, but they have accelerated their courses by working all the year round, admitting students in February, June, and September, instead of only in September. Holidays will be four weeks in the year.

Military training is given in one-hundred and thirty-six colleges and universities through the Reserve Officers Training Corps. These units are not being enlarged nor are new ones being created because the Army cannot spare instructors for them. Military schools are crowded to capacity.

Most of the Medical Colleges have gone on to a twelve-month year, giving the full medical course in three years. This action was taken so that more doctors might be trained. The course of study has not been altered in any way nor has the training been curtailed.

All that has been done thus far has been merely preliminary. It is too soon since last December 7th for any evaluation of this change in tempo and emphasis to be made. What has been said shows only a trend—it may be temporary or it may become the pattern for the future. Writing in the Atlantic for May, Richard M. Gummere says: "College faculties are first on the field, designing an accelerated plan which shall cut down the undergraduate period by one third. They are deliberating to what extent radio communication, map making, aviation, and many

other emergency courses shall occupy the curriculum. Secondary educators, National, Local, and private, are endeavouring to help young people, who have lived all their lives in the aftermath of a world war and financial depression, to cope manfully with a state of sudden change, with dot-and-dash thinking, mechanistic methods, and new uncertainties. It is to their credit that they recognise the right of American youth to an uninterrupted school life and all its valuable by-products, as the British still do with their draft limit set at nineteen years of age; but they wonder

what ingredients are essential for the winning of the war, maintenance of American Democratic ideals, and the Basic minimum cultural standard. Parents, with their minds on mounting taxes and the impending stroke of the draft registration clock, are considering ways and means for their children's sake. Hence the cost, the human adjustments, and the most desirable type of training are three insistent problems in education as America grimly settles down to policy of self-denial and effort, with the ultimate aim of building a peaceful and co-operative world.

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By Mr. MIR AHMAD ALI KHAN,

M. A., M. Ed. (Leeds), Bar-at-law.

THE following definitions, taken from standard works, indicate in a general manner the nature of text-books; 1. A text-book is "a book containing the leading principles of a science." 2. It is "a book used by students as a standard work for a particular branch of study: a manual of instruction: a book which forms the basis of lectures or comments." 3. It is "a volume, as of some classical author, on which a teacher lectures or comments: hence any manual of instruction; a school book." These representative definitions point out to the three cardinal features of a text-book, namely, it should be a standard or authoritative work: it should serve as a guide or basis for the lecturer or teacher in the preparation and exposition of his lecture or teaching: and it should impart information to the student. We may say, in other words, that a text-book is or must be related to the syllabus, the teacher and the taught. We will now deal with each of these relationships in their respective order.

Syllabuses in the particular branches of studies give the outlines or topics of those studies. They also refer to the grade or standard of education and the time that must be devoted to the imparting of the required information on the lines and aims of the syllabuses. The text-books in the respective subjects supply detailed information, which the syllabuses give in outline. To put it differently, text-books elaborate that which is given briefly or concisely in the syllabuses. From this point of view text-books are generally placed under the following categories. * 1. Text-books that give a skeleton or framework of facts. They are called *precis* type of text-books. 2. Text-Books, which develop facts more fully and yet leave room for further development. They are known as *manuels*. 3. The *cours* type of text-books are self-sufficient and the topics treated in them become intelligent without further development.

*Teaching of History—Johnson, P. 270. His Classification applies to other subjects also.

Apart from supplying the required information, the three types of text-books take or must take into consideration the fact that the information which they supply, must be presented completely to students within the allotted time. The authors or compilers of text-books must, therefore, know the amount or quantity of information which the framers of the syllabus would wish to give the students within a given period of time.

There must be a conformity between the text-book and the syllabus with regard to the quality or grade of information presented. As syllabuses are framed for different standards or there is a graduation in them the standard of text-books should vary accordingly. Text-books for lower standards should be easier to comprehend, and deal with simpler relationships between facts, than the text-books for the higher classes, though topics may be the same in both.

Thirdly, the text-book should convey the underlying spirit of the syllabus and must help forward the general aims of education, which are or should be at the root of every syllabus. It is generally the intention of the framers that life and reality should be created in the subject concerned. These, the text-book should convey by its method of presentation and mode of expression. The syllabuses usually intend that correlation between the different subjects should be adequately established. The text-books in turn carry out this objective by relating facts of one type with the facts of another type. Similarly, all school text-books, like all school syllabuses, should in their own way fulfil the general aims of education, of which the most important is the building up of the character of students.

To well-establish the different kinds of relationship between the syllabus and the text-book it is necessary that the framers of the syllabus and authors of text-books

should come into contact¹, so as to enable the authors to know exactly the spirit and aims of the framers of the syllabus and the amount and grade of information which they wish the text-book to supply. By knowing these the authors will be in a better position to write the text-books, which will be in greater conformity with the syllabus than would be the case if authors did not know the views and wishes of the framers of the syllabuses. If it is not possible or advisable to establish contacts between the syllabus makers and authors of text-books, the syllabuses by themselves should be sufficiently suggestive of the lines on which text-books should be written or clear directions should be given to authors separately.

"The connection between the teacher and the text-book is an ancient one, and carries us back to very early times when there were few books indeed."² At those times the teachers read and explained the few books which were in existence. The text-book thus became the basis of teaching and the teacher occupied a subordinate place. But with the growth of knowledge the texts were found wanting in information and mistakes were even discovered in them. This led to the decrease in the authority of the old writers, and, consequently, enabled the teachers to expound their own views and comments. This deposed the text-book from its place of power and the teacher "was called upon to do his own teaching, to supply his own material, to get along with a text-book that was merely an aid and not an authority."³ At times the feeling against the text-book ran so high that it was altogether eliminated and pupils' books, containing notes dictated by the teacher, took its place. But now,

1. The sub-committee for framing History and Civics syllabuses for classes V—VIII appointed (1938) by H.E.H. the Nizam's Education Department made a similar recommendation. Vide its Recommendations on Text-books.

2. The Student's Guide. Adams p. 177.
3. The New Teaching. Adams p. 23.

due to improvements in the text-book and proper methods upon its use, it "serves as an aid to the teacher; saves him from the mechanical labour of writing out lists and putting on the black-board long tables of facts... which demand no special ability either to discover or understand... and helps him to guide his pupils in their approach to a new subject. He must, above everything, see that the subject is treated in such a way as to meet the special needs of the pupils, here and now before him. He must mediate between the text-book and the pupil."¹ If the text-book contains the necessary illustrative matter and presents facts in a concrete and permanent form it will perform its function of enabling the teacher to "secure careful preparation and steady revision of his lessons." In other words, good text-books help the teacher to do his teaching work efficiently and economically, and prevent him from straying from his subject.

Text-books are generally written from two points of view. Some text-books do not consider the student at all. In such a case the authors are concerned with the best possible presentation of their subjects and in giving "a logically arranged statement of the important facts in their true relation to each other. The subject is everything."² Such books are veritable texts. They almost demand a teacher: the matter is stated in such a bald way that the ordinary student has little

chance of mastering the subject, while somewhat easy going student is supplied with no moral incentive to effort³. The other view regarding the text-book is that it should take into consideration the nature of the student; that facts should be presented on the understanding that the student is a novice in the subject, and that the method of presentation should appeal to him. Text-books, which fulfil these requirements, carry out in practice John Dewey's dictum that "the child and the curriculum are simply two limits which define a single process."⁴ Process means here the process of educating the student. But as making too much of the student's interest will deteriorate education into administration of "sugar-coated pills", text-books, even for the lower classes, must, therefore, be of an adequately higher standard than the existing attainments of students for whom the books are intended, and, while following the principle of apperception, they must aim at taking them higher than their present level. This will mean that students in using such books will exert themselves for overcoming intelligently the difficulties involved. In this way by enabling the student to reconcile the conflict between the "education of interest" and the "education of effort",⁵ the text-book will train him to use books to the best advantage.

