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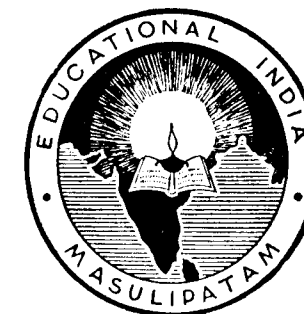
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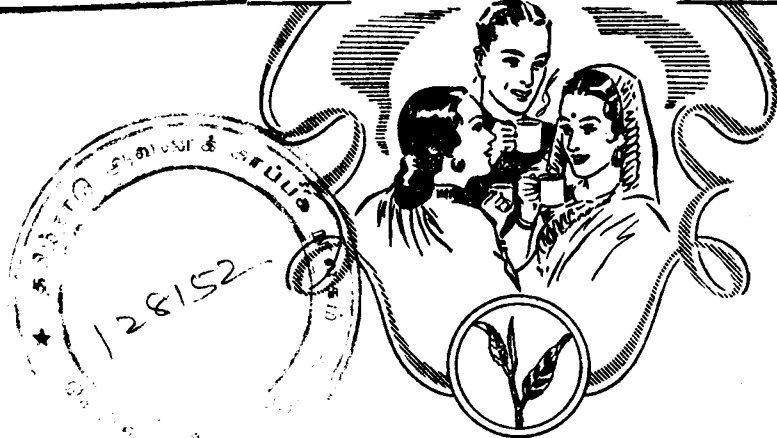
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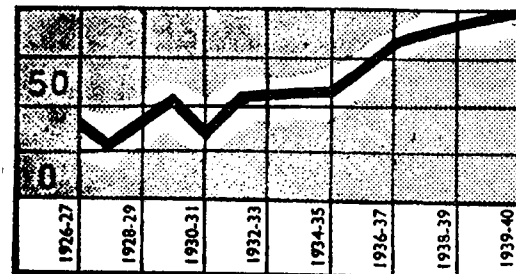
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AN EXPERIMENTAL SCHOOL

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

It is a common complaint against the present system of education that it is not a national system and that the existing educational institutions only prepare the pupils to be mere clerks or at the most subordinates. There is a lot of truth in this criticism. Yet no efforts have so far been made to improve the situation. Institutions started under the auspices of Congress movement or even Congress Ministry have ultimately proved to be only replicas of the existing ones in matter as well as in methods. Serious efforts have therefore to be made to show what constitutes the nationalistic education and what the contents and methods of such education should be.

It is not intended to enumerate the hosts of defects in the present system in this short article. Mahatma Gandhi has pointed out in one of his articles three main defects: 1. The present system is based upon foreign culture to the almost entire exclusion of indigenous culture. 2. It ignores the culture of the heart and the hand and confines itself simply to the head. 3. Real education is impossible through a foreign medium. Is it not possible to eradicate these defects pointed out by Mahatmaji even under the present circumstances? Shall we have to wait till the attainment of our political goal of independence? And can we afford to wait till that distant date? These are the questions often discussed by educa-

tionists and with two sides equally forcible. It is, however, my belief that much can be achieved even under the present adverse circumstances. Experiments have, therefore, to be carried out to show that it is possible to do so. Some educationists, who have a clear idea of the way in which the present system can be turned into useful and national one by means of proper methods of teaching and organisation, have now begun to feel the need of such an experimental school. The pupils studying in this school should, however, be able to appear at the recognised examinations of the University and of the Department, which still have a glamour about them among the masses as well as among the classes. Even such persons who talk against the present system as useless make their sons and daughters obtain such diplomas or degrees which carry with them a sort of value in the market. It is, therefore, necessary to prepare the pupils for these examinations and at the same time give them what may be called *real* education of the head, heart and the hand.

PHYSICAL EDUCATION

Education of the body should go hand in hand with the education of the mind. Physical education should, therefore, form an essential part of the education to be imparted in such an experimental school. The school

should make provision for regular exercise in the form of Drill, Games, Excursions, Hikings etc. Scouting affiliated to the Hindustan Scout Association can be advantageously started and be made compulsory for all those who join this school. Indian games such as Kho-kho and Atya-patya, Volley Ball, Football and Hockey which are now Indianised and which are not costly ones can be provided for. Instruction in Lathi, Lejim, Patta etc., should also be given. Riding a cycle will have to be compulsorily taught as it is a very useful art. Arrangements can be made for swimming by providing swimming baths and for wrestling by providing wrestling pits if possible. In fact all arts and exercises which may prove to be useful in life and which may at the same time develop the body and make the pupil fit to live as a useful citizen of the nation will find their places in the ordinary activities of the school. Medical inspection of pupils at regular intervals will enhance the importance and utility of these activities. It may be noted here that many of the existing schools have provided for such activities and are doing their best in their own light. But it only remains to be properly organised and systematised.

The Government of Bombay under the Congress Ministry admitted the importance of physical education for pupils in schools and colleges and issued orders making it compulsory for all. They went to the length of starting a college for the training of teachers in physical education. But all this was all right from the

point of view of publicity and show. Unfortunately the government is still under the impression that improvements can be made and progress achieved by issuing orders to the heads of schools and appointing more inspectorial staff. Very little has been done to popularise physical education. And the situation will not improve until serious thought and consideration is devoted to the methods of popularising it.

REAL EDUCATION

Real education is impossible through a foreign medium. Lord Macaulay is often blamed for the introduction of English as the medium of instruction in India. It is unfortunate that his intentions are misunderstood. He believed, perhaps wrongly, on account of the fact that he was innocent of the knowledge of any of the Indian languages, and he believed honestly, we may say, that none of the Indian languages was fit to be the medium of instruction and to convey the high ideas and ideals which the western sciences and languages were going to introduce in India, and as English, the spoken language of the land, was the medium of instruction in England, he thought it would serve the purpose equally well in India. Persons who would be educated under the new system would go into the country with the torch of the new knowledge which, in his opinion, was to be found only in western languages and western sciences and spread that knowledge through the medium of the languages of the masses. But this did not come out to be true. English knowing persons

formed a class by themselves driven away from the masses. When this was realised the need of a change of the medium was keenly felt and efforts were made to impart knowledge in some of the subjects in the mother-tongue of the pupils. It is therefore in the fitness of things that all education should be given in the mother tongue, which is the only proper medium for conveying the real knowledge to the heart. It needs no emphasis that in the experimental school to be started the medium of instruction will be the mother tongue of the pupils.

CULTURE OF HEART AND HAND

Adoption of a regional language as the medium of instruction will naturally appeal to the heart of the pupils. But at the same time special efforts can also be made to inculcate among them the love of their fellow beings and also of nature by means of arranging excursions to various nature spots which reveal the greatness of the Almighty and to the workshops, factories and offices, which are indications of the man's attempt to conquer nature. These visits may be availed of to show and impress upon the minds of the pupils how man has utilised nature to his own advantage and how men in power always have self-interest uppermost. Religious sermons and ethical talks based on the experience of the visits can be usefully arranged. Excursions also develop among the pupils the fellow feeling, the habit of give and take and also of acquiring knowledge of the world through experience.

Handwork suitable to the age of the pupil should be introduced for the education of the hand. Subjects that can be immediately introduced are gardening, paper cutting, paper making and common school-boy hobbies. Collection of pictures, stamps or coins, drawing and painting with special reference to commercial art, knitting and tailoring can also be introduced. Useful work can be turned out in these subjects without much expenditure. Carpentry, spinning and other subjects can be provided for as the funds permit.

Scout craft which develops both the heart and the hand deserves to be the part and parcel of the life of the pupils and should form an important feature of the school activities. It can now be run on entirely national lines and be affiliated to the Hindustan Scout Association which is a national organisation. In fact every effort can be made to base the whole educational process on nationalistic lines by developing the Indian heart and the Indian hand along with the Indian head.

Much ado need not be made of the influence of foreign culture. If there be anything good in the culture imported from Britain we shall not hesitate to adopt it. But what is good in our own culture will have to be first developed by constant references to our past history and present customs and rites. Importance of Indian holidays and Indian habits and customs will be stressed at every occasion that arises. The school and the teachers should not fight shy to advocate what is good

in other culture and other literature. They should try, if they want the country to progress, to bring about a harmonious blending of the East and the West wherever it be possible to do so.

METHOD OF WORK

Self-reliance and efficiency will be the key note in all the work undertaken by the school whether it happens to be curricular or on extra-curricular activity. Do little but do it well and learn little but learn it well should be our motto in life. Efficiency cannot be acquired by a simple talk of efficiency. It has to be acquired by practising it constantly. Thorough grounding in the studies that are taught will have to be a speciality. We find in our schools that only intelligent pupils or at the most the pupils of average ability can cope with the class studies while students in the border line and backwards have either to resort to private tuition or lag behind altogether. In the experimental school every individual pupil will be looked after, provided he is industrious and has a mind to learn. All private tuition will be given in the school only and intelligent students who will be naturally ahead of the pupils will be given extra work to engage themselves in acquiring proficiency in the subjects already taught. The methods of teaching will, therefore, have to be altered. Over-teaching which is the real bane of our existing educational methods will be avoided and the pupils will have to be made to learn things by themselves by experimentation whenever possible under the guidance of the teachers. To

undertake this responsible work, only well qualified teachers should be employed and they should be properly and adequately paid. The programme of teaching and of studies will be drawn on the lines of the Dalton Plan; but the alterations made therein to suit our requirements and circumstances will show that our method is different from that. If this new plan becomes successful we may give it a new name. The teaching staff will have to work very hard particularly in the beginning to make a success of the plan. Self-discipline will be taught to all the pupils and attempts will be made to run the institution by self-government of the pupils. Responsibility of school discipline should, therefore, rest with the pupils themselves, rather than on teachers who will occupy the role of friends and guides and in a way the natural leaders of the pupils.

