

20

26



# Educational India

## CONTENTS

Vol. IX

No. 5

OCT 1942

NOVEMBER

1942

### EDITORIALS

EDUCATION FOR NATIONAL FITNESS—UNIVERSITIES  
IN WAR TIME.

POST-WAR EDUCATIONAL RECONSTRUCTION  
*Sardar A. T. Mukherjee*

EDUCATIONISTS ON AIMS OF EDUCATION  
*Mr. L. N. Dube*

THE PRACTICAL UTILITY OF FORMAL DISCIPLINE  
*Mr. Alauddin Ahmed*

METAPHYSICS IN EDUCATION  
*Mr. F. J. Schwankovsky*

PRESCRIPTION OF TEXT-BOOKS IN SCHOOLS  
*An Educationist*

EDUCATION FOR LIFE  
*Mr. William Holt*

FOR DETAILED CONTENTS & SPECIAL FEATURES SEE INSIDE

## DETAILED CONTENTS

|                                                                                       | PAGE |                                                          | PAGE |
|---------------------------------------------------------------------------------------|------|----------------------------------------------------------|------|
| <b>POST WAR EDUCATIONAL RECONSTRUCTION</b>                                            |      | <b>BOMBAY</b>                                            |      |
| By SARDAR A. T. MUKHERJEE, M.Sc. ...                                                  | 127  | Primary Education ...                                    | 147  |
| <b>EDUCATIONISTS ON AIMS OF EDUCATION</b>                                             |      | Adult Education in the Province ...                      | 147  |
| By MR. L. N. DUBE, M.A., L.T. ...                                                     | 130  | University for Maharashtra ...                           | 147  |
| <b>THE PRACTICAL UTILITY OF FORMAL DISCIPLINE IN THE TEACHING OF ENGLISH IN INDIA</b> |      | Headmasters' Request to Govt. ...                        | 147  |
| By MR. ALAUDDIN AHMED, M.A. (Oxon.), BAR-AT-LAW. ...                                  | 132  | <b>PUNJAB</b>                                            |      |
| <b>METAPHYSICS IN EDUCATION</b>                                                       |      | Provision for Expulsion of Students ...                  | 148  |
| By MR. F. J. SCHWANKOVSKY ...                                                         | 136  | Revision of Teachers' Salaries ...                       | 148  |
| <b>PRESCRIPTION OF TEXT BOOKS IN SCHOOLS</b>                                          |      | <b>ORISSA</b>                                            |      |
| By AN EDUCATIONIST ...                                                                | 140  | Proposed S. S. L. C. Board for Orissa ...                | 148  |
| <b>EDITORIALS</b>                                                                     |      | Progress of Education ...                                | 148  |
| Education for National Fitness ...                                                    | 142  | <b>MYSORE</b>                                            |      |
| Universities in War Time ...                                                          | 144  | Expansion of Primary Education ...                       | 149  |
| <b>THROUGH DIFFERENT PROVINCES</b>                                                    |      | Examinations Cancelled ...                               | 149  |
| <b>DELHI</b>                                                                          |      | <b>BARODA</b>                                            |      |
| Agricultural Research ...                                                             | 146  | Primary Education in the State ...                       | 149  |
| The Delhi University ...                                                              | 146  | Adult Literacy Campaign ...                              | 149  |
| <b>MADRAS</b>                                                                         |      | <b>TRAVANCORE</b>                                        |      |
| Fee Concessions to Scheduled Class Pupils ...                                         | 146  | Teaching of Hindi in Schools ...                         | 149  |
| French India Governor's Order ...                                                     | 146  | <b>PUBLIC OPINION</b>                                    |      |
| Provincial Educational Conference ...                                                 | 146  | Rt. Hon. Sastri on Emulation in Education. ...           | 150  |
| <b>BENGAL</b>                                                                         |      | Mr. Wen Yuan Ning on Education in China. ...             | 150  |
| Relief to Teachers ...                                                                | 146  | Sir C. V. Raman on the Aim of Education. ...             | 151  |
| Rural Reconstruction ...                                                              | 146  | Dr. Nagaraja Sarma's plea for the Study of Sanskrit. ... | 151  |
| Advance of Teachers in Girls' Schools ...                                             | 147  | <b>FOREIGN CURRENTS</b>                                  | 152  |
|                                                                                       |      | <b>LETTERS TO EDITOR</b>                                 | 154  |
|                                                                                       |      | <b>OCCASIONAL NOTES</b>                                  | 155  |
|                                                                                       |      | <b>HERE AND THERE</b>                                    | 155  |
|                                                                                       |      | <b>BOOK-REVIEWS</b>                                      | 156  |