(To be continued)

1. The Student's Guide. Adams p. 183
2. The School and the Child. P. 25.
3. The aim to reconcile the two was for the first time scientifically put forward in the early 19th century under the Psychological tendency.

YOU AND I

When I can understand myself
Then I shall know you, too;
For that which is the "I" in me
Is also "I" in you

These personalities which hide
Our inner selves, may be
As varied as creation's forms,
And moody as the sea;

But "I" in you and me remains
That Principle Divine.
Thus you and I are truly One
In God's unique design.

—Helen G. Fuller

NEED OF CHANGE IN METHODS

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

OFTEN has it been asserted that the last war was responsible for a change in the educational values; and it cannot be gainsaid that the educational outlook has entirely changed since the war. Old notions of educational aims and old methods followed in our educational institutions were altered to suit the new requirements and situations created by the circumstances that followed the war. The idea of co-operation and the league of nations and of maintaining goodwill and friendship permeated the whole world atmosphere at the instance of eminent persons like President Wilson. Exclusion of war and warlike activities was the order of the day. The whole society of human beings was to be translated into a community based on the foundation of love and liberty. So far as the theoretical part of this philosophy was concerned, it progressed well; but the concomittant action based on this theory began to show a variation in its operation within a few years of the termination of the war. The Russian philosophy of Bolshevism was the first to be opposed by the so-called democratic nations whose foundations were laid on capitalistic basis. Nazism and Fascism grew in strength owing to the inequalities and injustices left behind as war legacy in settling the claims of different countries and nations. The result was that these new nations, like Germany, Italy and Russia, threw to the winds the ideas of liberal education with a view to create gentlemen at large and invented methods and means by which the nations would progress as nations, developing the national characteristics in the interests of nations and independence. Independence rather than democracy was the political philosophy behind all educational activities.

When analysed, the whole process and systems of education in these new nations seem to centre round the development of will and capacity among the members of younger generation. Some may term it as the development of character to show the brighter side of the process. But one does not know the exact connotation of the word "character" which is often used in more than one sense. It is the development of will and capacity that have brought about the unusual change in the outlook of the Germans. It is the existence of the will and capacity in our Prime Minister, Mr. Churchill, that has enabled England to hold on fast against the heavy German attacks. If the will and capacity had been fully developed among the younger generations through the medium of educational process perhaps by this time the war would have ended and the world would have been based on newer principles. Anyway we have now begun to feel and realise that there has been something wrong somewhere in our educational planning.

Unfortunately for India there has been no planning in our educational system. From the time it was introduced, it is drifting onwards, no one knows where. It has neither aims set forth nor objectives to be achieved. What was considered to be best in the times of Macaulay and Bentinck is still continued after a full century. Wars or upheavals, religious or social, had no effects on the system or the methods. The last war which practically revolutionised the ideas and values of things and processes in Europe left no mark on our system. Only one important result is seen of the effects of education and that is the dissatisfaction among the educated people about the things around them. Some are dissatisfied with the social structure of

our communities and advocate the adoption of western customs as a remedy to remove the ills, and others run down the western customs which have been adopted by the masses and have penetrated in our social life and advocate the revival of the old ones which are decayed and out-of-date to suit our present needs. This dissatisfaction on the part of both the groups is unitedly manifested in the political unrest, laying the root of all those ills at the door of the Government. Unfortunately it is branded as foreign government though the day-to-day administration is in the hands of our own people who have, as is usual in all countries and nations, to look to the interests of the Government. Yoke of foreign rule is indeed a great hindrance in social as well as political advance of a country; but India is not advancing on sound and stable lines because our educationists have not yet seriously planned the system and laid down the objectives to be achieved. With all our talk of political demands of independence, our philanthropists and sympathisers have not come forward to help institutions that would undertake to carry on research work on national lines and strike a new path in the processes and methods of instruction.

Political upheavals such as Non-Co-operation and Civil Disobedience movements evinced a distaste and dislike and even boycott of the established educational institutions and at some places newer institutions based on what were called "national lines" were established. But in the long run they were found to be only copies of the old ones under a new garb. That made the educationist pause a little and think whether the present day education was at all faulty so far as the contents were concerned. Languages, or History, Mathematics or Science, or as a matter for that any other subject had the same content and matter wherever it was taught, in India or in Europe. And as long as these subjects were acknowledged to be useful in life, they were to be included

in the programme of studies. These subjects are neither national nor anti-national. The nationalistic character of the subjects lies in the method and manner in which they are presented to the pupils. What is required, therefore, is an improvement in the nature of approach to these subjects. Our training institutions whose work it is to find out such approaches after due research are all copies of some training colleges in England. No scope has been allowed for experimentations in these colleges. Schools cannot undertake experiments for want of funds. And the national-minded capitalists do not think it worth their penny to spend on experimental schools. All of them are obsessed by one idea of incapacity of the people under a foreign rule. Can we afford to wait till we are free from foreign rule to improve our methods of education? Is there no scope for us to improve our educational system even under the present unfavourable circumstances? Is it absolutely necessary to tie together in a sort of wedlock our political goal and our educational aims? Education is only a means to an end. Political Independence may be our end at present. But it is also true that we should be able to retain that independence by developing in our pupils a strong will and capacity to retain it. But the future cannot be present. We live in the present. As Dewey has remarked somewhere it is 'only extracting at each present time the full meaning of each present experience are we prepared for doing the same thing in the future. This is the only preparation which in the long run amounts to anything.' National character of education does not depend upon the extent of association of education and politics, but on the nationalistic approach to the subjects taught in our schools. To put it in simpler way the methods that we adopt in inculcating the knowledge make the education national or otherwise. And therefore the attention of our educators and educationists should be pointedly drawn to this fact.

"The basic principle of education in a democracy", says Dr. Zakir Hussain, the exponent of Wardha Scheme of education, "should not be the imposition of this system or that arbitrarily in view of a certain industrial or economic survey or in obedience to the dictates of a certain political ideology. It should be the principle of reverence for the individuality of the child, the child who is to grow into the citizen upon whose aptitude and efficiency the fate of democracy depends. For, democracy is nothing but the full discharge by every citizen of duties he is competent to perform and this competence can only be the result of aptitudes discovered and stimulated by education." Our educational system and our educators have failed in discovering the aptitudes of our children and guiding them on proper lines. No research has so far been made or any experiment has been carried out in discovering the aptitudes of our pupils. A foreign government might not have encouraged this sort of activity. But our own people capable of utilising their money could come forward to establish schools and colleges that would undertake to strike a new path in increasing our efficiency by means of education. A recent effect in that direction made at Poona had to be postponed for want of funds. If life and happiness in life is the be all and end all of all human beings or say of all animate beings, the will to live and capacity to live happily should be the goal of all our activities including education. Development of the habit of doing things efficiently, whatever little things they may be, should form the main item in the programme of studies. "Do little but do it well, learn little but learn it well" should be the motto in our educational institutions. Perfection is not a trifle; but trifles make perfection. Habit of doing things systematically, it may be a mathematical problem or a historical incident, should be the soul of educational method. The

psychological methods that are mainly useful in primary schools in England and other countries are being used in our secondary schools where they are useless for adolescent pupils. Methods to suit the age, surroundings and environments of the pupils and curriculum to suit the requirements of the community should be adopted in our schools. One would give importance to the methods rather than to the curriculum, because it is the method of work that would ensure the success or failure of an individual in his life. Teachers would do their duty well if they only pause a little and think a little about the age-worn and foreign methods that have been imported in India by persons who had the good fortune to visit foreign countries and who were perhaps influenced by the glossy side of the methods followed there.