ONLY AN OUTLINE

This is only a general outline of the way in which a new line may be struck. Many of the improvements suggested here are tried successfully but separately in our schools. But they are not properly co-ordinated and their values attached to. There are some which could not be tried owing to the apathy of the Departmental authorities towards experimentation and owing to the unwillingness of the school managers to have anything new introduced for fear of reduction in grants. I have full reasons to believe that under an enlightened management and with the co-operation of the Departmental officers and the teachers that work

in the school with the right spirit of experimentation such an experiment can be successfully carried out even in an ordinary school. It would, however, facilitate the experiment if a new school on these lines is started and the Department as well as the parents be convinced of the usefulness of the present education under proper guidance and proper methods of teaching. Schools managed by the Department deserve to be run on these fresh lines and turned into really model schools. All the suggestions made here may not be put into

operation at once. Slow adoption of them as experience is gained may also serve the purpose. To draw up a plan and to carry it out is the work of the head of an institution. Head Masters without any ideas of educational requirements of the society may not be able to carry out the above plan and improvements suggested and guide their assistants on right lines. It is, therefore, quite essential that only capable men should be placed at the head of the school affairs.

LIBRARIES AND THEIR ROLE IN RURAL RECONSTRUCTION

By Mr. R. VISWESWARA RAO, M.A., B.T.,

All-India Village Industries Association.

THOUGH much has been talked and written about the problem of rural reconstruction, it is unfortunate, no serious attempt has been made to examine its implications. The villages, at present are in a disrupted and disorganised condition. The percentage of illiteracy is high. The villages lag far behind the towns in regard to education, sanitary and other facilities. They were formerly self-sufficient but on account of our impact with Western civilisation and the consequent inroads of industrialism, cottage industries, which used to give the villager profitable occupation during his leisure hours have, withered away. This is, of course, due to competition from cheap factory goods.

A visit to any of our villages clearly shows how they were once flourishing. The exodus to towns is such on the increase. This has far-reaching consequences. To mention only one, there is the danger of growing absentee landlordism, as a result of which, the peasants are left helpless. Many houses are left desolate, and even the few living there live under conditions which are far from satisfactory.

Several schemes have been suggested for the rural regeneration of India. They include introduction of scientific methods in agriculture, development of village industries, establishment of co-operative societies etc. The one thing that we have to note is that whatever may be the

advantages of these schemes, our villagers are unable to comprehend the advice owing to ignorance and superstition. As it is, 90% of the people are illiterate. Unless they come into contact with the ideas of the great, through their writings, nothing can be done. In other words people require to be educated. That is why adult education has been advocated as the *sine qua non* of the success of democracy. One of the methods of propagating the movement is the starting of libraries in villages. Unless provision is made for a free library service to the village folk, no rural reconstruction scheme is worth considering.

PLACE OF LIBRARY IN RURAL LIFE

At the present time, the villagers do not have correct ideas about the essential facts of their day to day life. For the matter of that when we talk of rural indebtedness, scientific methods of agriculture, sanitation, rotation of crops, co-operative societies, revival of village industries, etc., they do not really understand their significance. Unless adults appreciate their true importance, tangible results cannot accrue from such schemes. We have to dispel their ignorance and that cannot be done by speeches by leaders from outside. They cannot rely on outsiders to ameliorate their conditions. Their never failing friends should be "Books" which enlarge the range of vision of the rural folk. We talk of culture, international brotherhood, etc., and the best agency to transmit these ideas amongst the rural folk is the village

library. These libraries have another utility. They prevent the adult literate members of the village from lapsing into illiteracy for want of suitable reading matter.

SOME SUGGESTIONS

In Madras presidency, Local Boards are allowed to maintain rural libraries. It is unfortunate that Local Boards started very few libraries till now. Our object should be to start a net work of libraries in the villages. At the Taluk Headquarters, a central library may be started where important and costly reference books may be kept. Members of the village libraries should have facilities for borrowing books from the Taluk Libraries. The village libraries should have books dealing with rural life, moral conduct, epics, and a couple of vernacular journals and periodicals. Even if the Local Boards are not forthcoming, public spirited individuals and associations may start libraries and levy a small membership fee. It is not difficult to discover here and there, some rural Andrew Carnegies who would be willing to found rural libraries.

DUTIES OF THE LIBRARIAN

As it is, the librarians are attending only to the issue and return of books. Really speaking they should be able to direct the readers to important books, give talks on topics of living interest illustrated by lantern slides and conduct story hour classes. It is, therefore, desirable that librarians with suitable qualifications and training are given. Even street dramas and Harikathas may also be

organised under the auspices of the village libraries. The village folk would thus flock round the village library for recreation and they take the librarian as their friend, philosopher, and guide. Our anxiety should be to make the rural library a centre of attraction and intellectual recreation. When once these libraries are started, they would serve as beacon lights and their establishment "turn the barren village into an intellectual oasis".

TRAVELLING LIBRARIES

Since it may not be possible to start rural libraries in small villages, we can introduce the system of travelling libraries. Books may be sent by the Taluk Headquarters library to the small villages. Thus, all the villages will have the facilities for periodical library service. Mention may also be made of the novel kind of propaganda

for the establishment of libraries by arranging "Library Pilgrimage" parties to villages, and inauguration of Travelling Library Service by carts and boats in several districts in Andhra, in which direction Sri Iyyanki Venkata Ramanaiah, the pioneer of the library movement in Andhra, has done much valuable work.

CONCLUSION

The villages can be made valuable units in the body politic of the nation only by bringing about all-round development. All schemes for the rural regeneration of the country should lay emphasis on the establishment of rural libraries. It is hoped public opinion will assert itself and a net work of rural library will be established in all parts of the country. In this way we can also give a fillip to the adult education movement which is gaining momentum day by day.

Tastes : Their Role in Conduct

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

"CULTIVATE a taste for poetry; develop a taste for doing the right; form refined tastes" — are the exhortations made to students by leaders of society. But what is taste? And, how is it formed? Is it a gift of the gods? For, not all of us have a taste for music or poetry or philosophy; and in these circumstances, is it not futile to ask the young men to form tastes for this or that? But then, if education is the realisation of human values, an attempt should be made

to understand what tastes mean, and how they evolve.

Fortunately, modern psychology is in a position to throw some light on these intricate problems. When we speak of a man as having a taste for literature, or for conversation, or for tennis, or for public speaking, we mean, *first*, that he has acquired these abilities, and, *secondly*, that he enjoys doing these things. In common parlance, we may call them *hobbies*, which in fact are the great field for the exercise of tastes. Rightly

therefore are pupils advised to acquire good tastes, so that they may form habits of right-choosing and well-doing which are congenial to them and of service to society.

SENTIMENTS AND TASTES

Our special likings for particular kinds of activities are called tastes; and they are dependent upon "sentiments" which are the liking for definite objects. The sentiments supply the goals and purposes of life; and the tastes determine the choice of the means and the kind of activities by which we pursue those goals and realise them. When our native instincts and their emotions get fixed and concentrated on specific objects, they become sentiments. They are the sources of almost all our motives, and give steadiness and consistency to conduct. We acquire sentiments for our parents, wives, homes, our college, our nation, our profession, for honesty, courage, fairplay, etc. The mode of working of these sentiments is called taste. Character therefore is defined by William McDougall as the organisation of sentiments and tastes.

Now we must be on our guard against confusing "interests" with "tastes." Interests are for objects and purposes which have an enduring and abiding value for us. We do not say we have a "taste" for our wives, our children or our nation! These are the goals and aims of life. They are our interests; and the way in which we seek to realise these goals is our taste. In a rough way we may say that interests and sentiments are more or less identical, and that the

tastes are their mode of operation. For example, a student in a college wants to distinguish himself, that is, has the sentiment of self-regard. This goal could be realised by athletics, or debating ability, or music, or standing first in the examinations. He tries these, and discovers that he is efficient, and makes good progress in one of them, say debating. He then devotes himself assiduously to this line of activity, because it happens to be the best means of attaining his goal, and because he enjoys debating as he experiences the satisfaction of successful activity. Thus the motive for debating is his desire for personal distinction; and debating is his acquired taste.

Tastes, therefore, are acquired abilities in the service of the sentiments; they are dynamic, and lead to energetic action; they are not mere passive wishes. Further, the acquisition of taste is the result of pleasing experiences. In the exercise of taste is found that self-forgetting concentration of energy on a worthy cause which in itself spells mental health; this activity makes the individual happy, and adds nobility and value to human life. Tastes thus constitute man's congenial work, work suited to his talents, work in which he feels at home and comfortable, work in which he can express himself and of which he can be proud.

A PLEASANT ACTIVITY

Taste thus is a preference for doing a particular kind of action; it is emotionally tinged. It is therefore futile to force the formation of a

taste for any kind of activity in ourselves or in young children by compulsion. This will result invariably in a positive distaste for that activity. A smooth-running activity in which we make progress towards our self-chosen goal and thus attain success in it is enjoyed by us, and becomes a taste. We may also call it a hobby. A lawyer, for example, has a taste for gardening, and takes it up as a hobby. If he can supply his family with super-pumpkins, and prize-greens, his hobby will be a great success; and if his efforts are applauded by friends and relatives, so much the better. But the mere taste for pottering about the garden will not conduce to happiness, no matter how freely indulged.

