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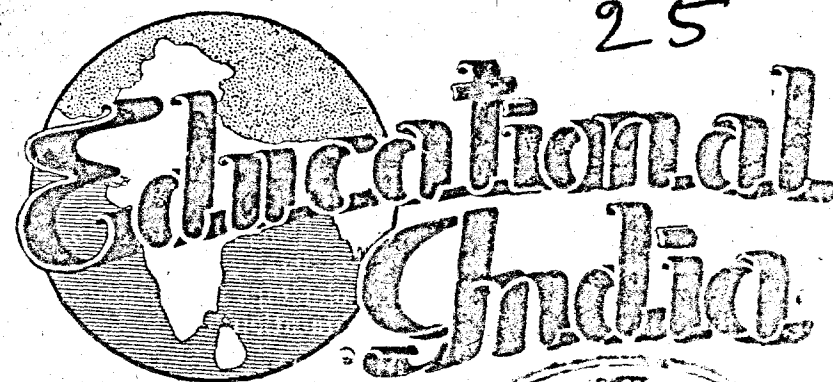
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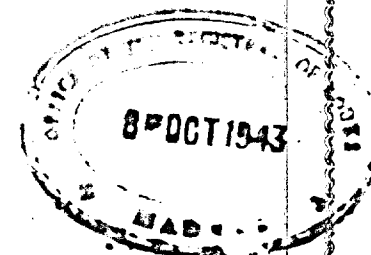
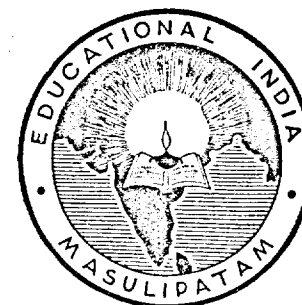
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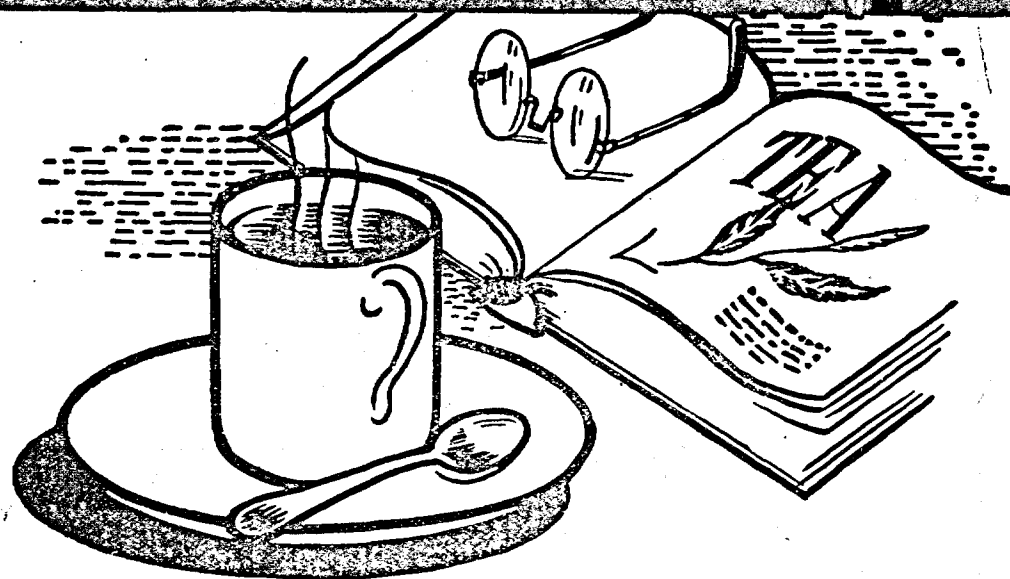
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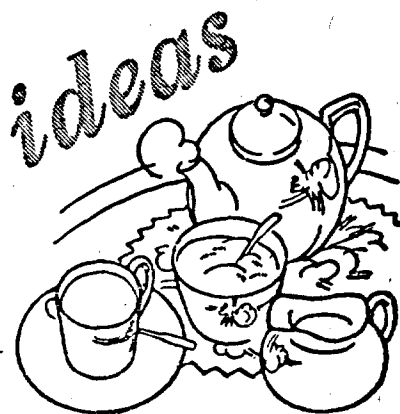
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INDIAN TEA

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Co-education of Body and Mind Importance of a Good Physique

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

The physical condition of our school population causes grave anxiety.