The present has clearly shown that the education that is imparted in our schools and colleges is not much valued by the pupils as well as the parents and that it has not been able to solve the main problem of either culture or bread. The rich are more or less concerned with the development, culture and the right use of leisure, while the poor look to it as a means of earning their livelihood. Neither of these is the objective in our education at present. And perhaps it may not be possible to state definitely at the present moment of unsettled conditions that they are our real objectives. But it is possible for us all, teachers and thinkers, to lay down definitely through the medium of our methods of work that every pupil that attends the school or a college should be stamped with certain ideas of methodical work, which alone will pay them in the long run and stand by them in time of need. Such methodical work in the schools will surely develop in the pupils the right will and capacity in them to do any work which they may undertake in their lives.

The Teaching of English Grammar: A Reorientation

By Mr. A. S. VENKATARAMAN, B.A., L.T.

IN the article on "Some experimental data on the value of studying foreign languages," D. Starch says, "Knowledge of grammar has very little effect on current usage. The large increases in grammatical knowledge are accompanied by small increases in correct usage..... Apparently imitation and repetition of correct expression are far more efficacious in forming correct habits than grammatical knowledge."

Indeed in the usual type of grammar book, much space is devoted to the rules of grammar. Experience has shown that students have little difficulty in memorising these but fail lamentably when asked to apply them. There is an unfailing complaint of the S. S. L. C. examiners that pupils who manage to get 39 or even 40 for 40 marks in the grammar part of the second paper, often fail to get even 3 or 4 out of 60 in the composition part of the paper. There is nothing wrong in the complaint nor is there anything seriously wrong with the pupils or any set of people having anything to do with them. The complaint is not new, and any repetition of natural lapses cannot remedy the situation; it can only complicate the factors.

One should examine what is exactly the need of a foreign student. Is it the ability to use English or to correct one's English and others' English? Is it the ability to write a paragraph or the ability to make out the distinction between the uses of *shall* and *will*? It is common knowledge how much of time is spent on (and to what purpose) "I will be drowned and nobody shall save me." It is idle to deny that the first need and the greater need is language. Expression, free expression, should precede, not succeed grammatical accuracy. A failure to

appreciate this point is tantamount to putting the cart before the horse. And yet people who are lovers of 'my own days' and 'my old teachers' are not free from this obsession.

Very often one fails to seek the authority for good pronunciation and correct English. Who is to decide it? None. There is no academy or other body in England to determine the correct form. What is the chief criterion of correctness in spoken English is the adoption of the speech usages of the majority of educated people. Correctness in written English is conformity to the usages of the best modern writers.

The rules of grammar are not dissimilar to the laws of nature. The laws are not meant for Nature to obey, but they are a few facts which wise men have detected in the behaviour of nature. Similarly it is the duty of the grammarian to examine the language of the best speakers and writers and deduce rules from the use of it.

Custom is the basis of the rules and is subject to changes. Pronunciation changes from time to time; words become obsolete. New ones come in. Words acquire new and different meanings, and are constructed on different lines. Even syntax is being modified.

Different forms are in use at the same time, differences due to regional or class dialect, though they tend to disappear owing to the ease of communication, the inter-mingling of people, the spread of popular education and the hearing of the standard English of the B. B. C. dialect.

Again there is the disparity between the language used in writing and the

language used in speaking. In written composition the words will be chosen with care and greater precision than is possible in rapid, familiar conversation. The sentences are apt to be longer, more elaborately constructed and more conservative in the avoidance of slang. To write as we talk would be slipshod, to talk as we write would be pedantic and un-natural. It is the business of the grammarian to observe, to record the form of language from the usage of the majority of speakers and writers.

As Dr. Palmer would have it, grammar in general may be that of forms or words. Most text-books on grammar (very popular ones too) treat of grammatical categories from the broadest down to the narrowest division. A grammar of *words* on the other hand treats of grammar pertaining to single words. There are, for instance, words like *A* and *the*, *some* and *any*, *shall* and *will*, *do* and *have*, most prepositions and conjunctions. All of them are difficult because of their varied meanings and their particular grammatical usages. To the foreign student of English,

they are bound to be so. So the problem in his case arises, not from his ignorance of grammatical categories (noun, verb, subject, complement, interrogation) but from his ignorance of the grammatical peculiarities pertaining to individual words.

Of the 20,000 words in fairly current use in English, about 1,000 present considerable difficulty to the foreign learner. Most errors in grammar and composition owe their origin to this. Some of the reasons are suggested here. One word may be used in two or more different parts of speech, it may have two or more meanings, it may enter into two or more sentence-patterns or it may have several inflected forms. It may enter into a large number of collocations and phrases. Or again it may be a part of one or more compound words.

To me it seems that a proper appreciation of this fundamental aspect of grammar is essential to any writer on grammar and composition for foreign learners, or any examiner or any critic of foreigners' English.

LIFE ORIENTATION

By Miss JULIA K. SOMER, B.Sc. (Chicago), M.A. (Columbia)

ONE frequently hears or reads the criticism levelled at our colleges that they fail to provide their graduates with a philosophy of life that can guide them in their mode of living and will give meaning and purpose to their existence. It is certainly true that too many of our graduates from the higher schools of learning seem utterly without a goal of life, except that they are dimly aware that they must earn their living, but they have nothing but a shallow materialism to guide them, and judging from their actions following their entry into the business world their slogan is a modern version of

an ancient one: "Make all the money you can so that you may eat, drink, and be merry for tomorrow you may die." And they hasten the day of their death by acquiring an automobile with which to be merry.

This picture does not, of course, apply to all our young graduates from colleges, but it applies to too many for the welfare of our country (America). And furthermore it does practically apply to all so far as their philosophy of life is concerned, which for the most part is materialistic. Being a mote on this very minor planet of ours was a conception I gained in my own edu-

ational career as a student at high school and college. Fortunately for me, it did not satisfy me after I had acquired my wisdom teeth, consequently I reasoned myself on the basis of pragmatism into a spiritual outlook on life in harmony with the ideals of spiritual progress and hence the ideals of evolution. This is a working hypothesis of life has given me something worth while towards which to live and work. In other words, I oriented myself so that life became worth while. And that is what we should help our young people to do. And it should begin in childhood. Attitudes take some time to develop. They can't be imposed in one fell swoop.

Children must learn right attitudes toward life: a reverence for it, a wonder at its mystery, a keen desire to preserve it, to delve more deeply into its mysterious workings. Every child should be so brought up from birth on as to gain an evergrowing intimacy with Nature. It should learn to observe her marvellous ways—her means for the preservation of the organisms that are the channels for the expression of the supreme mystery, Life itself. The child's instinct of curiosity and wonder should be nourished with an ever-widening and deepening knowledge of the world of life. His growing knowledge of fields and woods, of the earth as well as the heavens, should enable him to take delight in speaking familiarly of Nature's modes of expression, Life's creations, so that he can call a tree by its name, or a flower or a weed, and admire the delicate beauty and colour, not only of a cultivated flower but the flower of a weed, to take delight in noting the marvellous symmetry of a snow crystal, to wonder at the chemical mysteries in a blade of grass; to recognize and greet

joyfully a constellation when it reappears in the eastern sky early in the evening; and to know that his eye has singled out a planet rather than a fixed star or sun like Sirius when the equally brilliant planet Jupiter has caught his attention.

Such an acquaintance with Nature, both far off and near, will help him to find "Tongues in trees, books in the running brooks, sermons in stones and good in everything." And Browning's "God's in His heaven; all's right with the world" will in time gain a meaning for him which no other experience can give him. Thus will he gain a reverence for God's Life, animating all forms of Nature, including his own body, into the wonders of which he must also be initiated gradually. And so he gains the first steps of that understanding which is epitomized in the ancient Greek behest, "Man: know thyself."