It should be remembered that our tastes conform to our capacities. We acquire a taste for those activities which we do well—whether it is public speaking or tennis or gardening or music. They are copied from people who have prestige for the individual; they are formed, strengthened, and refined through suggestive influence and sympathetic contagion. The human mind is a recording instrument taking the impression of all those events and processes which have any definite meaning or value to the individual, which, in course of time, crystallise into definite tastes.

EXPOSURE

It now becomes obvious that the formation of right habits and correct tastes constitutes the heart of the educational process. What then is the right method by which refined

tastes could be developed in the pupils? Plato suggests a most effective method which is uniquely creative of intelligent interest, infinite joy, and energetic self-reliance. He calls it the method of "exposure", by which the pupils are slowly, steadily and progressively brought into personal contact with all that is good, beautiful and desirable, and are given ample opportunities to regulate and discipline themselves. Real and enduring interest is stimulated by actual situations and objects to which the children are "exposed". The task of education is therefore to find objects which embody the ideals of the good, the true and the beautiful, and bring the young pupils into intimate contact with great minds, noble lives and sublime ideas; and they cannot live long in this lofty and elevating atmosphere without becoming a little more refined than they were.

The "exposure" method which is the key to the formation of right tastes consists in surrounding the children with appropriate stimuli—physical, social, moral and religious—which serve to build up reactions joyfully, and help to develop well-defined and stable character. Delightful pictures, good music, sublime poetry, attractive books, narration of moral and religious stories, biographies of eminent heroes and popular saints, well-kept gardens, contented and self-reliant teachers, and an atmosphere of dignity, happiness and sympathy where no harsh word is spoken and where perfect mutual trust and affection prevails—these constitute the concrete medium in

which correct tastes are formed and fostered.

It must be borne in mind that children have an insatiable curiosity and an infinite capacity for suggestion and imitation, and consequently absorb the thoughts, feelings and actions of those who are in daily and intimate contact with them. The activities of the parents and teachers repeatedly evoke in the child emotional responses which later on develop into well-established tastes. He learns to like and admire those activities which are held in

high esteem by those whom he respects, and to scorn and despise those which they condemn.

Example is so powerful that if it is correct and good, nothing else is necessary. Moral principles, religious attitudes, aesthetic tastes and correct manners can be taught only by patient and persistent example. This involves the re-education of the parents and teachers, and the formation in them of good character, upright behaviour, and correct tastes.

EMOTIONAL LIFE OF TWINS REARED APART

By Dr. N. N. SEN GUPTA, M. A., Ph. D.

MAN'S emotional life is said to be peculiarly subject to the influence of environment. It is well-known how members of man's intimate family *milieu* deeply colour the emotions that normally play upon the mind. This paper presents a set of data discovered by tests and bearing directly on the problem.

A study of twins is most likely to throw light on this issue. For twins possess the highest degree of common inheritance. This is specially true of Identical or Monozygotic twins. It happens sometimes that two members of a pair of twins are placed in different homes on account of a calamity in the family. The differences in the emotional reaction may in these instances be more readily be attributed to factors of the social environment. I propose to bring to

bear on this problem the data of Pressey's X-O and of several other tests which are commonly applied for discovering emotional reactions.

Table I relates to two women Gladys and Helen tested when they were about 35. They were placed in different homes when they were 18 months old. Helen was twice adopted. The first foster-father was of unstable character and the foster-mother became insane. She was placed for a second time with a farmer and his wife who gave her a fair education. Gladys however had hardly any education beyond the elementary school. The former was not required for house work whereas the latter had to work at home and at various business establishments. Helen had a good health; Gladys had several attacks of illness more or less serious.

TABLE 1.
Total Number of Words Crossed Out
and Number of Deviations on the
Pressey X-O Test.

Test	Words Crossed Deviations			
	Gla- dys	He- len	Gla- dys	Hel- len
TEST I. Unpleasant words	73	27	62	12
TEST II. Words associated in mind with gi- ven word.	39	33	7	11
TEST III. Things thought wrong.	92	61	10	12
TEST IV. Worries.	29	43	16	16
Total	232	164	39	51

TABLE 2.
Total Number of Words Crossed Out
and Number of Deviations on the
Pressey X-O Test

Test	Words Crossed Deviations			
	Bet- ty	Ruth ty	Bet- ty	Ruth ty
TEST I. Unpleasant words	54	53	14	10
TEST II. Words associated in mind with given word.	25	26	7	7
TEST III. Things thought wrong.	91	81	13	15
TEST IV. Worries	51	28	20	17
Total	221	188	54	49

Table 2 relates to two girls Betty and Ruth who were sent to an orphanage when only a few months old. They were examined when they were about 12. Ruth was brought up in a wealthy home whereas Betty was brought up in a more cultured home. There is no marked superiority in one over the other in the matter of education or physiological development.

TABLE 3.
Emotional Personality Score.

Test	Paul C. Paul O. Diff.	Ratio of Diff. to Mean Diff.
Downey:		
Total	55 61	6 .66
Pattern differ- ences		1.7 .86
Woodworth-Matthews:		
Number of neu- rotic traits	13 15	2 .40
Pressey Emotions:		
Total crossed out	161 257	96 2.04
Deviations	51 45	6 1.23
Kent-Rosanoff:		
Number of com- mon responses	98 100	2 .21
Average fre- quency	163 133	30 .76
Number of iden- tical responses	29 29	

Table 3 relates to twins Paul C and Paul O who were separated only when about 2 months old. They were examined when they were 23. There is no marked difference in educational advantage. Paul C had a city environment while his brother a rural

setting for his life. Paul C was sickly as a baby while Paul O was healthier of the two.

Table 4 results two twins Georgiana and Eleanore. They were adopted in two different homes when about a year and a half old. Georgiana had a complete High School and Normal School course whereas Eleanore had merely an elementary education. G was a doctor's assistant while E was a dentist's assistant in the same building for 2 years prior to their examination, at the age of 27. There is no marked difference in health nor have the girls live in markedly different physical environment.

TABLE 4.
Emotional Personality Score:

Test	Elea. nore	Geor. giana	Diff. to mean	Ratio of Diff. to mean Diff.
DOWNEY :				
Total	56	59	3	0.33
Pattern difference ...	...	...	2.9	1.46

REYNOLDS PACKARD

Journalists in India will be relieved to learn that Reynolds Packard, of the United Press of America, got out of Rome where he was Bureau Manager. I learn that he was with the Flying Fortresses on the raid on Palermo and it can be presumed he is busy at the moment!

Reynolds Packard flew from Rome to Ramgarh for the 1938 session of the Indian National Congress. He secured a scoop and with characteristic American love for speed, ignored the cable line and telephoned his story from Ramgarh to London. He was unsuccessful in obtaining an interview with Mr. Gandhi in a formal manner and so interviewed while he was taking his usual morning walk. Mr. Reynolds Packard met a number of newspaper men during his short visit to India.

—News Bulletin No. 3.

WOODWORTH-MATHEWS

Number of
neurotic traits 18 26 8 1.60

PRESSEY EMOTIONS:

Total crossed out 159 232 73 1.55
Deviations 58 50 8 1.64

KENT-ROSANOFF:

Number of com-
mon responses 79 95 16 1.66
Average
frequency 105 143 38 0.96
Number of iden-
tical responses 24 24

CONCLUSION :

The data *do not* lead us to the conclusion that man's emotional life is mainly a product of the environment. But Hereditary, environmental and accidental factors play a great part. It is impossible to isolate the influence of any of these. The profile of emotions seems to exhibit the combined influence rather than exclusive operation of any of these.

Reference:—

Newman, Freeman and Holzinger:
Twins: A study of heredity and environment. Pp. 170, 180, 240, 251.

The Teacher in the Post-War India

By Mr. A. S. VENKATRAMAN, B. A., L. T.

THERE is the cry of post-war reconstruction everywhere in the air, in countries directly involved in the war as well as in those indirectly affected by it. I suppose there is no harm in a teacher's consideration of the problem of the teacher in post-war India.

In any examination of any question, three forces have to be harnessed, and they are very intimately related to each other. The experience of the past aids the knowledge of the present and the two are bound to be enriched by the vision of the future.

With regard to the teacher in India the position may at once be analysed. A respected member of the ancient Indian society, he has fallen on evil days. Owing to the impact of Western thought and culture, his moorings have been cut off. A man cared for by others in the past is so placed as not to be able to care for himself at present. Free from want in the past he has now been reduced to want and misery. Looked at askance by people of independent callings, and looked down upon by learned professions and officials fortunately placed in life, a teacher's job has been rendered difficult and unfortunately more so in a dependent country. It may be stated that a nation's greatness is mirrored forth in the respect and esteem in which the teacher is held in society. The

modern Indian teacher has become a seller of intellectual wares and is judged by standards which are empiric and by persons who are accustomed only to the conventional methods of commercial transactions. This tardy recognition of the teacher's services is due to the fact that the distance between his labours and their results is so far that they are not susceptible of easy, immediate and correct evaluation. While he aspires to be a professional expert, he is still regarded as a wage-earner. He disdains the trades union methods but is driven to the necessity of contemplating their use as a last resort. He is a helpless victim of a lofty ideal on the lips of every one but ill-understood and little practised.

It is high time that a society caring for its real advance, realised the value and importance of the services of a class of people who sacrificed their own future, it may be for their present and immediate needs, but really for posterity, planting for posterity. Can we imagine a better class of self-less people pledging their future for the sake of the future citizens and their country's future? I suppose this realisation has scarcely dawned in the mind of any leader or statesman. A Government which strives its best to keep the morale during the war, ought to insure the morale of the post-war world by caring for the teacher.