We have not yet realised that good physique is a matter of national importance, vital to the welfare and even to the survival of the race. The nationalistic ambition of our country to put herself alongside of other nations of the world could be realised only by a great national movement for physical culture. Our school boys not only sit badly, but have many deformities due to malposition. The child who has learnt to stand straight, and hold his head up has, other things being equal, a better chance of making his way in life than his stooping meek-kneed brother. In spite of the necessity of a healthy, virile body even for achievement of mental work, our schools give but a twentieth of the child's time to physical development. There are about forty weeks during the school year; and of these some four are unsuitable on account of rains, ill-health or other reasons. This gives him about two periods, that is, one and a half hours a week for thirty-six weeks, i.e., fifty-four hours a year! Absolutely no attention is paid to positive health as opposed to the treatment of diseases; and no school gives any thought to instruction in physical hygiene and the general rules of health on the plea of overcrowded curriculum. In

fact, physical training is regarded as a kind of *extra*, as *exercise* rather than *education*; and since it is not an "examination subject," we give it a very small place in our timetable, and regard it as an interruptor of our real work, and assign it to a teacher who has neither the dignity nor the salary of men who are concerned with English, Science or Mathematics!

MAN—A MIND-BODY CORPORATION

In our eagerness to teach many things, we forget that we have bodies as well as minds, and that man is a trinity of body, mind and spirit which should be welded together in life. The greatest obstacle to educational reform is the prevalent wrong opinion that education is concerned only with the mental side of life. But it is really concerned with the *whole* individual, and aims at the *symmetrical* development of *all* his powers. Our *Upanishads* declare that *Pushti* (Vitality), *Tushti* (Happiness) and *Santi* (Peace) are the triple ideals of education. Grote states that among the ancient greeks, one-half of all education was devoted to the body. They held that if physical perfection was cultivated, moral and mental excellence would follow, and that, without this national culture would rest on an insecure basis. In our day

there are many reasons to believe that the best nations of the future will be those which give most intelligent care to the body.

Mind and Body are not two separate systems. They are the necessary conditions of the realisation of life in action. We are dependent on the organs of sense for our understanding, and on the muscles for the expression of our volition. The best body normally, implies the best mind; and even Plato, to whom tradition gives not only one of the finest souls but a body remarkable for both strength and beauty and for whom weakness was perilously near to wickedness and ugliness to sin, argues that education must be so conducted that the body can be safely entrusted to the care of the soul, and suggests that "*to be well and strong is to be a philosopher*". Muscles are the vehicles of habituation, imitation, obedience and character. If they are undeveloped and grow flabby, the dreadful chasm between good intention and their execution is liable to appear and widen. The integration of the activities of the body with those of mind is a basic principle in the education of young children. Bodily poise and balance are not merely physical accomplishments which add grace to life, but are intimately connected with intelligence and character.

YOGA AND THE BODY CULT

We hear nowadays a good deal about *Yoga*. It means the process as well as the result of balancing the different sides of our nature, body, mind and spirit. It is a methodical

discipline to attain perfection through the control of the physical and psychological elements of man. It is a set of practices which cure the body of its restlessness, and free it from its impurities. The physical body, the active will, and the understanding mind are brought under control and become reservoirs of spiritual energy. The increased vitality secured through these practices is then employed in the interests of spiritual freedom. The body thus is the instrument and apparatus of spiritual life. *Yoga* realises that our body has a dignity of its own as much as the mind. It asks us to control the body, and not to kill it.