## 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 the 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 craft of routine learning 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 dog, 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 result of 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 own 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

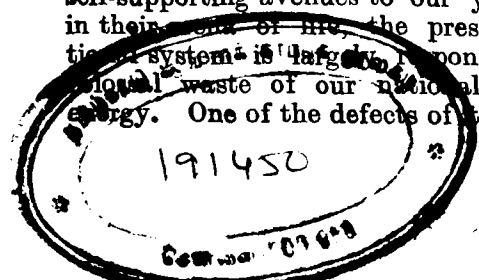
of ideas has dried up. Everywhere the exigencies of the war have erased the possibility of intellectual and cultural life. Even neutral countries are under pressure to permit a totalitarian interpretation in the teaching of several subjects—regarding the exercise of tact and circumspection in the treatment 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.



191450  
Tm2.N42C1  
N42

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

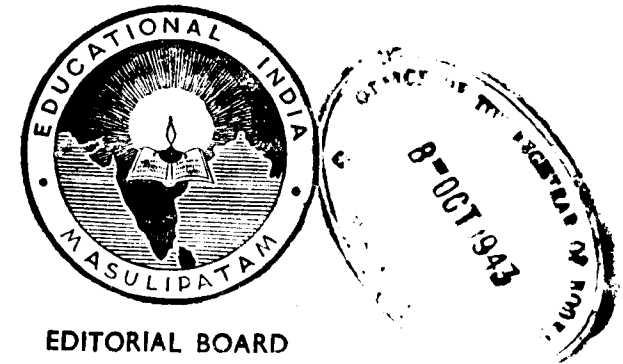
Vol. IX: No. 5

NOVEMBER 1942

# EDUCATIONAL INDIA

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

Edited by Prof. M. VENKATARANGAIYA



EDITORIAL BOARD

M. Venkatarangaiya  
M. Seshachalam

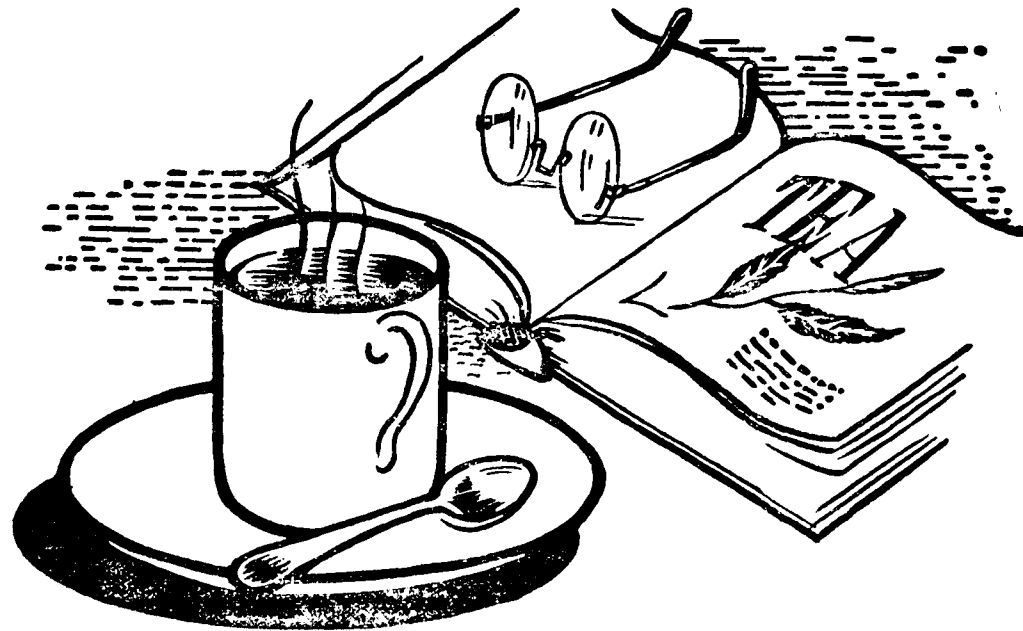
C. Swamikannu Paul  
C. B. Krishna Sastri