The society in post-war India shall be based on the four freedoms adumbrated in the war aims of the Allied nations, freedoms of speech and religion, and freedoms from want and fear. It shall be cosmopolitan in outlook, co-operative in spirit and endeavours and democratic in practice. One ought to imagine that it is for these ends, India's blood and money are flowing.

If this is conceded, what follows will be plain to the simplest understanding. The teacher rises or sinks with the society. In his status the condition of society is reflected. Then raise the status of teachers, make them fit custodians of the future generation. Let them grow to be carefree, self-reliant, hopeful, of a broad outlook, patriotic but not chauvinistic, and national but not jingoistic.

The Teaching of Mother-Tongue

By Mr. Bibhuti Bhushan Chakraborty

THE mother tongue plays the most distinguishing part in the role of the school curriculum. It appeals to the imagination of the children and is conducive to the elevation of their thought and culture. It is the best vehicle for the expression of perfect thought, emotions and ideas. The efficiency of education is contingent on the mother tongue, the importance of which cannot be denied and supplemented. The most deleterious result will follow if such an important subject is wiped out from the educational map of any country. Language is indispensable for the expression of thoughts. We begin to learn to express our thoughts, feelings and sentiments in our mother tongue from our childhood. Command over the language adorns our thoughts in an exquisite clothing and fosters the growth of the music of the language. The students cannot

express their thoughts, feelings, emotional aspects of life and ideas through the channel of foreign language. Preceding the imparting of lessons on grammar, it should be the main business of the teacher to extend their vocabulary and to make clear the meanings and uses of difficult words. The teacher should allow the children opportunity to express themselves correctly in words familiar to them. The children should be introduced to actual grammar through sentences and the text-book will be required to supply the examples. In the preliminary stage oral work should be given the predominant place but in all cases systematic work is desirable. The teaching of easy analysis of sentences marks the real beginning of formal grammar. After this stage the teacher may pass to the *parts of speech*. The importance and value of analysis cannot be

denied. It occupies the fundamental position in grammar. The teacher can build the structure of grammar on the foundation of analysis. Reasonable and intelligent teaching of grammar renders a valuable exercise in the chapter of grammar. The study of composition should precede the study of grammar, but for the sake of convenience both grammar and composition may be taught side by side. Composition is a useful auxiliary to the teaching of mother tongue. The teacher should direct his attention to the teaching of grammar and composition with a view to securing the writing of plain and correct vernacular prose. The teacher of vernacular may teach grammar and composition on the lines of English grammar and composition. The teacher should teach the children to avoid ambiguous, vague, and faulty arrangement of words and clumsy construction of sentences. The child's skill in composition reflects credit of the teacher. It is a part of the intellectual equipment of the pupils. The most effective result will follow if the teacher is able to train the children in the art of writing prose. It will greatly serve the purpose of composition and pave the way of teacher's success. The teacher should train the children to choose proper words appealing to the mind and the sense for which they were intended. The hackneyed, worn-out and second hand idioms and phrases unnecessarily used do not decorate the structure of sentences.

The sentences must be well-balanced, well-thought and well-

chosen. The child's daily experience will have weightier influence upon his practice than the formal rules laid down in grammar and composition. It is the duty of the teacher to familiarise the children to imitate what they see or hear. With a view to giving an effective teaching the teacher must keep himself in touch with the blackboard. Mr. E. E. Bowen observes, 'A grain of showing is worth a bushel of telling.' The children should begin to write essays on subjects, they see around them, and then pass on to narrative, reflective and abstract essays which will require deep thoughts, reasoning and ideas. They should also be asked to write essays on historical, geographical, scientific and other subjects of these natures. The teacher should choose the subject, divide it into a few compartments and then discuss in the class in close co-operation with the class. The teacher will succeed in his aim if he sticks to this method. The children will then be allowed to write out an essay on the subject at home and their papers must face the criticism of the class. Thus the teacher will arrive at the correct answers in co-operation with the children. This process will benefit both the children as well as the teachers. The mental horizon of the students will be widened and their range of knowledge increased if they are allowed to read newspapers, magazines, books from the class library and other books prescribed by the teacher.

Their ken of knowledge will be increased if they take active part in

the debating society and contribute articles to their school magazine. The power of speech as well as writing will flourish side by side if this sort of system be adopted. The teacher of vernacular should lay stress on different uses of sentences, how to join them, phrases and idioms, punctuation, narration etc. The teacher can easily teach the other points of grammar and composition through the medium of text-books when he teaches them in the class. It will give them practical knowledge on the subject apart from the lesson they will learn in the grammar period. Consolidation of these two subjects will be less laborious on the teacher and serviceable to the children. The teacher as well as the children should run over the books meant for *rapid reading* and finish them within the quickest possible time by means of reading questions and answers. They may halt for the time necessity and urgency demands. It is the only means which help the growth of our knowledge, thoughts and culture in different branches of study. Neglect to the study of this fundamental subject is a neglect to our aesthetic culture. The pupils' knowledge in other languages cannot improve if they entertain the idea that mother-tongue is taboo in the rooms of other languages except mother-tongue.

We can acquire good knowledge in other languages through the channel of mother tongue. It creates our ideas, tastes, imagination and thoughts and enables us to transfer these to other languages. Abundant knowledge in vernacular is at the root

of structure and foundation of English language of Indian students. The vernacular teacher can help the English teacher by making the ground work of English language on the solid foundation of mother tongue. Sound knowledge of vernacular grammar and composition makes the path of English grammar and composition easier. It is the most helpful source of learning English. Both mother tongue and English can be taught side by side. Knowledge in vernacular grammar and composition will enable the students to assimilate English grammar and composition within the shortest possible time. If the English teacher tries to make the influence of mother tongue felt in a lesson on English, the apathy, inattention and weariness on the part of the students, will soon be removed. The students who have got the 'feel' of 'mother tongue' can learn English language easily and digest the materials in a short time. It is an excellent fillip to the expression of our ideas and thoughts in other languages. The students can borrow the originality of rich thoughts and ideas from their mother tongue and enrich the other languages which are not their mother tongues.

The English teacher can easily teach English grammar with the help of the child's previous knowledge of vernacular grammar. Thus the English teacher can depend to a considerable degree on the assistance of vernacular teacher. The total result of education of the school depends on the efficient teaching of mother tongue and co-operation

between English and vernacular teachers. The texture and fabric of English language depends to a large extent on the nucleus of thoughts and feelings of mother-tongue, because the child will have to frame his thoughts in English on the knowledge of his mother-tongue. The teachers who are in charge of teaching any literature should remember that deep knowledge in mother tongue is essential for the microscopic study of other literatures. Constant chewing of literary text without proper understanding and assimilation defeats the object of the course. They should learn to love and appreciate the literature. True learning will begin when the children will reach this stage. Little can be done if the children learn in a congested room of apathy and inattention on their part. Simultaneous reading of poetry gives rise to appreciation. Special stress should be laid on prose and poetry which require appreciation. Such portions of prose and poetry should be read aloud. In the lower grade the following scheme may be followed:— 1. Discussion of the subject matter. 2. Model reading by the teacher, 3. Explanation of difficult words and phrases in co-operation with the children, 4. Reading of each paragraph or stanza by individual pupils, 5. Questions based on each paragraph or stanza, 6. Broad questions on the whole lesson. In the lower grade the teacher may follow the plan with a difference that instead of reading aloud, he may select pupils to read aloud or ask

the whole class to read silently and then allow time for proper appreciation of the lesson. But in the case of rapid reading, he will have to shift himself from the scheme. At first he may allow the children to read each paragraph or stanza silently and then put questions based on each of them. The correct answers received in co-operation with the children should be written on the black-board. The pupils will copy them in their books. By adopting this method the teacher may easily and comfortably finish the books meant for rapid reading. The object of such a study is to train the pupils to read the lessons in quick succession without proper guidance of the teachers. But in reading text books the children receive proper guidance and assistance of the teacher. In such transition stage the children will have to depend much on the lines of the *Galton Laboratory Plan*. This procedure will encourage the keen pupils and stimulate the slackers.

It is the main business of the teacher to see that the children get the well-balanced practice of reading, writing, speaking and understanding. Thus it is quite clear that knowledge of vernacular ensures a rapid and accurate mastery of the English language. It conveys accurate ideas and pure feelings and elicit from the children response to noble emotions. These ideas and feelings owe their origin to mother tongue which evinces a spirit in materialising and catering to the cultural and aesthetic side of literature. The correct expressions of mother tongue once learnt, are per-

manently fixed to the mind. Mr. Fliteb says 'Great command over the resources of language, is only another name for command over the ideas and conceptions which make up the wealth of our intellectual life.' This is only possible in mother tongue. Too much stress should not be given over grammar when the study of literature is concerned. Prof. Maxmullar says, 'The function of grammar is to register the usages of the present, not to legislate for the future.' Grammar is required to systematise the forms of language. The latter comes first and then comes the former. The English teacher can make the points of English grammar clear to his pupils by reference to vernacular grammar. The majority of students are found incapable of writing good composition in vernacular as well as in English, only because it does not occupy the major portion of the students' attention. They pay no serious attention to the study of the language in which they think, dream and bred from infancy. This is the reason why mother tongue holds a place of minor importance. If vernacular is attended with inconvenience and difficulty, it will prove as a handicap to our onward march to perfection of education. The language which does not contain wealth of thought and originality of conception is in a process of experimentation. Such language must be

regarded as fluxional and the next age of real renaissance of such language is yet to come. Mere turists and turns of expressions, the fantastic arrangement of subject and predicate, the germanisation of the construction of sentences do not constitute a new and original style.