Such knowledge and the attitudes which it engenders in him having been thus well established, then, as he gets to know the more technical scientific facts in his study in high school and college, he is not so likely to get lost amid the woods of material facts, nor lose sight of the Divine traits, the Handiwork of God, exhibited by Nature, in which most modern scientific minds wander about never once realizing their true Source, as did Darwin, for instance, who is reported to have realized, as he stood in a tropical forest and later recorded: "No man can stand in the tropic forests without feeling that they are temples filled with the various productions of the God of Nature, and that there is more in man than the breath of his body." Such an attitude will not make out of a living, pulsating universe nor out of any of its organisms a mechanical, merely material, creation.

(From T. E. F. Bulletin)

"A man who is not a patriot, unless he be a great Rishi or Sage, will be no true lover of Humanity. Never let a man fear that love to his Motherland will prevent him from loving Humanity. It is the road thereto; the heart expands as it is exercised. Ungrudging love of the Motherland is, then, the thing needed."

— Dr. Annie Besant.

EDUCATIONAL REFORM IN INDIA

Mr. N. R. SARKER'S ADDRESS

AGRA UNIVERSITY CONVOCATION

"The war enhances the importance of our problems and increases the urgency of studying them without delay. We need not only to maintain the outlay in attention and money on our educational system, but also to maintain a constant and penetrating study of our education problems, a study which will, at suitable stages, issue in sound and concise proposals for the reconstruction of our educational system"—observed Mr. N. R. Sarker, Commerce Member, delivering the Convocation Address of the Agra University on Nov. 14.

Mr. Sarker said young men to-day were confronted with a situation infinitely more complicated and difficult than that which his generation had to face in its time. He doubted whether the Government or the public in this country had given that constructive attention to the problems of youth which they deserved. Mass education had never appealed to the Government as a practical proposition....

Dealing with the position of education in war-time, Mr. Sarker deprecated the tendency to cast covetous eyes on educational buildings and staffs for war purposes. He referred to the services which had been rendered by technical schools and colleges in this country in connection with the scheme for training skilled and semi-skilled men for munition work. The universities, colleges and various scientific institutions had afforded invaluable help, both in men and material, for research. It was only in this way that education could legitimately help the war effort. "But I am more than doubtful," he said, "if the numerous officials and authorities who have the power to take over educational buildings or conscript men for war work have adequate appreciation of the limits within which alone legitimate demands can be made on education for aid to the war effort. If they have not, the evil must be traced to its deep roots in the traditional apathy of the Government towards education."

INDIAN PROBLEMS AND THE SOLUTION

"There are special reasons why it is particularly important that India should look to her educational system while there is time," said Mr. Sarker. "It is reasonable to assume that the time is rapidly approaching when India will be called upon to manage her own affairs and that a number of the young men and women now in colleges and schools will be called upon, and consequently ought to be prepared, to take their part in this management. We have our masses without even the most elementary form of literacy; we have large numbers of men to whom literacy is much like cast-off clothing, a system of secondary education, which is neither sufficient for those who enter life thereafter, nor a sound preparation for the university, an increasing number of colleges and universities which soothe communal susceptibilities more or satisfy local pride more than our educational wants. In the background, there is the well nigh insoluble problem of bringing into proper relation the training and teaching of youth in school and college on the one hand, and the economic conditions into which youth has to live its life. The solution, doubtless, lies in a happy blend of two or three alternative courses of action. One is that of adapting education to the possible demands for particular kinds of ability, a second is making the training in itself a factor for change, in other words, creating those kinds of ability which do not wait for markets, but create them. The third is not wholly within the sphere of the educationist. For it is dependent on the formulation of a complete scheme of economic planning, which will state precisely its requirements of particular kinds of ability. To unify the educational drive of the post-war period, to ensure proper devotion to the national aim of educational uplift of the masses, to avoid needless duplication of educational amenities and to ensure their proper diversity, a central authority, more federal, if you like, than unitary, will be found to be necessary. It is not too early to take a move in that direction."

NOTICE

All articles for publication, and books for Review should be sent to the Editor.

Business communications should be addressed to the Manager.



EDUCATIONAL INDIA
Masulipatam, Dec., 1942

Self-criticism

THERE is always a greater chance of desirable reforms being effected when those whose duty it is to effect them feel that they have not been discharging their responsibilities properly. In this sense self-criticism is more effective than criticism by outsiders however eminent these may happen to be. It is on this ground that the address delivered by the Hon'ble Mr. N. R. Sarker to the Convocation of the Agra University is to be welcomed. As a member of the Government of India he shares to the fullest extent with his colleagues the responsibility for shaping on right lines the future of the country. He is a man of great energy and ability and possesses vast experience in the art of administration. As such if only he takes the initiative in the matter of reform it is bound to produce results of a far-reaching character.

It has now become a matter of common observation that if the

system of education in a country is seriously defective the defect is in the main due to the policy pursued by Government. There is much truth in this observation and it is borne out by the experience of various countries in the modern world. During the last one century the progress attained in educational matters by States like England, France, the United States, Germany and Japan was phenomenal; the same is the case more recently with Russia. All this is the outcome of the significance attached to education by the governments of these countries and the interest they have been displaying in this sphere. In this respect Imperialistic and Communist States have been similar to Democratic States. It has to be recognised that when left to themselves the masses of people are generally apathetic in matters educational. Very few among them care to send their children to schools or keep them there for a sufficiently long period. The efforts of voluntary associations to spread education has not met with much success anywhere. It was, therefore, only when governments took the initiative, realised that education of the people is at least of as much importance as defence and the preservation of peace and order, enacted the required legislation, raised additional taxes from the well-to-do citizens and created the necessary administrative organisation that education became widespread in all advanced countries. No wonder. We should never forget that Government is the embodiment of power and that there are very few things that an enlightened Government cannot accomplish.

It is in this context that the criticism levelled by Mr. Sarker on the past policy of Government in India gains in significance. In his view mass education had never appealed to the Government as a practical proposition; the Universities and other educational institutions not only did not possess large or real autonomy but they did not derive sustenance from a wise national Government. No progress has been achieved despite the impressive number of committees and commissions appointed by Government from time to time. He illustrated this step-motherly attitude of Government towards education by pointing out that even today that it was on educational buildings and staffs that covetous eyes were cast in the name of war. From his standpoint the traditional policy of Government lay at the root of most of the defects associated with education in our country.

THIS is a strong indictment. Its value, however, lies in its having come from a member of the Government of India. He should not be satisfied with the mere making of a criticism like this. His position requires that he should spare no pains whatever to set matters right and to inaugurate a new policy in education. He should not put forward the plea that education is a Provincial subject and there is little to be done by the Central Government. Though this is technically correct the situation in actual practice is different. The Central Government has not divorced itself completely from the sphere of education. It has an Educational Commissioner, an Advisory Board of Education and ample financial resources

above all. It can not only lay down a policy but by means of grants, subsidies and subventions it can encourage Provincial Governments to undertake new educational schemes. If only it has a will it can do as much as the Federal Governments in the United States, Canada and Australia have been able to do in this matter. This is also a time when the Indian members of the Viceroy's Executive Council are free to concentrate their attention on matters of internal progress and prepare schemes for the purpose. It is therefore hoped that Mr. Sarker's self-criticism will produce practical effects of a far-reaching character on educational reconstruction.

Education for Unity

DURING the dark times through which the country is passing today it is gratifying to find that there are some great leaders stressing the part that education should play in promoting the cause of Indian unity. This is the keynote to the address delivered by that veteran statesman Sir Mirza Ismail to the Convocation of the Patna University. In no country in the world is to be found so much of religious and cultural diversity. The catholicity of the rulers of India from the earliest times and the encouragement they gave to founders of new religious creeds and the spread of their doctrines have been responsible for the numerous groups into which the people of the country are at present divided from a religious and cultural standpoint. All this is the outcome of that wholesome view that differences are a manifestation of the

tendency of life to assume diverse forms and shapes as it goes on unfolding itself, that there is not only one pathway leading to salvation, that each individual should be free to choose that way which is best suited to him and that there is no inconsistency between differences in religious and cultural matters and loyalty and devotion to a common political authority. That the sphere of the State and citizenship is entirely different from that of religion has been the keynote of the History of India and this is the essence of every true doctrine of freedom.