The Educational India Office  
MASULIPATAM (S. India)

INLAND  
Rs. 4-8-0

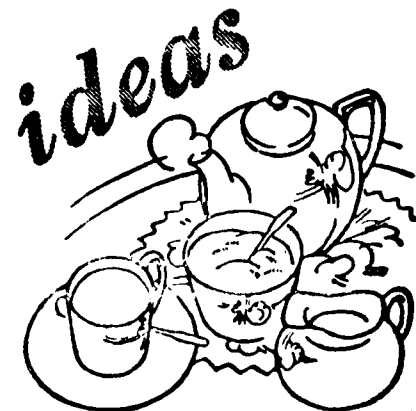
Single Copy As. 8

FOREIGN  
Rs. 6-0-0



## STIMULATING

Why do scholars, writers and thinkers—indeed, all intellectual workers depend so much on tea? Because it is from tea they get their inspiration and to which they turn for mental stimulation. Of all beverages tea has that unique quality which stirs the imagination and helps clear thinking. Get your stimulating ideas from tea.



**HOW TO PREPARE TEA:** Boil fresh water. Warm up a clean pot. Put in one teaspoonful of good Indian tea for each person and one spoonful extra. Immediately the water boils pour it on the tea. Let the tea brew for five minutes; then pour it into cups adding milk and sugar.



# INDIAN TEA

*the Universal Beverage*

INSERTED BY THE INDIAN TEA MARKET EXPANSION BOARD

IK 147 V

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 enters into the human world 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 uncementable 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

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 involves 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-alist 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 *Foat* 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,

*University of Southern California.*

### 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.

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.

\* \* \*

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

*Continued from preceding page*

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

141

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!

[ Copyright ]

## 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, Nov., 1942

### Education for National Fitness

**T**HE 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.

**I**N 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.

**I**T 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.

**I**T 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.

**A**MONG 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 enchained 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

**I**T 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

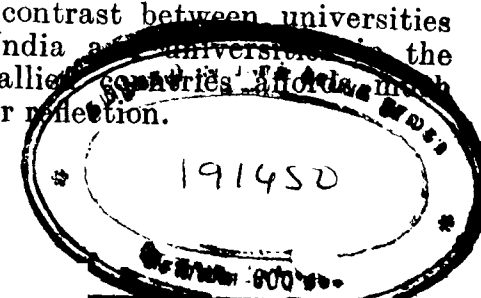
countries and that the students and the general public do not as yet feel that our higher life will be less complete and also poorer if universities cease to function even though it be for a short period. It ought to be the duty of those who are at the helm of university affairs to search for the causes 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

*Approved by the Text-Book Committee, Madras.*

 *New Books for Middle Schools in Telugu*

■ **REGIONAL GEOGRAPHIES**—by Prof. V. Jagannadha Rao M.A., L.T.

Forms 1, 2 & 3 @ As. 12 each.

■ **HISTORY OF INDIA**—by Mr. V. Ramayya, B.A., L.T., and Mr. C. Balakrishna Sastry, M.A., L.T.

Form 1, As. 8 & Forms 2 & 3 @ As. 10 each.

■ **GENERAL SCIENCE**—by Mr. B. Pattabhiramayya, M.A., L.T., and Mr. N. Padmanabhaswami, B.A., L.T.

Form 1, As. 10 & Forms 2 & 3 As. 12 each.

● All the above books are written in accordance with the revised syllabus issued by the Department recently. All the books are profusely illustrated with attractive half-tone and line illustrations and are second to none in the treatment of matter, printing and get-up.

*Approved by the Text-Book Committee, Madras.*

 *Our Latest Quality Books in Telugu*

## High School Algebra (Group C)

By S. V. RAMADAS, B.A., L.T.,

Headmaster (Retired), Maharajah's College High School, Vizianagaram.