Due attention should be paid for the growth and evolution of such language. If we do not direct our attention towards improvement of our mother-tongue, it will mark the formidable nature of deterioration in other literature over which we have got no command. If the students read their vernacular perfunctorily with their zeal and enthusiasm flagging, they will move amuck along the old rut and pave their way of destruction. If they do not learn their mother tongue with assiduity and undivided attention, it cannot be gainsaid that they exhaust themselves to the extent of worthlessness in the school. They will be goaded to exasperation and pine away in silence and solitude. Vernaculars take a big share in the literary resources of our country and if the students do not pay their premium to them, they will be failing in their duty to their mother-land whose prestige will suffer a set-back. Important pronouncements have been made by practical seers of our country that treatment of mother-tongue should be of transcendent interest.

Subtleties in Figures of Speech

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

IN our daily talks and chats we rarely use figurative language. We prefer the plain speech to the figurative speech. Often do we exemplify Mr. Nehru as a socialist leader of India; but scarcely do we dub him as the Lenin of India. Because the former epithet is plain and frank and the latter unusual and arresting. Plain speech is the language of an ordinary man in the street; whereas the figurative style is the style of a writer. Therefore oral expression and written expression are quite different; so much so that plain speech calms us and figurative speech arrests us. An ordinary sentence 'Shivaji is very brave' is less impressive and effective than the one 'Shivaji is as brave as a lion.' For in the second sentence there is a picture or figure of bravery floating before our mind's eye. That is, there is a figure of speech in it.

To begin from the Simile, a Simile is not so simple as is thought by many. The definition of Simile given by some writers is not satisfactory so that it bars the progress of the teacher and the taught in the classroom. Thus one writer vehemently defines it: A Simile shows the similarity between one thing and another and is generally introduced by the words 'as' or 'like'. The definition is defective in that it cannot cover all the conditions of the Simile. The two objects compared must be different in kind so that a compari-

son between similar objects is not a Simile. Moreover a Simile must express the common attribute that connects the two objects. But the word expressing comparison may be implied sometimes as in 'she resembles the moon' which is unexplained by many grammarians.

A subtle difference between the Simile and the Metaphor is drawn by many writers which is quite unsatisfactory. They opine that since a Metaphor is an indirect comparison, words expressing comparison—as, like, etc., are not given in it. But it is quite easy to note that an essential mark of difference between the two figures is the point of comparison, that is, the common attribute which is directly expressed in the Simile and indirectly implied in the Metaphor. In the light of this argument we find that the example 'he is brave like a lion' is an example of Simile and 'he is like a lion' is an instance of Metaphor. In the latter the point of comparison is not expressed since 'is' cannot suggest a common quality, but in the former the common attribute 'bravery' is clearly expressed. Writers like Wren and Martin base their definition of Metaphor on the principle of identity. They argue the Metaphor 'proceeds as if the two things were one.' This nullifies the principle of comparison which is the common base of both Simile and Metaphor.

If Simile and Metaphor are figures of Comparison, Antithesis, Epigram, Paradox and Oxymoron are figures of contrast. The former produce their effect by comparison; the latter do so by contrast. First, Antithesis does not 'simply mean a setting of one thing against another' as is defined by Prof. E. E. Speight. For the two things must be opposite in nature so that they can be set against each other. Therefore an Antithesis is a figure of speech in which two opposite words, phrases, clauses or ideas are set against each other to emphasize the sense.

But much fuss and fury is made about Epigram and Paradox. Writers like Manual D'Souza identify the two and retain Epigram cancelling the Paradox. Others like Prof. E. E. Speight distinguish the two and assign different functions to both. But both are birds of the same feather. They are twin figures. They differ in degree, not in kind. If Epigram is a dignified but apparently contradictory statement containing a great idea, then Paradox is an absurd but seemingly contradictory statement having a deep thought. The one is dignified and decent; and the other is absurd and awkward. 'To live in hearts we leave behind is not to die' is an example of Epigram since it is dignified, whereas 'the best way to teach a child is not to teach him' is a conspicuous example of paradox since it sounds absurd.

Coming to Oxymoron it is a figure of speech in which two opposite qualities are attributed to the same

person or object. In the example 'James I was the wisest fool in Christendom' the two opposite attributes 'wisdom' and 'foolishness' are ascribed to James I. He was wise in book learning but foolish in judging men. Oxymoron is not an epithet which is added to a word of contrary meaning. Because an epithet cannot qualify a contrary word.

But what is the difference between Antithesis and Oxymoron on the one hand, and Epigram and Paradox on the other? All are based on contrast. In the former contradiction is manifest and clear; in the latter it is only apparent. Antithesis and Oxymoron are doublefaced realities; Epigram and Paradox, though double-faced in form, are one in meaning. The former are descriptive in that they describe the contradictory ideas as they are, whereas the latter are deceptive that they deceive us by showing the double but meaning the single.

Many writers do not mark the difference between Irony and Sarcasm. They identify one with another. But the truth is that like Epigram and Paradox these are twin figures of speech. In both we say one thing and mean another. But Irony is meant for humour and light joke; and Sarcasm is used to insult and taunt others. If Irony humours and lightens us, Sarcasm insults and burdens us. The same remark 'well played!' may be an example of Irony when addressed to a friend and an instance of Sarcasm when applied to a foe.

(Continued on page 66)

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, August, 1943

Things that Really Matter

THE most difficult problem in the whole field of education is the discovery of things that really matter and all educational controversies naturally centre round this one question. The neglect of the distinction between what is essential and what is not lies at the root of the failure of many educational systems. This is true of all grades of education. It is therefore desirable that this point is kept in mind in all schemes of post-war educational reconstruction about which there is so much talk today.

THERE are two standpoints from which the education of the child may be looked at. One is the mechanical standpoint and

the other is the human one. Of these the mechanical may be styled the less significant one. A concentration on the human point of view will not only educate the child in the best sense of the term but will bring along with it all the results expected from the purely mechanical kind of instruction.

THE drawback of the present system of elementary education in our country is the over-emphasis on the mechanical aspect and the ignoring completely of the human side. The purpose of the training given in elementary schools is nothing else except the acquisition of the three R's. Everything else is forgotten or sacrificed to this aim. The human standpoint regards the child essentially as a man in the making. It takes its stand on the conviction that the growth of the child into a full and complete human being should be the one object of all educational training. The teacher assumes from this point of view the position of an artist with a creative function. Out of the child with his psychological, spiritual, mental and physical characteristics the teacher has to produce, through his training and instruction, a youth who embodies in himself as much of goodness, truth and beauty as it

is possible for him to cultivate and develop so that any appreciative critic looking at such a young man may feel as much enthralled as when he looks at a piece of art produced by a fine artist.

It is the importance of the human standpoint that has given to the teacher in all countries in the world and at all times the high status occupied by him. In order however that the teacher might carry out his function in society it is necessary that he should himself be trained for his task and that he should take to it in a spirit of cheerful service. How the pupil kept in his charge is ultimately shaped by him depends on his understanding the nature of the child and the nature of the task he has to perform and on the interest and ability with which he accomplishes it. These are all elementary ideas finding a place in all educational thought but like such ideas they are often ignored in practice. The result is that the human side of education is forgotten; training becomes narrowed into a routine; teaching ceases to be a vocation; and the teacher ceases to be a true educator.

It is to bring out the significance of the human side of education that the Punjab Group of the

New Education Fellowship published recently a report on Lahore Primary Education. It is a revealing document. It is also an authoritative one coming as it does from a Committee of eminent educationists. It is a matter for gratification that most of these educationists are on the staff of the Teachers' Training College of Lahore. It is very rarely that in our country we come across teachers employed in training colleges interested in the study of educational problems. This happy departure made by the staff of the Lahore College will, if continued, help us in the solution of most of our educational questions and deserves to be taken as a model by teachers working in similar other institutions.

THE Report examines the conditions under which the children are being educated in the Municipal Schools of Lahore. Although Lahore is a big city and the capital of a rich province administered by an enlightened cabinet responsible to an elected legislature, the Committee has found the conditions under which children are being trained to grow to the full stature of men and women to be entirely unsatisfactory. This is the case whether it is the growth of the body, the growth of the mind or the growth

of the spirit that is taken into consideration.

AS regards the bodily growth it has been found by the Committee that the school buildings in which children have to spend their time are on the whole bad. Some have no water supply of their own; and others have inadequate water-supply. Ventilation and lighting are extremely defective. More than half of the schools are unsatisfactory in point of sanitation and the size of rooms. And the Committee observes: "Even if literacy is produced in these schools it can only be at the cost of the physical and mental health of the children and teachers. We are inclined to think that the harm done outweighs the good, at any rate *this is not education.*"

It is not only the nature of buildings that affects the physical growth of the child. The Committee refers to several other factors of equal importance. There is the defective sitting posture of children requiring *serious* attention. There is the absence of satisfactory arrangements for refreshments during school hours. Most children are under-nourished. They are wanting in cleanliness of person and of clothing. It is therefore not surprising to find the Committee making a large number of recommendations

on matters on which the physical strength and health of children depend.