UNFORTUNATELY however rival doctrines are being preached today. It is being argued that religious and political frontiers should coincide and that because there is religious division there should be political division also in the country. All this, it need not be said, will be the undoing of the good work accomplished during a hundred and fifty years of British rule.

EDUCATION should not be divorced from life. It should be based on the needs of a country and help in the understanding and solution of the country's problems. In this sense all education must be practical. And in the situation in which India is placed to-day the greatest of problems facing the country is whether politically it is to continue to be one or be divided into many. And it is to this that Sir Mirza Ismail made pointed reference when he stated thus in the course of his address: "To me, India, one Nation, is a most inspiring thought and a most reasonable one. I see, too, all around the growth of this consciousness. This is the land

of all of us, to whatever race or creed we may belong. We all know well how serious are the discrepancies and conflicts of tradition and mode of life and thought, and, perhaps most serious, of economic interest. But it is our absolute duty to forge all this diversity into a single comprehensive State, within which there shall be absolute liberty for each composing element, and, absolute justice and confidence of justice, between them."

OBSERVATIONS like these are significant to us because they have been taken as the basis for defining the essential function of a University in India to-day. In the opinion of Sir Mirza Ismail a University has a function in promoting unity. It should not rest satisfied with the promotion of learning and research however important all this might be. And in promoting this unity the University should follow a well-laid-out programme of work. Its courses and syllabuses, the attitude and conduct of its teachers and students and the general atmosphere pervading the whole of University life should lead to this great result. What India requires most to-day is this education for unity.

It is not only Sir Mirza that has made this view prominent during the last few days. It finds expression in the speech (published elsewhere in this number) that was delivered by Mr. F. R. Anthony, the President of the Anglo-Indian Association, in the Christ Church School, Jubbulpore, a few days ago. He pointed out that all along the European Schools in which the Anglo-Indians got their training had inspired the Anglo-Indian not only with a disregard for his

Universities and Indian Unity

Sir MIRZA ISMAIL'S Patna Convocation Address

"If there is any real message that I have for you, especially to the young men with whom our future rests, it is that, throughout this country, we must not, in any sense whatever, be separate: ours must be the virtue, ours the power and glory of a single nationhood", said Sir Mirza M. Ismail, Dewan of Jaipur, in the course of his Convocation Address at Patna University on Nov. 27.

"There are those who, looking far, too far ahead, despite talk of nationalism, conceiving that the only worthy citizenship henceforward is citizenship of the world," continued Sir Mirza, "There are others whose view is precisely opposite, who prefer to think that India is not, and cannot be, one nation, and that a permanent conflict of interests exists, which makes impossible any singleness of consciousness and constitution. To me, India, one Nation, is a most inspiring thought and a most reasonable one. I see, too, all around the growth of this consciousness. This is the land of all of us, to whatever race or creed we may belong."

Referring to the function of Universities in the promotion of Indian unity, Sir Mirza observed:

"What is the function of a great university in promoting Indian unity? In one of its aspects, this is a problem of culture. Several languages, each with its own literature; several

Continued from preceding page

fellow Indians, but, what was much worse, with a disregard for his motherland. He said that when Anglo-Indians control their education (which is not in their hands now) and teach their children this pride of community and love of India, they would be among the leaders of the new India. There are thus very many signs to indicate that education will in future have a positive and constructive programme for promoting the cause of unity in the country.

religions, each with its own philosophy and ethics. They all seem to care most, at present, about their differences and rivalries, and this, no doubt, is human nature. Few indeed, though most eminent and wise, are those who have cared to think not of Hindu culture, or Muslim culture, for example, but rather, of Indian culture. I suppose it may be argued that the opposition of religions is so radical, and culture is so intimately related to religion, that fusion of cultures is as unattainable as a fusion of religions. But this has already been denied by history, and already we can speak with pride of Indian culture. Speaking in Benares last year, Sir Tej Bahadur Sapru remarked, "As time has gone on in our history there has been a remarkable blending and fusion of the original Hindu culture with that culture which is popularly called the Muslim culture but which is clearly traceable to countries like Persia and to a certain extent Arabia, with the result that at least in Northern India during the last three hundred years or more a mixed common culture has grown up which may truly be said to be 'Indian Culture'."

"It is the task of a unity to encourage deliberately, so to speak scientifically, that which by natural process is already coming to pass, and this fusion of culture can be hastened, and guided, and enriched by an University which deeply cares about it. There are curricular changes that would help; there are ways too, outside the curriculum; but above all, this is a matter of attitude on the part of those who teach. It could never be suggested that between Hindus and Muslims and other communities there should be identity either of thought or of custom, for just as I have insisted that a people's vitality must come from the special national source, so the energy and worth of a person must be intimately related to his own religion, and tradition. But the prevalent attitude of isolation, of superiority even of intolerance and hostility, should give way completely to the positive desire and effort for mutual understanding, respect, and co-operation."

THROUGH different PROVINCES

DELHI

EXCHANGE OF STUDENTS FOR RESEARCH

During his visit to China in May, the Education Commissioner with the Government of India discussed with the Chinese educational authorities various ways of strengthening cultural contacts between China and India. Among these was the possibility of the exchange of research students between the two countries.

As a result of these talks, the Government of India decided to arrange facilities in Indian Universities and research institutions for Chinese research workers and, as a gesture of goodwill towards China and of admiration for the way in which Chinese education has been carried on in the face of great difficulties, to offer ten free studentships tenable at such Universities or research institutions as the Chinese Minister of Education might select. These studentships will be for a year subject to renewal in cases where a longer period is required to complete the specific study or research and will cover free travelling from Calcutta to the selected institution, the cost of fees and a maintenance allowance sufficient to enable the student to live in reasonable comfort.

The Chinese Government have now intimated their acceptance of this offer and are taking steps to select the holders of the ten free studentships. It is not known at present which institutions they will attend or when they will arrive in India.

The Chinese Government have at the same time offered to provide in their own Universities facilities on similar lines for ten Indian research students.

ALL-INDIA EDUCATIONAL CONFERENCE

It is understood that His Highness the Maharajah of Dewas Senior has consented to inaugurate the 18th All-India Educational Conference to be held at Indore from the 27th to the 30th of this month and to deliver the Inaugural Address.

INDIAN ADULT EDUCATION CONFERENCE

The Third Indian Adult Education Conference which has had to be twice postponed due to war difficulties is now to be held in conjunction with the All-India Educational Conference at Indore under the presidency of Prof. Amaranatha Jha, Vice-Chancellor of the Allahabad University.

INDIAN HISTORY CONGRESS POSTPONED

The next session of the Indian History Congress which was to be held this month at Aligarh, has been postponed to some time in 1943, by the Executive Committee of the Congress in view of the present disturbed conditions in the country.

PHYSICAL EDUCATION CONFERENCE

The Health and Physical Education Sectional Conference of the All-India Federation of Educational Associations will be held on the 29th of this month at the Daly College, Indore. The subjects for symposia are: (i) Building Physical Fitness during War time, (ii) Nutrition and the Child. Gentlemen who wish to read papers on the subjects selected or any allied subject can communicate with the Secretary, Health and Physical Education Committee of the All-India Federation Education Association, Kishori Raman Intermediate College, Muttra.

MADRAS

DEGREE COURSE IN COMMERCE

At a meeting of the Senate of the Madras University held recently a motion moved by Dr. P. J. Thomas for the institution of a Diploma Course in Commerce to be known as Dip.Com. was passed. He proposed that the recommendations of the Boards of Studies in Economics and in Commerce on the resolution of the Senate be accepted. The Boards recommended that instead of a Diploma Course, the present B. Com. course be converted into a

two-year course. The Senate accepted this recommendation.