Nietzsche said that "the first requisite of a gentleman is to be a perfect animal." On that foundation should education rise and grow. To get the best out of life, mental and physical health are both essential. The Greeks could hardly conceive psychic education apart from bodily education; and physical training was for the sake of mental training. It gives not only strength but courage and confidence, tends to simplify life and habits, and gives energy, decision and promptness to the will. Nature fashioned us for a life of arms and legs, to move about, to lift weights and run and climb. The instincts of action are the favourite haunts of happiness. To move, to stand, to walk, to run, to climb, to swim — what a joy there is in these expressions of our powers! Do we not enjoy our very perspiration after some triumph in honest labour or game? Let us use our body

and make things with our hands, keep a garden, or have a workshop; then the devil will never find us. The need to struggle is the salt and saving of true life, and poor health affects efficiency, spoils plans, and keeps the individual from the things for which he is best equipped. "In the sweat of thy brow shalt thou eat bread"—sums up the Law and the Prophets. Heightened vitality means an increased sense of power, a keener zest in everything. It means efficiency, more work done, and greater usefulness to society. It develops the power of hard work, and is a safeguard against self-centredness and envy. It implies the free play of the individual's characteristic energies as well as the capacity for friendly co-operation with others of similar interest and activity.

FOUNDATIONS OF MORALITY

Few realise how dangerously near weakness often is to wickedness, how impossible healthful energy of will is without strong muscles which are its organs, and how endurance and self-control depend on muscle-habits. Man is largely a creature of habit. Muscles are in a most intimate and peculiar sense the organs of the will. Moral and social habits are essentially physical and hygienic habits. The course of virtue as well as wisdom is seriously impeded by deficiencies of bodily health and vigour. The state of depressed vitality resulting from the want of fresh air and exercise is an important factor in the production of insanity and crime. Overfatigue means a

weakening of the power of will, and hence a lowered resistance to the more primitive instincts and passions. Bodily health therefore is the foundation of personal morality. For the young, motor education is cardinal; and for all, education is incomplete without a motor side. Skill, endurance and perseverance may also be called muscular virtues; and fatigue, velleity, (pious wishes) caprice, ennui, restlessness and lack of control are muscular faults. Our minds and spirits are in a bad condition, partly because our bodies are in a bad condition. A return to sanity is therefore urgently needed. The purpose of education should be enlarged so as to include the entire process of improving the human material. The culture of the body must be a part of the preparation for life. The next step in the educational reform should be in the direction of integrating the training of the mind with that of the body, and bringing the two to the same level of efficiency, dignity and importance, and making it accessible to every member of the community. It is not enough to assign a certain number of hours devoted to physical culture. A complete change of attitude is necessary. The great majority of our students and our city-bred men are prone to deleterious effects from too much sitting. So a method that straightens knees, hips, spine and shoulders or combats the school-desk attitude is a most salutary contribution to a great and growing need. To clothe the frame with honest muscles that are faithful

servants of the will adds not only strength, more active habits and efficiency but also health and euphoria (a sense of well-being). Since machines are taking from us the necessity for hard, unremitting manual work, and since we lead increasingly sedentary lives, schools should give such training in childhood that the adult may have learnt the best method of keeping himself fit by strenuous physical effort.

THE NEEDED REFORM

The real problem now presented is how to raise the general level of vitality so that children and youth may be fitted to stand the strain of modern civilisation, and overcome deleterious influences of urban life. In the urbanised hot-house life that tends to ruin all naturalness, our children are transplanted to the school-room with its imperfect lighting, ventilation and temperature. They sit on unhygienic benches, and work only the tiny muscles that move the pen and sometimes the tongue, and let all the others to decay. At one time our conception of health was strictly limited to freedom from diseases. But today our ideal of health has to do with mental, emotional and social fitness as well. The modern trend in physical education is towards wider participation in activities which satisfy present and future recreational needs. Because with the general tendency towards more leisure for all, the responsibility for the schools to train the young for the proper use of leisure becomes more definite and more urgent than before.