THE Committee lays equal emphasis on the need for developing in the child a social outlook. This is the essence of spiritual development. The moment that one regards oneself as a member of a wider community with duties and obligations towards others one's character is entirely transformed. But this aspect of training is not attended to at the present day. Besides this there are many circumstances that promote the spirit of class and caste. The Committee has rightly pointed out that in Lahore the municipal schools are so unsatisfactory that they do not attract the children of the rich who send their children to other schools in which better facilities for education are available. It is only the children of the lower and the lower middle classes that attend municipal schools. The Committee makes the following comment on this situation: "In this way we are helping to maintain and accentuate class divisions in our city. This vast difference of standard both socially and educationally, in the basic education of a people is sure to lead to serious and even dangerous social problems. We consider that the primary school should become

the common school of the whole population, so good and so generally esteemed, that all parents should be glad to send their children to attend it."

IT is in the light of observations like these that one should read the recommendations made by the Committee in the matter of training children in habits of co-operation and in respect of the Scout movement.

ITS analysis of the conditions at present affecting the teachers in municipal schools is of great value. It has come to the conclusion that teachers do not seem

to have zest for their profession. They are in a state of depression and indifference. There is a general look of dissatisfaction and timidity about them. This lack of confidence and other defects of personality are even more marked in the case of women teachers. How can there be real education if teachers are of this kind?

THE Committee has rendered real service to the cause of elementary education by producing a report based on a first-hand and patient examination of conditions as they exist to-day.

SUBTLETIES IN FIGURES OF SPEECH

(Continued from page 62)

Sometimes examples of Metonymy and Synecdoche offer a difficulty. 'He exchanged his sword for the pen' is not an example of the *instrument for the agent* as is cited by many writers. For if we read the sentence by inserting the agents 'soldier' and 'writer' for the instruments, then the sentence sounds absurd. But if we use the instrument for the profession or occupation, the difficulty disappears. Hence '*instrument for the profession*' is a new variety in Metonymy.

Often does confusion arise between Tautology and Repetition as Tautology is a form of Repetition. Tautology is the repetition of the *same idea in different words*; but Repetition is the rewriting of the

same word for *emphasis*. Further, Alliteration is not the 'repetition of the same letter or syllable at the beginning of two or more words' as is defined by M. D'souza. Onomatopoeia and Alliteration are figures of sound. They should be judged by the sound or pronunciation of letters.

Finally idiomatic expressions and figurative phrases are intimately connected with each other. They influence each other; that makes idioms figurative and figures of speech idiomatic. These subtleties in the figures of speech are suggested to invoke interest in the teachers of English and the writers of grammar so that they may examine them and offer suggestions and solutions from time to time.

THROUGH different PROVINCES

DELHI

NATIONAL CHEMICAL LABORATORY

The fourth meeting of the Governing Body of the Council of Scientific and Industrial Research was held at Delhi in July with Sir Mohammed Azizul Haque in the chair.

The Governing Body examined details of schemes prepared by special committees for a national physical laboratory and a national metallurgical research laboratory and set up a committee for a national chemical laboratory. A special committee was also appointed for preparing a detailed scheme for a central glass and silicate research institute.

PRICES OF TEXT-BOOKS

Proposals for removing the inconvenience and hardship caused to parents as a result of frequent changes and the high prices of text-books which substantially increase the cost of education, are made by the Central Advisory Board of Education in a resolution adopted by them recently. The Board think it desirable that copyright of books approved by the Text Book Committee should be purchased by Government and like standard classical works, they may be printed and published by any firm. The Board further think that the maximum price of these books should also be fixed by Government and that the books prescribed should not be changed in at least three years.

FASHIONS IN WARTIME PRINTING

Wartime paper economy campaign is bringing into vogue new fashions in the

sphere of printing. The problem today is to have *more* printing space on *less* paper and the Government printing presses are adopting some ingenious methods to tackle it.

Thus pre-war wide margins are fast disappearing. Instructions have been issued to all Government presses that marginal notes and references must go within the text. Chapters, appendices and footnotes etc., must "run on."

Printing illustrations on one side of the paper only is a peace time luxury which is now disappearing in Government printing presses. Both sides of the paper are being used for the purpose; and, what is more, the blank white spaces around the illustrations are being filled up with the text.

"New chapter" on a "new page" seems to have been the golden rule of classical printing from the days of Caxton. In the days of plenty it was possible to stick fastidiously to this habit of wasting paper. Now the Government presses have been instructed not to "postpone" the new chapter to a new page if space is available on the previous one. This wartime paper saving device will not rob the "new chapter" of its age-old hallow of sanctity.

Matter which formerly used to be set up in large type is now being squeezed in small. Reading may be less easy sometimes but paper is saved. The double column style of printing is being resorted to more and more these days, and the gutter between two columns is being narrowed down to the utmost limit.

Less paper is thus accommodating more matter and in Government printing presses "use less paper", has also come to mean "use every inch of paper."

MADRAS**SERVICE AGREEMENT OF
TRAINED TEACHERS**

Under the Madras Educational Rules, a candidate who joins a training institution in this Province should enter into an agreement whereunder the candidate, on completing the training course, should serve as a teacher in a recognised school within the jurisdiction of the Madras Educational Department or other department of Government for a specified period. The Government have now authorised the Director of Public Instruction to accept, for the purpose of this agreement, service which a candidate, after leaving the training institution, may have performed as teacher in His Majesty's Land, Naval or Air Forces.

AID TO BRATACHARI MOVEMENT

The executive of the Madras Bratachari Society, with its President, the hon. Mr. Patanjali Sastri, Judge of the Madras High Court, and some other members met Mr. S. V. Ramamurti, Adviser to H. E. the Governor, and urged that facilities should be extended by the Government to the movement, similar to those given to the Boy Scouts and Girl Guides organisations. The Director of Public Instruction and the Inspector of Local Bodies were present. After a discussion the Adviser assured that the Government would view the Society's request for recognition and financial aid with sympathy. He suggested that the Society might address the Government on the purposes for which grant was required and the details of expenditure incurred by the Society in the past year in respect of its activities.

BENGAL**GURUMUKHI IN CALCUTTA
UNIVERSITY**

In furtherance of their policy of extending educational facilities of the

Calcutta University to students from other provinces, the authorities of the University have decided to introduce the Punjabi (Gurumukhi) language as one of the vernaculars for the Intermediate arts and science examinations of the University with effect from 1945.

**UNIVERSITIES AND AIR FORCE
TRAINING SCHEME**

Inability of the Government of India to undertake the organisation of the Indian Air Training Corps Scheme in other Universities than the five already selected during 1943 in view of shortage of instructional personnel and equipment has been communicated to the authorities of the Calcutta University by the War Department (Air Branch).

Regarding the proposal of the University to start special air force classes, the Government advise the University to communicate direct with the Air Headquarters in Delhi on the matter, remarking that successful establishment of these classes would naturally strengthen the University's claim to participate in the Indian Air Training Corps when the situation in regard to instructors and equipment improves.

CALCUTTA UNIVERSITY BUDGET

A plea for the grant of a subvention by the Government of Bengal to the Calcutta University in the present emergency when the University had to incur unforeseen expenditure was made by the vice-president of the University Finance Committee, Mr. Ramaprosad Mookerjee, presenting the budget estimates of the University for 1943-44 at the Senate meeting held in June last.

Mr. Mookerjee said that the year 1943-44 was a very bad year and 1944-45 would be the worst year unless something definite was done in the course of the current year either in the shape of increase of income or decrease in expenditure.

The budget estimates as presented by Mr. Mookerjee revealed a deficit of Rs. 21,400, the income and expenditure being Rs. 36,64,265 and Rs. 40,55,703 respectively.

BOMBAY**S. L. C. EXAMINATION
RESTRICTED**

The Director of Public Instruction has announced that the School Leaving Certificate Examination instituted by the Government of Bombay last year will be open to all High School pupils from the year 1944. This year it was restricted to the Vocational High Schools only, as there was little time at the disposal of the S. L. C. Examination Board to make the necessary arrangements. The scheme of the examination is now printed and published in a book form and can be obtained from the Yervada Press for five annas and a half. It offers a good deal of option to the pupils and it is hoped that it will be quite popular among the students. As the Director of Public Instruction has put it, the standard of the various subjects that may be selected is the same as the matriculation standard and pupils should find no difficulty in appearing for the examination if they want to do so. Particular attention is drawn to the fact that it is possible for candidates now to get a School Leaving Certificate dropping some of the subjects which are compulsory for the matriculation and for which the candidates may not have any liking, and choosing others in their place. The Board will have to open new centres of examination and announce them at an early date.

U. P.**MILITARY SCIENCE IN LUCKNOW
UNIVERSITY**

Military science has been introduced in the Lucknow University in the new

session commencing from July 16, this year. Military science can now be offered as one of the optional subjects for the B. A. pass degree. A two years' diploma course in military science has also been instituted which will be open only to the post-graduate students of the University.

C. P.**PAPER-MAKING IN SCHOOLS**

Mr. R. Visweswar Rao, of the All-India Village Industries Association, Wardha, in the course of a statement to the Press, says, that with the decision of the Government to commandeer a major part of the paper produced by the Indian Mills, educational institutions are faced with the serious problem of how to meet their requirements. He suggests that it would be well if paper-making is made a vocational subject of study in schools. Referring to the equipment needed, he says that to start it on a cottage basis it does not require much equipment, which after all costs only a few hundreds of rupees. As regards raw materials, we have old clothes, cotton waste, old ropes, old gunny bags, old records, besides plantain fibre, cotton stalks, etc., which will easily serve the purpose. He says that the schools can meet their own requirements because any material which has got cellulose in it can be reduced into pulp. "This," he says, "is the best means of making schools self-sufficient which will enable them to meet their own requirements."