EXEMPTION FROM SCHOOL ATTENDANCE

The Government of Madras have published an amendment to the rule under the Madras Elementary Education Act regarding exemption from attendance at school. It provides that in the Madras Fortress area and in coastal towns where elementary education is in force, a child shall be exempted from attendance if the guardian of the child is not willing to send the child to school because of the situation created by the war.

COIMBATORE ARTS COLLEGE

A public meeting, under the auspices of the Old Students' Association of the Coimbatore Arts College was held on November 16, Mr. T. A. Ramalingam Chettiar, M.L.A., presiding, when it was resolved that the Government be requested to hand over the Arts College to the public with a view to raising it into a first grade college. A draft letter addressed to the Director of Public Instruction for the purpose was approved. A representative committee with Mr. Ramalingam Chettiar as Chairman and Sir R.K. Shanmukham Chetti as Vice-Chairman was formed to concert measures for taking over the College from Government and to take early steps to raise its status.

The letter to the Director, among other things, states that with the rapid industrialisation of Coimbatore and in view of the facilities available there has been a growing feeling that a first grade college with technological subjects especially related to textiles and textile chemistry should be brought into existence at the place. The Committee will undertake to collect an endowment of Rs. 1 lakh and bring the laboratory and library of the college up-to-date by spending Rs. 30,000 or 35,000. The meeting requests the transfer of the college building with effect from April 1, 1943.

BOMBAY

CHOICE OF SCHOOL TEXT-BOOKS

Reconstruction of Divisional School Book Committees, remuneration for members of the committees, the charging of fees for all books seeking Departmental sanction and the adoption of a basis for writing and judging text-books are

some of the recommendations of the Committee appointed by the Government of Bombay to report on the selection and preparation of text-books.

The Committee has set down a number of rules for the writing and selection of text-books. The Committee suggests that efforts should be made to determine a common terminology for technical terms.

After dealing with the problem of uniformity in text-books or otherwise, the Committee says that it is a vexed question. It does not subscribe to the view that only one set of books should be sanctioned in each subject even for primary schools as that would lead to regimentation of thought and language which must be avoided at all cost in education.

UNITED PROVINCES

VERNACULAR EDUCATION BOARD

The Government of the United Provinces have re constituted the Board of Vernacular Education. The function of the Board will be to advise the Government and the Director of Public Instruction in matters relating to vernacular education and to act as an advisory body for the use of books in vernacular schools and in primary classes of English schools. Basic education, however, will not be within the Board's purview and will be controlled by the Director of Public Instruction.

The Board will consist of twelve members including four non-official educationalists nominated by Government.

ASSAM

ADVANCES TO AIDED SCHOOLS

It is understood, the Assam Government has decided to pay six months' grant-in-aid in advance to such Government-aided High Schools as may apply for it for tiding over the difficulty in respect of paying salaries to their staff due to war emergencies. Advances are recoverable in twelve monthly instalments.

BIHAR

RESTORATION OF CORPORAL PUNISHMENT

The question of enforcing better discipline in colleges was discussed at a meeting of senior

MYSORE

LIBRARIES FOR VILLAGES

At a meeting of the Mysore State Literacy Council the council adopted the scheme of Library organisation and adult education framed by the Library and the Adult Education Committees. The object of the scheme was to open rural libraries in two districts this year, having central libraries in four taluks with eight rural libraries attached to them.

RURAL RECONSTRUCTION IN THE STATE

The Government of Mysore have, in the first instance, under the Hobli scheme of rural reconstruction, taken up a concentrated programme of rural reconstruction in 82 hoblis (groups of villages) throughout the State for the first year of the five-year scheme commencing from the current year.

It might be remembered that the Hobli scheme of rural reconstruction was explained in the last Budget Session of the Representative Assembly by the Dewan, according to which concentrated propaganda will be introduced in an entire hobli of each taluk, and the scheme will be extended to other hoblis at the rate of one hobli each year so that at the end of five years the scheme would have come into operation in all the villages in the state.

DEGREES TO BE CONFERRED WITHOUT CONVOCATION

At a special meeting of the Senate of the Mysore University it was decided to postpone by one month the M. B. B. S. and other examinations and a decision was also arrived at to confer degrees on the graduates without holding a Convocation. The Ordinance in this connection was duly amended.

HYDERABAD

ALL-INDIA MUSLIM EDUCATION CONFERENCE

The next session of the All-India Muslim Educational Conference will, it is understood, be held at Hyderabad during the ensuing Christmas holidays. It is learnt, Nawab Mehdi Yar Jung Bahadur, Political Minister of the Nizam's Government, who has invited the conference to Hyderabad, has been proposed for the chairmanship of the Reception Committee.

Principals in Bihar and they were in favour of introducing a system of "caution money" for good behaviour, prohibiting students from taking part in political meetings and demonstrations, and imposing restrictions in the matter of membership of extra-mural clubs and Associations. The Inspectors of Schools, who were consulted, have unanimously recommended the restoration of corporal punishment in schools and the prohibition of students and teachers taking part in politics, in the interests of discipline and study.

The Government of Bihar after giving careful consideration to these proposals, have directed fresh articles to be incorporated in the Education Code in substitution for the existing or those previously cancelled.

The articles now incorporated prohibit students of a government or aided college and pupils of schools from becoming members of a political organisation or attending or taking part in political meetings or demonstrations or in the organisation or arrangements of any such meeting or demonstration. Any student who wishes to join any club, society or organisation outside the college or school must obtain the approval of the principal or headmaster before doing so.

Impositions, detention, drill, fines, corporal punishment, rustication and expulsion are some standard forms of punishment prescribed for offences. Inspectors of schools have been enjoined to see that the power of giving corporal punishment is not abused.

Another article prescribes that a teacher in any recognised school shall be disqualified for continuance of his employment if he takes any part in political propaganda or demonstration or becomes a member of a political organisation.

ORISSA

UNIVERSITY BILL

The Orissa University Bill was referred to a select committee on the 17th November by the Orissa Legislative Assembly, on the motion of the Education Minister, Pandit Godavaris Misra.

The motion for the circulation of the Bill, made by the Raja Bahadur of Khallikote, was earlier thrown out without a division.



PUBLIC OPINION



MR. RUTHNASWAMI ON UNIVERSITY LIFE

Replying to the speeches of welcome made on behalf of the members of the staff club, Mr. M. Ruthnaswami, the new Vice-Chancellor of the Annamalai University, stressed the need for co-operation between the teachers and the head of the institution on the one hand and between the teachers and students on the other. It was only in perfect co-operation that progress would be possible. The relation between the teacher and student was like that between authority or discipline and liberty, which were vitally necessary for each other.

Proceeding Mr. Ruthnaswami stated that a University was not merely a place of learning but a social organism. All the old Universities in Europe, including Oxford and Cambridge, were really corporations, associating the teachers with students and scholars. The characteristic feature of a University was that it was a body where knowledge was imparted and research conducted in a free social atmosphere. For a University to command a good reputation, its teachers must conduct more and more research work, besides developing its social life as a whole.

MR. FRANK ANTHONY'S CRITICISM ON EDUCATION OF ANGLO-INDIANS

"To my fellow Indians who blame us for our seeming indifference to India and things Indian I say this: 'Not we but the system of education imposed on us and over which we have had no control has been to blame,'" said Mr. Frank R. Anthony, President-in-chief of the Anglo-Indian Association, speaking at Jubbulpore.