Vol. I for V Form Rs. 1—12—0

Vol. II for VI Form Rs. 1—8—0

## High School Geometry (Group C)

By S. V. RAMADAS, B.A., L. T.,

AND

P. GOPALAYYA, B.A., B.Ed.,

Board High School, Madanapalli.

For Forms V & VI, Rs. 2-4-0

*Specimen copies gladly sent on application.*

**Publishers—M. SESHACHALAM & CO—Masulipatam.**  
**MADRAS BRANCH : No. 7, Sunkurama Chetty Street, G. T.**

## Oxford Pamphlets on INDIAN Affairs

A new series, which has been started, of authoritative pamphlets written by experts. The aim is to provide a background to the many problems affecting India.

- |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>64 pp. As. 8</p> <p><b>No. 1 THE CULTURAL PROBLEM</b></p> <p>By five contributors from the main communities in India: A. J. Appaswamy; Sir Abdul Qadir; R. P. Masani; Sir S. Radhakrishnan and Sir Jogendra Singh.</p> <p><b>No. 3 THE ECONOMIC BACKGROUND</b></p> <p>By five economists, who write from widely different view points: K. T. Shah; P. J. Thomas; J. C. Kumarrappa; Sir Datar Singh and Sir Jogendra Coyajee.</p> | <p>32 pp. As. 4</p> <p><b>No. 4 INDIAN STATES</b></p> <p>BY K. M. Panikkar</p> <p><b>No. 5 DEMOCRACY IN INDIA</b></p> <p>BY A. Appadorai</p> <p><b>No. 6 CEYLON</b></p> <p>BY H. A. J. Hulugalle</p> <p><b>No. 7 SOCIAL PROBLEMS</b></p> <p>BY S. Natarajan</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

*Many other titles are in active preparation.*

## AN ATLAS OF THE U. S. S. R. (Oxford Pamphlets on World Affairs, No. 61)

This book contains an astonishing amount of useful and striking information on a subject on which world interest has never been as great or alive.

32 pp.

As. 4

## TWO RECENT BOOKS ON EDUCATION

### THE PRINCIPLES OF TEACHING METHOD

With Special Reference to Post-Primary Education

By A. PINSENT, M.A. Demy 8 vo. 392 pp.

10s. 6d

### THE PSYCHOLOGY OF NORMAL PEOPLE

By PROF. J. TIFFIN, F. B. KNIGHT and C. E. JOSEY.

Demy 8 vo. 528 pp.

10s. 6d

OXFORD UNIVERSITY PRESS

## THROUGH DIFFERENT PROVINCES

147

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.

Education in most of the high schools continued to be mainly literary. Government are, however, encouraging all institutions to give a practical bias to their teaching. In South Orissa, science is compulsory and courses in manual training are provided for in all high schools. Government desire that the school authorities in North Orissa should try to emulate the example of those in the South.

In order to encourage higher education among girls, a number of scholarships tenable in high schools and colleges were awarded during the year. The education of *Pardana-shin* ladies was also not lost sight of and the Zenana centres working for them in different districts were re-organised with a view to ensuring efficiency.

The resolution concludes: "The year was marked by progress in many directions. The outbreak of war shortly before the commencement of the year has impeded the steady course of progress. Many new schemes in hand had to be postponed for future consideration. It is, however, gratifying to record that extra-curricular activities in the schools are much in evidence.

## 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.

### 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.

## 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. Khattri, 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 gleanng 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-educationalists, 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.

# 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 Himalayan 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.

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 Saurat, 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.

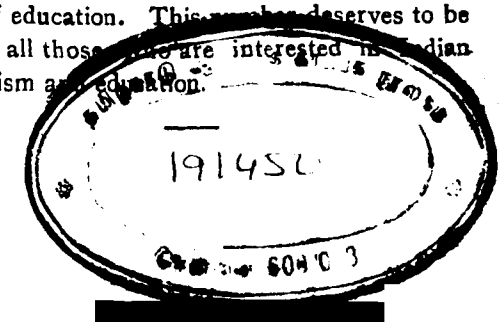
EDUCATION—Chintamani Memorial Number  
—August 1942—Published from Lucknow—  
Price As. 12.