He incidentally points out that when the students leave the educational institutions they will have the satisfaction that they have learnt a cottage industry which will enable them to earn something if they cannot get any job elsewhere. He hopes that educational institutions will take advantage of the exigencies created by the war and meet the situation in the right way.

UNIVERSITY CONVOCATION

It is understood that Sir Henry Twynham, Governor of C. P., will preside and Sir Mirza Ismail will address the 22nd Convocation of the Nagpur University to be held on August 9, 1943.

SIND

FIRST MUSLIM COLLEGE

Mr. M. A. Jinnah opened Sind's first Muslim College on June 21. The college is situated in the premises of the Sind Madrassah, Karachi a premier Muslim educational institution in Sind.

Mr. Jinnah stressed the importance of building up a strong, endowment fund for the college and announced a donation of Rs. 5,000 for the purpose.

Earlier, in an address read on behalf of the Sind Madrassah Board, Pir Elahi Bux, the Minister of Education, said that the college would be open to all communities and classes and that special *purdah* arrangements will be made for girls attending the college.

ORISSA

UNIVERSITY BILL PASSED

The Orissa Assembly passed on June 30, the Orissa University Bill, as it had emerged from the Select Committee.

Mr. Godavaris Misra, Education Minister, introducing the Bill, said that the University would be named as "Utkal University" so that the Orissa States, along with British Orissa, could claim it as their own.

MYSORE

PROTEST AGAINST EDUCATION CESS

The special meeting of the Mysore City Municipal Council held on July 12 considered the resolution regarding the refund of the education cess fund for

1941-42 and an amended resolution was passed in connection with that subject. The resolution stated that as the payment of Rs. 25,000 already resolved upon by the Council was not enforceable under the Municipal Act the Government be requested to refund the payment already made during 1941-42, from which year the education cess had been collected and that the cess on buildings be limited to 5 per cent and not 9 per cent of the rental. The resolution also laid down that the cess should be restricted to taxes on buildings, lands and professions, as provided in the Elementary Education Act. The Government was further requested to pay 10 per cent of the total collections as collection charges to the Municipality.

COCHIN

PUBLICATION OF RARE RECORDS

The Cochin Government have, in pursuance of a resolution passed by the Indian Historical Records Commission, decided to publish valuable records available in the State. The Rama Varma Research Institute has also favoured such publication. Among the publications that will be shortly reprinted are a *Grandha Vari* of the *Perumpadappu Swaroopam*, extracts from the letters addressed by the Rulers of Cochin to the Dutch Governors of Batavia and certain rare records of the Cochin State temples.

TRAVANCORE

INDIAN SCIENCE CONGRESS

It is understood that His Highness the Maharaja of Travancore has consented to become the Patron of the 31st session of the Indian Science Congress Association to be held at Trivandrum in January 1944, under the auspices of the Travancore University. Her Highness Maharani Setu Parvati Bayi has consented to become the Vice-Patron of the session.

PUBLIC OPINION

SIR CHIMANLAL SETALVAD
ON CO-EDUCATION

Addressing the lady graduates of the S. N. D. T. Indian Women's University, Bombay, on the 3rd July last, Dr. Sir Chimanlal Setalvad said:

"In most Universities young men and women study together. Our University is exclusively for young women. I can quite understand warm advocates of female education to prefer co-education. They feel that as economic and other stresses force the male portion of the people into special grooves and particular intellectual discipline, the hiatus between the two sexes grows, and happy marriages and harmonious domestic living are endangered until the girls also are as they grow up emancipated from their traditional mentality and outlook and modernised to yoke harmoniously with their male contemporaries to the waggon of life. But it seems to me that many parents in our society, while admitting the general force of this view, instinctively feel that co-education is hardly the right solution. They are afraid lest co-education might make the young girls a greater misfit for such future as they have to make the best of. It is not very difficult for people on such a point of practical psychology to agree to differ. Where reason is not quite able to perform its function as a guide, it is only natural that many of us should fall upon instincts and traditions."

SIR C. P. RAMASWAMI AIYER'S
PLEA FOR AESTHETIC
EDUCATION

Presiding over the concluding lecture

of a series of lectures on "The Indian Concept of Beauty" by Dewan Bahadur K. S. Ramaswami Sastri delivered under



the auspices of the Travancore University, Sir C. P. Ramaswami Aiyer, Vice-Chancellor of the University, put in a strong plea for the inclusion of the education of emotions also in university courses.

In the course of his concluding remarks the Vice-Chancellor compared the conception of beauty as contained in the works of great poets like Robert Bridges and Keats and our concept known as Satchitananda.

Sir C. P. urged that aesthetic education should be widespread in the country.

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No man could be styled truly educated, he added, unless and until he had understood the great things that had been written in prose and poetry, understood the meaning and significance of sculpture, of architecture and painting and above all, was moved to ecstasy by the symphony of voices and of instruments. Thus in every university programme there should be room found not only for scientific and physical education but education of the emotions also, through one art certainly and more than one art if possible.

JUSTICE VARADACHARIAR'S ADVICE TO STUDENTS

Presiding over the Madras College Students' Association on June 20, Justice Sir S. Varadachariar urged that efforts should be made to bridge the gulf between the non-educated—in English—and the educated so that the social life might be enriched by harmonious activity towards national uplift. He pointed out that a deplorable feature in their society was that there was not much of contact between the father and the sons. Even if the busy father found time to talk to his sons, he would prefer the young ones to the comparatively older ones. Fathers should not look upon their sons as ungovernable youths. They should often share their thoughts with them.

Proceeding Sir Varadachariar observed that when it was said that students should not take part in politics it did not mean that they should not be interested in current events and political discussions. It only meant that they should not participate in active politics. What was called "informed patriotism" should be their objective. He complimented the College Students' Association on a year of very useful activity and said that they should study and understand the problems of the villagers. This should not be done in a spirit of condescension.

MR. ARYANAYAKAM ON THE VALUE OF BASIC EDUCATION

"When Basic Education was introduced with spinning as one of the chief basic crafts there were many who were sceptical about the utility and educational possibility of this basic craft. The present scarcity of yarn and high prices of cloth have made people realise the significance of the scheme of Basic Education under existing hard economic conditions and scarcity of food and clothing," thus observed Mr. Aryanayakam, Secretary of the Hindustani Talimi Sangh in the course of an interview recently.

Continuing, he observed: "Had the scheme been introduced four years ago on a nation-wide scale in the villages, the school children could have supplied probably 30 per cent of the national demand. Even now, it is not too late to rectify this mistake. We hope the education authorities will take the necessary action to meet the present situation."

DR. SIDDALINGIAH'S EXHORTA- TION TO TEACHERS

Inaugurating a course of lectures on "Literacy and Adult Education," under the auspices of the Mysore State Literacy Council on July 5, Dr. Siddalingiah, Professor of Education, Mysore University, in his prefatory remarks emphasised the need for literacy in the interest of the progress of the country in all its aspects. It was not an end in itself but only the means for the upliftment of the people. He emphasised that, in their work of educating the adults, the teachers should approach the former with great tact and in a brotherly spirit. If the approach was in the true missionary spirit, he had no doubt that they would be doing the greatest service to the country as a whole. The highest reward for such workers was the supreme satisfaction of having rendered the best social service in the cause of the country.

Growing More Food in Soviet Farms How School Children Help?

The food problem in the country has set all minds both official and non-official athinking and the need for increasing production is keenly felt among other methods to alleviate the distress. A correspondent in the *Times Educational Supplement* gives the following account of how a similar problem faced Soviet Russia on the outbreak of the war and how even school children are trained to help in the farms so as to increase production of necessary foodstuffs.

The percentage of male agricultural workers called up in the U.S.S.R. is probably greater than that in Britain. True women have stepped into the breach, but the wartime demands on agriculture are so great that the regular workers on the collective and State farms could not cope unaided with the work. When the Soviet Union was attacked in June, 1941, many universities and many school boys and girls returned from their holidays and set off as units to help the farmer. Naturally this aid could not be planned or organised at that time, but the experience then gained was used for the Spring and Summer of 1942, and last year in its turn has provided experience for the work to be carried out in 1943.

It is taken as a matter of course that the schools should help. It was realized after the first year that to obtain the maximum value from boys and girls they must receive some

training for the jobs they were to perform. Accordingly a decree was passed that in the last month or so of the last term, which normally ends in early May for junior schools and early June for senior schools, special training in agriculture both theoretical and practical was to be given, particularly in rural schools, which according to an earlier decree should all have a considerable school plot. The instruction was to include the use of agricultural machinery, and repairs. Urban schools were to use the nearest available plots for practical work, and in most towns are much smaller than the large British cities that did not present any serious obstacle.

The harvesting experience of 1941 had shown how valuable the aid of school boys and girls and students could be in one district of the vast Sverdlovsk region, for example, over 100,000 pupils with their teachers took part in cutting hay and harvesting grain. On occasions this seemingly unskilled labour was more productive than that of the adult workers. The pupils are paid normal rates for their work.

In the early spring of 1942 schools were advised to establish contact with their nearest collective and State farms, to find out what kind of work they would require and then to set about training the pupils. The campaign of 1942 was a success. In many districts school

began their help even before the sowing started. They collected manure, repaired farm buildings and equipment, sorted seed, and carried out a number of other tasks. Six million pupils and students played a great part in ensuring the success of crops. Many of them showed great skill and earned considerable sums, which they gave to the war effort. Not everywhere, however, was the preparatory work well done. In a number of schools it was found that the agricultural teaching was only verbal: a lesson on a tractor being illustrated on the blackboard, without any actual handling of a tractor taking place, whereas the whole point of this preparation was so to train the pupils that their work in the field was immediately productive.