Adolescence is a new birth, for the higher and more complex human traits are now born. The quality of body and soul that now emerge are far newer. Important functions previously non-existent now emerge. It is therefore the golden period for acquiring the skill that comes by practice which is so essential in the struggle for survival. In American Secondary schools all sports are taught in season during instruction hours, all pupils being allowed as much active participation or practice as time and equipment and the number of instructors permit.

Of all forms of physical training fitted for our schools, a good farm is probably the best for motor development. This is due to its great variety of occupations and healthful conditions. Farm-training at its best instils love of country-life, ruralises tastes, and borrows its ideals from the villages. Agriculture, manufacture and commerce are the bases of national prosperity; and on them all professions, institutions and even culture are more or less dependent, while the ideas of mere study and brain-work are fast becoming obsolete.

Manual training meets the growing demand of the country for a more practical education, a demand that underlies the Wardha Scheme which helps to give control, dexterity and skill and a sense of capacity and effectiveness, and is a useful preparation for a number of vocations. It is intended to make men motor-minded, to teach both sexes not only to be useful but also self-

active, and self-respecting. It assumes that one can really understand only what one makes, and that one can work like a peasant and yet think like a philosopher. Thus the great merit of the Wardha Plan is that it recognises the beneficial effects of physical and manual work upon children, and gives it an honourable position in the educational scheme. For one thing it aims at training the young to become physically sound human beings with their bodies

developed and their health improved and strengthened. And for another, it requires everyone to do physical work at any rate for a time, since those who do not afterwards follow a manual trade will have already not only learnt to appreciate the point of view of the worker in the field, the factory and the workshop, but have ready at hand an active hobby the exercise of which will, besides keeping them physically fit, give them mental delight.

BASIC STEPS IN VOCATIONAL AND TECHNICAL INSTRUCTION

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

NOW that vocational and technical instruction is being introduced in several places in institutions of High School grade, it appears to be desirable to indicate to vocational and technical instructors some general lines on which they might base their instruction. The following are recommended as "BASIC STEPS" in Vocational and Technical Instruction:

1. Prepare the students for work. Put them at ease. Give them correct posture. Find out what they already know and can do. Get them interested.

2. Present the new operation to be performed. "TELL", "SHOW", "ILLUSTRATE", "ASK". Take one step at a time—clearly and patiently. Stress key points. Do not attempt too much at a time.

3. Get the students to perform the new operation. Watch them as they proceed in their work. Guide it, check it and get it corrected by them where correction appears necessary; but do not interfere unnecessarily.

4. Tell the students to repeat the operation without any help. Check their performance, judge it and mark it accordingly as "P" (pass), or "F" (Fail) or "G" (Good) or "B" (Bad).

"TELLING", "SHOWING", "ILLUSTRATING" and "ASKING" or "QUESTIONING" are good devices of instruction.

"TELLING" alone, however, is not very useful, when the objective of instruction is to develop new manual skills. It may be used with advantage when the objective is to impart information, provided the information can

be interpreted easily by the students in terms of their past knowledge and experience. When "TELLING" method is used, it is necessary for the instructor to follow the "TELLING" by checking the student's understanding of what was told.

"SHOWING" alone is better than "TELLING" alone as an instructional method when new skills are to be developed; but it is of the greatest value when it is used in combination with the "TELLING" and "ASKING" methods. "SHOWING" is useful, particularly in the "PRESENTATION" step when students are being taught to do something which they could not do before.

"ILLUSTRATING" is another method of "SHOWING". "ILLUSTRATING" requires the use of charts, pictures, diagrams and sketches on a black-board or a cement wall or floor. While using them, the instructor should make sure that the students correctly and clearly understand them and are able to translate

them into actual working conditions. "ASKING" or "QUESTIONING" is a very useful help in instruction, provided it is employed properly. It can be employed in combination with "TELLING" and "SHOWING" in preparing the students for instruction, in checking their grasp of the instruction given, and in helping them to THINK through the logical steps of instruction. In using this method, the instructor should take particular care to frame questions in such a way that "YES" or "NO" answers cannot be given to them. Questions which begin with such words as "WHAT," "WHO," "WHEN," "HOW" and "WHY" cannot be answered in this manner. Well-framed and well-selected questions keep the students alert and active and concentrate their attention on what is taught: they heighten their interest in instruction and inspire them with confidence by affording them opportunities to show their own knowledge; and they evoke active response from them and help in fixing the matter of instruction firmly in their mind.