Mr. Anthony criticised the system of Anglo-Indian education as one divorced from the real needs of the Community, from the real conditions of Indian life; a system of pretentious Christianity divorced from the elementary Christian principles of racial equality and communal brotherhood, a system which had ignored the first principles of good education. He added that a school's first duty was to be

the nursery of communal pride and love of one's motherland. But the European school had inspired the Anglo-Indian not only with a disregard for his fellow Indians, but, what was much worse, with a disregard for his motherland. But the greatest crime the European educationist had committed against the Community was to infuse an anti Anglo-Indian complex in the Anglo-Indian. They realised that the only hope for the future was the complete overhaul of the present moth-eaten and obsolete values which were strangling Anglo-Indian education. The first step in this direction must be the control of Anglo-Indian education by Anglo-Indians, and their education must have a definite vocational and technical bias.

MR. ROHIT MEHTA ON THE DEFECTS OF MODERN EDUCATION

Criticising the present system of education in an address at Vellore, Mr. Rohit Mehta, General Secretary of the All-India Federation of Young Theosophists, wondered how a teacher could give individual attention to boys, numbering 40 or 50 in a class-room, while it was recognised that education was an individual affair. Education could not be imparted collectively, because each boy differed from others with regard to temperament, intelligence, and reactions to life. This atmosphere of fear stifled the growth of the child. The third was the separation of the parent from the teachers, and the home from the school. Mr. Mehta did not doubt the existence of admirable teachers in this country, but what could they do if the children, having been in a beautiful atmosphere in the school, return to their homes and there found a totally different atmosphere? What he had learnt in four or five months in the school was lost in four or five hours in his home; and unless and until there was a closer contact between the home and the school there could be no real, effective educational reconstruction in this country.

The Advance of World Womanhood

By Mrs. MARGARET E. COUSINS, B.Mus.

THE above title might lead one to think that women throughout the world are advanced in consciousness in a straight line from their lowest point to their present point. Certainly the cultural history of mankind is inter-linked with the history of womanhood. But looking back to the status of women in the various past eras and places, it seems as if womanhood had rather moved in circles or perhaps spirals.

Culture is defined as growth, improvement, refinement. The word is also derived from a root meaning "to worship." No movement to civilize the world, to create a New Order of Peace and Culture out of the present chaos of this World War and the international slaughter can afford to ignore or be indifferent to the status of world womanhood in the present or in the immediate future. . .

The Vedas are the oldest known literature of the world. They clearly prove that in the early Vedic ages of India women and men were mutual in their service to the society and the needs of the times. The women enjoyed equal freedom with men in all social and religious matters. They shared with men the highest achievements in poetry and philosophy. They had a very proud position, and it has been written of them that "women were the very axis on which the wheel of the household life in ancient India turned."

Nowhere has there been a higher conception of the fundamental Personality of Life in manifestation than that of *Ardhanarishwara* (Half-Lord, Half-Lady), its equality of divided physical and qualitative halves being displayed minutely in the arts of sculpture, painting and literature from the earliest days. That ideal remains embedded in the term *Ardhangini*, the name for a wife being "a man's half." Its spiritual reality was carried into the days of caste division and still remains in

the religious rule that a Brahmin may not perform his ceremonial duties unless his wife is present, and the death of his wife deprives him of his right to perform religious rituals.

But both legend and history show that later times witnessed an increasing decline in status of Indian women. True, the *Mahabharata* says that "by respecting women man is sure to acquire the fruition of all his objects." Also it lays down that woman's first and foremost duty is to keep the sacred fires burning. The stories of the Pauranic times, however, show the status of women quickly deteriorating, and the instance of Draupadi shows wives being treated as property, pawns and slaves. Woman's position by the time of Manu had decreased in honour, education, respect and status. It is written in the *Laws of Manu* that "where women are honoured the gods are pleased." As the centuries passed the Indian woman became a mere dependent, always subordinate to the male members of the family, even to the present day having "to ask permission" of her husband for leave to do this, that and the other, as if she were a child and not an adult, intelligent partner.

Though Greece and Rome gave honour to the feminine by having goddesses in their Pantheons—some of the highest qualities and powers—yet Roman history shows that the father under the Roman law of *paterfamilias* had power over life and death as regards his wife and son, and no daughter could marry without his consent.

The Scripture of the Hebrews started badly by labelling Eve, the mother of all living, a temptress. True the Jews had accepted one woman, Deborah, a mother in Israel, as one of their Judges. Such exceptional women characters are found in all lands, but they rarely are able to lift

the inferiority of status from their sisters. The great propagandist of Early Christianity, Paul, thundered forth a New Dispensation of spiritual equality in his doctrine "there is neither male nor female, neither Jew nor Gentile, neither Greek nor barbarian, but ye are all one in Christ Jesus." Christians were told to work out their own salvation. But the older idea of woman as an evil influence persisted and increased. It seems incredible nowadays that at the Christian Council of Trent (1545-1563) the high clerical Church dignitaries decreed that there was no need of any religion for women as they had no soul! Probably the darkest night for womanhood was the middle of the Dark Ages in Christian Europe, during the era of the Inquisition, and when thousands and thousands of women were burned as witches.

Yet right through the ages women in all countries were inspirers and appreciators of beauty and refinement. They were the spinners, designers, embroiderers, dancers, singers, fosterers of all household arts, lovers of story-telling and poetry.

Also every age was enlightened by a few exceptionally brilliant women from Sappho to Madame Curie whose powers and fame kept the light of hope burning in the minds of the women leaders throughout the centuries that some day their sex would be freed into the unrestricted opportunities of complete human self-expression.

As for education, it was not considered proper until recently for European women to be able to spell correctly. It was considered a drawback in the matrimonial market for a woman to have brains. But now women have the entrance to all colleges. A girl student of the Theosophical College, Madanapalle, has taken first place in philosophy in the Madras University B. A. examination. Mrs. Fawcett, the leader of the early Woman Suffrage cause in Britain, was a Senior Wrangler (Mathematics) of Cambridge. The Swedish novelist, Ellen Keyes, won the Nobel Prize for Literature one year. Dr. Maude

Royden is a preacher in a London Church. Madame Blavatsky was one of the Founders, Dr. Annie Besant was one of the Presidents of The Theosophical Society, and Dr. Muthulakshmi Reddi was the first woman Deputy Speaker of a Legislative Council.

And what of the future? It is hard to say, for since women became voters, wage-earners, even a necessary part of the war-machine from 1914 to 1918, the space of time between two World Wars, has been too short for woman to realize herself. She has not had time to get to grips as free womanhood with problems of the world which are not of her making, nor to her mind. The present Armageddon has shown her still made in the image and likeness of man. Women are but hand-maidens in a man-made world. But their inherent flair for culture will not let them be content with merely first aid service to men in the future. The Young Women Citizens after this World War, encouraged and understood by the new chivalry of the Young Men Citizens, will create a great World Women's Party to formulate a People's Charter of Freedom as thought out by the women in Russia, America, Britain, China, India, and particularly by the union of these with the spirit and principles underlying and expressing themselves in the Matriarchal system of Western India.

No New World Order will be fundamentally an advance on the present World Disorder unless it affirms and implements the equality of the sexes as the basis of an improved future for humanity. Then will the circle come to a full close with the idea expressed in the 5th Book of the Rig Veda, hymn 61, verse 8, which is thus explained by a commentator: "The husband and wife being the equal halves of one substance, are equal in every respect; therefore both should join and take equal parts in all work, religious and secular."

— From Young Citizens.

Letters to the Editor

Educational Reconstruction After the War

Sir,

The end and aim of true education is to ennoble the mind, widen the outlook on life, cultivate a feeling of fellowship, cherish ideals of sympathetic understanding and appreciation towards our friends and foes, maintain an equanimity of temperament in times of stress and storm and preserve a sense of proportion and balanced judgment in times of need when dealing with those who may not be able to see eye to eye with us. Such an atmosphere is needed now more than at any other time in our age, when victory is in sight, the horrors of war are slowly melting away, and talks of post-war world reconstruction are in the air. In the creation of the future world, with its territorial limits, disarmament programmes, world federations, with economic and military sanctions, it is the cultured, enlightened leaders of different nationalities victorious and vanquished that are expected to play a prominent part. The fruits of their educational enlightenment must show themselves out in a tangible form, free from bias, rancour and selfishness at the time of reconstruction in dealing out justice and equity to one and all concerned.