The achievements and the methods adopted varied from place to place. Parents helped by preparing suitable clothing and footwear for the work. Several schools organized mending and repairing brigades for clothes and boots. The regional educational authority directed the inspectors to supervise the planning of the work as well as the housing and feeding arrangements for children.

The education authorities have learned considerably from the shortcomings of 1942, and they hope to avoid these mistakes in 1943. More detailed instructions and better assistance were arranged for this Spring.

Campaign for English as World Language

The Rotary International of London has opened a campaign for

English as a world language. An unofficial gathering of educationists of the United Nations, including a number of Government experts attending in their private capacity, has recently been held under its auspices and has adopted a report on the subject which was handed over to the Education Ministers of the United Nations. This recommends "that English shall become the auxiliary language to be taught in primary schools except in English-speaking countries where French shall be taught in primary schools." It adds a corollary that French as well as English should be taught in Post-primary schools.

A second report recommends the establishment of a world educational exchange to centralise organisation of interchange of pupils and teachers and suggests the immediate formation of a committee to elaborate this scheme.

A Survey of Educational Progress

In the House of Commons on July 18, Mr. Oliver Stanley, Secretary for Colonies, opened a debate on colonial affairs.

Mr. Stanley announced that the British Government has decided to set up a commission of enquiry to deal with educational problems in the Colonies under the Chairmanship of the noted scholar, Sir Cyril Asquith. Another commission would deal with problems of higher education in West African colonies under the Chairmanship of Mr. Walter Elliot, former Minister of Health.

TOPICS from PERIODICALS

The Soviet School

In an article contributed to *The Modern Review* for July 1943, Miss Diana Levin, who was a teacher for five years at Moscow, gives an interesting account of the educational system obtaining at present on the Soviet Union, which has produced men and women who have brilliant achievements to their credit in the battlefields and in the factories. She writes:

"Today there are practically no illiterate children in the Soviet Union.... And the standard of literacy among the adult population up to the age of 45 or 50 is very good, but there are still many people over 50 who are illiterate, except that they can sign their own names, and some of them can laboriously read the news-papers and books".

"The Soviet Government carefully studied the educational system of other countries, and have new and improved ideas; their own standards had been pretty low. But they've been learning a tremendous lot, and because of their interest in what is going on in the rest of the world, they've gradually been able to raise the standard of their own teaching and training to pretty much the same as in our own country (England). Every school has a full-time doctor as a member of the staff; all

medical services are free in the Soviet Union. The children are given every care to make them strong and healthy. But their production of text-books, for example, while I was there, was far below our own. But they are trying to achieve.

"The Russians in the big cities, at any rate, in their one type of school, their universal school, are getting a general standard of development at the age of 15, which I personally think compares more than favourably with our own 15 year olds in our secondary schools. You've got to remember they've only had compulsory schooling of any kind for little more than 20 years. Backed up, the intellectual development of the quite average young Russian worker is simply amazing, even from our own standards, and I think that is because their general syllabus in the schools includes a very wide study of literature and cultural subjects, as well as utilitarian ones. The academic work in a Soviet school occupies only a part of the day. The rest of the time the school is turned into a kind of club, and groups are organised in any subject which the children themselves decide on. In our school, we had groups in drama, choir, dancing, gymnastics, sports, aeroplane-building, scenery-making, painting, sculpture, carpentry and several others. The leaders for these

groups are specially engaged and paid by the school. They're not connected with the academic side, and the only obligation a child has on joining a group is to remain until the particular job undertaken is completed—until the play is produced, or the aeroplane finishes. In this way, Soviet children get many opportunities of developing their technical skill and their aesthetic taste. If a child shows special aptitude in music or art, the school can send him to the local music or art school for afternoon lessons, or if he's interested in technical subjects, he'll spend several hours a week at the local technical centres. Where there are fully equipped workshops, under the supervision of a specialist in wood-work, or metal work."

"You could see the whole political basis of the Soviet Union permeating right through their teaching in the schools, even in their mathematical problems. They taught the children about the international brotherhood of children all over the world, to be courteous to their neighbour, to respect social or public property; to respect their own school buildings and not to carve the tables, or write on the walls, because they were their own, and they should look after them. They were taught to care for older people, because they'd very hard lives, and because through them, the children had all these advantages. That was their ethical training, and that, I personally consider, is just the sort of teaching that is necessary for a child."

School Broadcasting

Writing on "The Technique of School Broadcasting" in the current number of *Teaching*, Mr. D. K. Hingorani observed:

"Wireless is one of the modern marvels which has proved to be an outstanding addition to the educational and cultural agencies of our civilised existence. Its systematic use for purposes of adult education as also in schools has been abundantly justified. School broadcasting constitutes an excellent training in careful and attentive listening to a continuous discourse. What is more, it enables the best and specialized talent of the whole nation to be enlisted in the service of the ordinary school. The growing vogue of regular school broadcasts being put on the air in every country, and by the A. I. R. in India, is an index of the increasing popularity of this means of education."

"It is true that even the best talk on the wireless is after all 'a voice from the void' and lacks that personal contact involving a free exchange of ideas which is so essential a factor in arousing the child's interest and enthusiasm in any subject. This obvious defect can be obviated by methodically supplementing every school broadcast by the teacher's personal work with his class. School broadcasts should be skilfully woven into the regular work of the class-teacher. For that, school broadcasts must needs be worked out in carefully co-ordinated sequences for various school subjects, each

series having some definite correlation with the school curriculum. Mere stray talks will not go very far with children; they will serve more as a source of amusement than as a basis of serious study. For all these reasons, school broadcasting, to get the most out of it, should not be a haphazard affair; it must involve a definite technique of organizing carefully planned programmes as also of making the best and most skilful use of those talks on the part of the class-teacher. The B. B. C., one of the leading broadcasting institutions of the world, leads also in the development of the technique of school broadcasting."

Mr. Hingorani then gave a detailed account of the organization of school broadcasts based on his personal observation in schools in London. Concluding he observed:

"School broadcasting in India is yet in its infancy. There is not enough co-ordination or continuity in the organization of its programmes. And the treatment usually given to it by the class-teacher is none too systematic or scientific. As such school broadcasts in India are more often interesting spotlights on educational topics than a systematic foundation for the class teacher's regular work. Some real difficulties impede the progress of school broadcasting in India. For one thing, our schools are too much tied down to examination requirements. Besides, the many languages considerably complicate the problem of organizing co-ordinated and continuous programmes. But these difficulties are

Letters to the Editor

Educational Freedom

SIR,

In a land where economic and political freedom exist more in theory than in practice and the four famous freedoms of the classical Atlantic Charter have little or no practical application, a desire on the part of humble teachers for educational freedom may be a dim, distant ideal. However, as we cast our glances on the systems now in force in other civilised lands of the East and West, which have attained prominence a few years ago, much more freedom is to be witnessed even in the educational sphere as it forms the main nation-building department. But in India, the system is fashioned out by alien experts who are mostly ignorant

not insuperable. A broader view of education involving some relaxation in the attitude towards the fetish of examinations will provide a powerful impetus to the systematic development of school broadcasting in our schools. As for the language difficulty, each station of the A. I. R. could specialize in organizing school programmes on the above lines, in one of the important languages of India."

of Indian traditions, needs and requirements solely with the object of turning out quick drivers. In provinces where provincial autonomy still holds the field in name, ministers in charge of education are expected to play to the tune of the Directors of Public Instruction.

Two cases of interference with the advocacy of the speech and independent action loom large at the present time. Sir Maurice Gwyer, Ex-Chief Judge of the Federal Court, known for his sterling commonsense, and fearless judgement, thought it wise in the course of a radio talk to make an observation with regret that even lecturers and principals of colleges are at the sweet will and pleasure of wealthy men who have been functioning as managers, though ignorant of collegiate courses of study. But the Director of the All-India Radio was audacious enough to ask him to delete that portion of it, even without caring for the sanity and sobriety of the Vice-Chancellor of the Delhi University and the Ex-Chief Judge. Whatever may be the result of a Viceregal enquiry into the ignoble incident, one thing is quite clear that teachers serving in schools and colleges are exposed to the tender mercies of the all-domination, non-educational legal agencies.

The Bombay University Senate in the course of its discussion had to pass a resolution resenting the intervention of the Director who aspired to assume control of an indirect nature over affiliated colleges at the

first instance. He excused himself by saying that he might be forced to ascertain some information in times of emergency. If that be the state of the colleges and the lecturers thereof, more distressing and pitiable is the plight of teachers serving in High, Middle and Elementary schools. It is a matter of common experience that very many of them have to dance attendance on non-official members, official heads, sacrificing their self-respect, contenting themselves with very low salaries, serving under heads intent on self-aggrandisement and journeying from place to place with bag and baggage as a result of frequent transfers. Even in the formulation of the courses of study, institution of new methods and matters of internal management, a teacher's vote is a voice in the wilderness. Such is the sorry state of affairs now obtaining in educational institutions.

It needs no saying, as it has been repeatedly pointed out in the press and on the platform, that the noblest profession of teaching should be exalted from the sorriest of trades to a lucrative self-respecting and independent calling, so that it may absorb the services of highly intellectual people desirous of devoting themselves to the service of the motherland with credit to themselves and glory to the profession, keeping themselves above want, with freedom from fear, oppression in the discharge of their duties and taking charge of systems and institutions as the custodians of education.

— C. B.

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