NATIONAL EDUCATION FOR INDIA

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

— Dr. G. S. Arundale.

Dealing with Handicapped Children

By Prof. Anjilvel V. Matthew, B. A., M. Ed.

CHILDREN often tease each other, and those among them who suffer from some deformity or physical defects are particularly subjected to various forms of juvenile cruelty. Kind teachers like kind parents are apt to extend an over-protective attitude to the sufferers. To be tender and considerate to the young unfortunates is natural, but parents and teachers may be inclined at times to be excessive in their sympathy. This also does not tend to the development of the healthy personality of the child; for the handicapped person may thereby entertain a false conception of his place in this world. Justice demands that a handicapped person (a lame child, for instance,) should have, as Prof. Valentine points out, "certain privileges because of his disability, that he should ride when others walk, and have some extra entertainment for lack of active games, but hardly that he should in everything take precedence of his brothers or sisters." What the Principal of a Home for the Convalescent in Chicago says regarding the convalescent is applicable to the right kind of education of all who suffer from physical disabilities of any kind, temporary or permanent. The child must be helped to accept his physical handicap, he must be helped to see that he is not a solitary sufferer in this world. In the midst of many sufferers in this world he is no longer favoured

or unfavoured. "He is one of many, who, like himself, are learning to live with their handicaps. He comes to see that a physical handicap is no more difficult to live with than other handicaps, such as a bad temper or a poor education; that it is not the degree of handicap that is important—it is what he does with his capacity that is important. This attitude of accepting a disability and making the best of it is of major importance in the mental health of the cripples. It is a sane and wholesome attitude for any person, whether visibly handicapped or not."

Teachers are likely to have more sympathy and consideration for those who have some physical disability than for the intellectually backward or for those who are temperamentally ill-adjusted. "Tenderness for the physical defective may sometimes be found in the same teacher who has no consideration at all for those who are not good intellectually but would openly ridicule them for their failure to grasp things which others easily understand. To avoid the necessity or the temptation of making frequent comparisons it is good to have special schools or special classes for the intellectually dull. Even this is not a perfect arrangement, for the very fact of a pupil being sent to a special class for the dull is felt as a stigma. Even dull people can feel, and sometimes feel poignantly, that they are not supposed to be as worthy or

respectable as others. Nevertheless to be in a special class where invidious comparisons are not frequently made and to be taught by a teacher who understands the special needs of the intellectually backward and dull is less harmful for the latter than to be always goaded on to perform tasks beyond their normal ability. In order to save such children from constantly entertaining a sense of incompetence, it is necessary that they should be given scope to do such things as can be done well by them.

It is not only pupils of low intelligence that happen to be harshly treated by some teachers, who as a body have a dread of themselves being stamped as inferior people if their pupils do not do well in their studies. Hence for any laziness or negligence, real or apparent, they take their pupils to task. It is sometimes averred that the teachers are harsh not because it gives them any satisfaction to be harsh but because the pupils may thereby be profited. This need not be a consciously dishonest plea on the part of teachers, but many of them are also afraid—though they are not quite ready to confess it—that they will be called failures if their pupils are called failures. As a result they become unsympathetic, exacting task masters. Not only does such criticism and harshness fail to stimulate backward students, but even good pupils at times are made to dislike certain subjects on account of the carping criticism of some teachers. Prof.

Valentine says that records he has had from his students show that the sharp tongue of a teacher may depress and even embitter a pupil for years. He says that in one class of graduate students in training, 10 out of 48 men and 12 out of 44 women declared that they had permanent dislike for certain subjects on account of their having studied it under a teacher who was too critical or antagonistic. He believes that other factors also must have helped towards this dislike, but that this personal factor is certainly at least one of the important factors concerned.