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.'

What Chintamani achieved is unique in the history of journalism in U. P. 'He made his paper, *The Leader*, the official organ of the Liberal Party and a journal to whose columns men of all shades of opinion and the Government as well turned for well informed, weighty and vigorous articles.'

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.



## EDUCATION

For Teachers, Parents  
and Educationists

Founded in 1920

Proprietors:

T. C. E. Journals & Publs. Ltd.

Deals with the theory and practice of Education in all its scientific, academic and practical details.

Subscription Rs. 5-11; 10 s.; s 2.00, Post Free.

*Have you seen the following Specials,  
each copy Re. 1-4-0 Post Free?*

National Education, Holidays & Timings, Tagore Memorial, Chintamani Special, Conference Specials.

### 'EDUCATION' OFFICE

Post Box 63, Lucknow (U. P.) India.

## THE BOMBAY TEACHERS' JOURNAL A Monthly Magazine

### ITS PURPOSE

INDIAN EDUCATION  
AND  
CAUSE OF INDIAN TEACHERS

### ITS CONTENTS

Columns on

- |                   |                      |
|-------------------|----------------------|
| — CURRENT TOPICS  | — SPORT              |
| — HUMOUR          | — CHILDREN'S WELFARE |
| — INSIDE SCHOOLS  | — HISTORY OF SCHOOLS |
| — MAGAZINE DIGEST |                      |

With a Leader and Educational Articles.

Annual Subscription Re. 1-8

Per Copy 2 as.

### OFFICE

P. 29 CUSROW BAG, FORT, BOMBAY

## BEHIND THE NAME "SADHANA"



Adhyaksha JAGES CHANDRA GHOSH Ayurveda  
Bachel. Med. (London), M.O.S. (America),  
Formerly Prof. of Chemistry, Bhagalpur College.

Sir P. C. Roy says:—"I visited Sadhana Ausadhalaya. The preparations are all made in large scale in strict accordance with Ayurvedic process. Its preparations are daily gaining in popularity in all Provinces of India and even outside."

SADHANA AUSADHALAYA

Head Office & Factory—DACCA,  
Madras Centre—7/ A, Broadway

## The Indian Educator

MADURA

A HIGH CLASS JOURNAL DEVOTED TO  
TOPICS OF EDUCATIONAL AND  
LITERARY INTEREST.

*Started in 1925, and widely circulated  
throughout India.*

Patronised by Schools, Colleges  
and Libraries

A good advertising medium to  
publishers and others dealing in edu-  
cational requisites.

Annual Subscription Rs. 2/-

V. Aravamuda Aiyangar, B.A., L.T.,

Managing Editor.

## 'THE SOUTH INDIAN TEACHER'

IS

The Official Journal of

*The South India Teachers' Union*

It is therefore the Journal of the Teacher

AND

*No teacher should be without it.*

Subscription is only Rs. 4/- (Rupees four only) per Annum

APPLY TO:—

The Journal Secretray

520 HIGH ROAD

Triplicane, Madras

Reg. No. M. 3129

Educational India

*Don't Scratch : Use*  
**RISING SUN**  
Ringworm Ointment,  
THE PRODUCT OF  
Amrutanjan Ltd.



**"AMRUTANJAN"**  
50 Years old Pocket-Doctor  
**CURES ALL PAINS & ACHES**

*The Latest Publication*

## **OUTLINES OF GENERAL ECONOMICS**

By

**P. SATYANANDAM, M. A., B. Ed., A. M. (Columb)**

*Professor of Economics, A. C. College, Guntur*

A TIMELY PUBLICATION FOR B.A., PASS COURSE AND INTERMEDIATE  
EXAMINATIONS OF ALL THE INDIAN UNIVERSITIES. APPLICATION  
OF INDIAN ECONOMIC CONDITIONS TO THE GENERAL  
PRINCIPLES IS A SPECIALITY.

Price Rs. 2.

Apply to—

**M. SESHACHALAM & CO.**

PUBLISHERS & BOOK-SELLERS

FORT ROAD

MASULIPATAM

Printed and Published by M. Seshachalam, B. A., at the Hindu Press, Masulipatam