The youth may have to be trained with a spiritualistic bent of mind based on the realisation of the same eternal truth in all religions known to man, free from communal prejudices, national predilections, sectarian animosities and personal rivalries without at the same time surrendering their individual will in questions concerning their self-respect and self-control. The subjects of study to be taught to them in schools and colleges

should be carefully chosen from the viewpoint of the actual direct relationship they bear to the practical realities and problems confronting us every day of our life-time. Mere bookish knowledge, divorced from our environment, inconsistent with the traditions of the homeland is of no avail, as it has been hitherto during the pre-war period. Greater importance may have to be attached to the humanities and arts subjects even to the detriment of science subjects which mostly aim at implementing weapons of destruction besides adding to a man's comforts and luxuries and raising by artificial means the standards of life. Humanities alone would give the training necessary for proper assimilation of the knowledge and experience of the past essential for the development of healthy citizenship and the establishment of parliament of man and the federation of the world.

The youth should be taught their duties and responsibilities domestic, professional and national and international so that they may have the necessary equipment for making their humble contribution to the cultural life of their country and its place in the civilised nations of the world. They may also be given the elements of training in military, naval and aerial careers so that they may complete their courses at short notice and rise to the occasion in times of national emergency for safeguarding their hearths and homes without any thoughts of aggrandisement. They should be provided with ample opportunities for building up their agricultural and industrial pursuits to make every one a free, self-reliant, self-supporting and self-respecting citizen of the world.

—C. B.

EDUCATION OUTSIDE SCHOOL

[How the present war has given opportunities for making experiments in educational methods, is evidenced in an article published in our last number.]

Here is another such experiment caused by an emergent situation to close most of the schools in a certain district in New Zealand, published in the *New Zealand Education Gazette*, which will interest educationists in our country. *Ed., E. I.*]

The first feelings aroused by the news that the schools of Palmerston North were, with few exceptions, not available at the beginning of the school year, were those of bewilderment and consternation. But the Education Department, in collaboration with the Local Education Board, at once set to work to devise an organization to keep the children occupied, and the beginning of school work was only delayed by one week.

Fortunately two schools were left, and it was decided that the primary classes and Standards I and II should be taught at these and three additional halls, buses being used to bring them from the more distant parts of the town. It was realized that new pupils could not be enrolled while the scheme was in operation, and children were therefore classified in their grading of the previous year; about 1,700 in Standards III-VI had to be catered for.

These children reported at convenient points, mostly parks near their own schools, under their own head teachers. Each head teacher divided his pupils into groups of roughly 100, composed of 50 boys and 50 girls, representing equally each of the standards. The groups were then subdivided into smaller groups of 10 boys and 10 girls, these teams became self-governing units, elected their own leader and secretary, and chose a "headquarters". The same afternoon a meeting of the 170 team leaders was held and their responsibilities explained to

them. They were to see that their team reached the activity assigned to them on the time-table and that they occupied themselves suitably if bad weather confined them to their "headquarters".

In February a modified curriculum is in operation in the schools under normal conditions, and the curriculum under the emergency scheme was based on this. The week was divided into 15 periods, two of an hour and a half each morning and one in the afternoon. Ten different activities—music, manual instruction, handwork, library and reading, physical education, jobs, allotments and gardening, educational pictures, visits, and sketching—were allotted. Each activity was controlled by a supervisor. Provision was made for frequent consultation between the leaders and the organizers, and a central headquarters, established in a shop, was open every afternoon. A job bureau was also established where jobs, such as sewing, gardening, helping at the hospital, and helping infant teachers, were listed and allocated to teams. Each team was responsible for its own "headquarters," and these were mostly in spare rooms, sheds, or sun porches in private houses.

The local headmasters' association, in a report on the results, states that the interest of parents in educational practice has been stimulated, and that the pupils are to be congratulated for rising to the occasion; no serious breaches of discipline were reported. The teachers have benefited considerably by the intensive training, the opportunity of putting new ideas into practice, and the advantage of meeting and working with the personnel of the Education Department. The Scheme aroused interest throughout the Dominion, and many educationists, from secondary and technical, as well as from primary schools, visited the towns to see it in operation.

BOOK REVIEWS

A NEW APPROACH TO SANSKRIT—

By Messrs. N. R. Parasnis, M.A., B.T., and V. P. Bokil, M.A. — Published by Mr. V. G. Kalkar, Lokasangraha Press, 624, Sadasivpath, Poona. 2. Pp. 170. Price Rs. 2.

It is a well-known fact that the richness and magnificence of Sanskrit cannot be exaggerated and that no patriotic Indian or an enthusiastic student of Indian culture can advantageously neglect the study of Sanskrit language and literature. Sanskrit once reigned supreme from Cape Camorin to Himalayas, but as with all things, its domination is diminishing day by day and certain quarters have even dubbed it as a dead language. Little or no encouragement is being given to the students and teachers of Sanskrit and now and then positive harm also is done to them. They have to get on somehow with their labours inspired only by their love and loyalty to the language which could claim the privilege of being the oldest and richest language in the world. Royal patronage has almost disappeared and the landed aristocracy do not consider the encouragement of Sanskrit study as being worthy of their sympathy. Its presence is to be felt in a few educational institutions only. These institutions have turned out into more commercial concerns and calculating in rupees, annas and pies, the amount realised from the students voluntarily taking up to the study of Sanskrit will not be attractive.

While the teaching of all other subjects has received a new orientation and while modern and more efficacious methods have been introduced in all other branches of learning, poor Sanskrit is being handled in the oldest traditional manner and as such it could not keep pace with its sisters. Thus Sanskrit is being indifferently treated with step-motherly affection as a result of which it is losing its popularity and the

methods of teaching and study have become antiquated, dull and uninteresting. It is a pity that very few Training Colleges include the methods of teaching Sanskrit among their subjects of instruction. The teacher deplors that his lot is cast with the clerical and menial staff and the authorities complain that the Sanskrit department is not justifying its existence by adequate income. But all this will fall on deaf ears and it will be nothing but crying in the wilderness.

The only agency that can be appealed to usefully is the teacher who is bent upon sacrificing his prospects, time and energy in the cause of Sanskrit and on whom has fallen the burden of handing over the flame of Sanskrit learning, undiminished to the next generation. If he has the will and zeal necessary, he can make a comparative study of all the methods followed by the Traditional or Old Recitation School, the Grammar or Bhandarkar School, the Modern or the Direct Method School, which no doubt have their merits and advantages as well as their demerits and disadvantages and devise a method of his own suitable to the standard, the environment and the equipment.

Mr. N. R. Parasnis, of the S. T. College, Bombay and Mr. V. P. Bokil, of Poona have rendered signal service to the cause of Sanskrit Teaching and their book, 'A New Approach to Sanskrit' evidently reveals their love and interest for Sanskrit and their rich and varied experience which they have pressed into service in devising ways and means to give the methods of teaching Sanskrit, the status, honour and prestige which have been attained by other branches of learning.

The authors have exhaustively dealt with the subject logically and psychologically and a perusal of that book will undoubtedly benefit the Sanskrit teacher. The methods suggested and explained therein are practical and capable of yielding good and satisfactory results and they do richly deserve adoption in the several classes as opportunities arise. The book, which is about 170 pages, contains several diagrams and attractive, interesting and instructive pictures and its price too is within the reach of all those interested in the teaching and study of Sanskrit.

—S. V. S.

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