Prof. Valentine's students were evidently men and women of at least average general intelligence; and it is possible that even in a group of persons of average I. Q. there may be some who do not have any special aptitude for mathematics or classics or music. The teacher in charge of such a subject may infer that because a particular pupil is good in other subjects he should be good in this particular subject as well, and if he does not make satisfactory progress in this subject it should be because he is indifferent in regard to it. The truth may be just the opposite—in some cases the pupils may be taking special pains to master that subject. If he makes the effort and does not succeed, the disappointment and despair he has in that subject may spread over all subjects and he may entertain an unnecessary low opinion about himself. This may lead to an inferiority complex and a faulty style of life.

TEACHING OF INDIAN HISTORY PLEA FOR A BETTER METHOD

By PANDIT GOPINATH KOUL, B.A., B.T.

SOcial studies, of which history forms one of the important part, is one of the most ill-taught subjects in our schools at present. The students never feel interested in it and the teachers seem to be burdened with the task of handling this subject. The result is obvious waste from top to bottom. University results are, on the whole, every year hopeless and the teachers in charge of this subject have the misfortune of explaining the causes of the sad state of affairs.

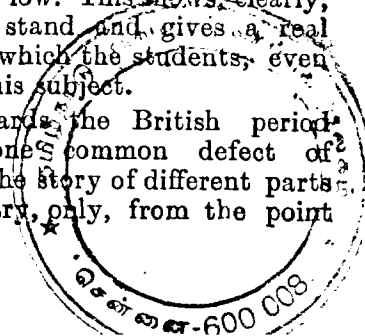
Before I think of advocating a method for teaching this subject, I may, briefly, refer as to how we teach this subject, at present, in our high schools. The students memorise isolated events, without realising how they stand related to one another. It is not read as a continuous story of the evolution of man but arbitrary divisions are created to confuse facts. At best, we read the story of selected Indian kings but not of its people. A student may be able to give exactly the causes of the downfall of Mughal empire, even though he may not have really understood their true significance. Such hopeless state of affairs defeats the very purpose of teaching this subject.

The ground covered in our school histories falls into the three periods,

the Hindu period, the Mohmedan period and the British period. So far as the pre-British period is concerned, the students are introduced only to the stories of the important dynasties and out of those who happened to rule in the Northern India. The students are given the bare skeleton of the stories of the Mauryans, the Guptas, of Harshavardhana, of the Khiljis, the Toglaks, and the Mughals. This is thus clear that the students do not get a connected story but isolated facts. It is no wonder that under these circumstances the students take to cramming up of the facts given to them by their subject teacher. This method prevents them from using their brains and it thus defeats the very purpose of making the boys to think which, according to the accepted notions, is the real purpose of including any subject in the curriculum. Once, years before, General Knowledge was made an optional subject in the University of the Punjab and the number of students taking up this subject voluntarily had fallen considerably low. This shows, clearly, where we stand and gives a real estimate in which the students, even now, hold this subject.

As regards the British period there is one common defect of presenting the story of different parts of the country, only, from the point

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when they come in contact with the Europeans in India. An example is quoted to make it more clear. The students are introduced to that portion of the Sikh history, when the Government of the British East India Company comes into contact with the Maharaja Ranjit Singh in the year 1809, when the famous treaty of Amritsar was signed with him. Their rise in the Punjab is hardly touched. Similar is the case with the histories of the Mahrattas, the Nizam, Mysore, Bengal and the rest of India.

If the aim of education is to turn out useful citizens and not book worms, our methods of teaching this subject must undergo a radical change. We must acknowledge that history is not a mere collection of events arranged with reference to important things but a true story of our forefathers. How they struggled in the past, what hopes and fears were cherished by them, then and then alone, it becomes an intensely human document in which the students feel immensely interested.

In order to remove the defects in the teaching of this subject, some of the following suggestions are made with a view to create an abiding interest in the plastic minds of youths for the subject matter of this important subject. First in order comes the importance of physical features of India. That History is closely connected with the Geography of a country, is almost an universal truth. Whenever we read an account of some event, the natural question that comes uppermost in our minds is the nature

of the place where it happened and when did it take place. Similar is the case with the Indian History. Geography of India, perhaps, is the right eye of its chronology. The home sickness of the Indians in the ancient and the mediaeval times is due to the absence of an indented coastline and the presence of the Himalayan range in the north. It has further curbed the seafaring spirit of the people of the ancient India. In the second place, the part played by the Vindhya range in isolating the south, deserves special mention. Thirdly, the fertility of the plain country, which lies between the Himalayas, the Aravalis, the Vindhya-chals and the Bay of Bengal should be clearly reasoned out and the consequent part that agricultural prosperity which is the cause of making this part of India densely populated and hence the chief theatre of the rise and fall of important dynasties needs a special attention. Without the mention of the important river systems, which are snow fed and hence add to the fertility of the northern India, the account will be incomplete.

Lastly, the significance of the North Western Frontier passes should be dealt with in detail, because it is through these that the foreigners have always found a welcome reception, whenever they came to invade India in the past. It is thus clear that no satisfactory history can be taught without a general Geographical background.

Next follows the historical treatment of the subject matter. Almost

everywhere the method is an oral lesson. The teacher comes into the class and makes a lecture, while the students listen. It leads to ineffectiveness. The result is almost nil. No historical sense is created. Any method, to be successful, should ensure pupil activity. This the teacher can do by means of questions and answers. This method is sure to make the matter presented really the pupil's own possession.

Any good method can lead us nowhere if handled by an inexperienced teacher, and at the same time, not given to supplementary reading. So a thorough preparation on the part of the teacher is the first requisite. He should know where, when and how to start. He should be able to jot down the main points of the lesson, with the active co-operation of the students, on the blackboard, with the strongest hope of leaving clear impressions of the lesson in the minds of the students. Further, the pupils may invariably be asked to expand this outline.

We now naturally come to the consideration of various aids in the teaching of this subject. They are many. Important among these are the diagrams, maps and text books. I shall confine myself in this article to the proper place of the text book for the teacher and the taught in the classroom.

There is a great controversy on the proper place and use of a history text book. The text book committee of every province in India prescribes one for the use of boys. Some teachers are against it and the majority want

to use it. The time-honoured method of reading aloud from the text book is considered unsatisfactory by all the teachers. The faults of such a method are obvious. It does not create interest and further encourages intellectual laziness on the part of both teachers and boys.

A text book can yield better results if it is used judiciously and the teacher takes pains to make it useful.

When a text book is desired to be used the boys are given an assignment on the previous day about the lesson that they have to do on the following day. Armed with the knowledge, the boys come prepared and openly discuss the day's lesson and thus get additional details about it from the teacher. Here a danger of taking the views of the text book writer as final can be averted by making it clear to the students at the outset that the account given by a text book writer is not infallible and that there are more points of view than the one pointed out by him (the text book writer).

Next follows as to how to guide the students in the intelligent use of the text book. It is necessary to devote the last few minutes for the preparation of the next day's lesson. Here the teacher should point out the importance of several topics and how to make notes. Questions of a somewhat difficult nature should be dealt with, in advance, by the teacher before the text book account is read.

When the boys come to the high department it is believed that

a thorough grounding in the chronological treatment of the subject matter has been laid. In the upper forms a topical treatment is advisable. The teacher is advised to give a due thought over the whole year's syllabus. He should decide in advance the topics which lead easily to topical treatment. Generally text books deal with the subject matter chronologically and to convert the subject matter to topical treatment questions can be prepared in advance and the class can be asked to deal with it independently and bring all the relevant information at one and the same place.

A few questions are given below. They are selected at random from Gulshan Rai's "A Short History of India" and are given below to illustrate my point of view.

1. Give briefly the history of the Sikh kingdom of the Punjab from 1792—1849.

2. What do you understand by the policy of non-intervention? How far was it successful?

3. Give an account of the Land Revenue policy of the Government during the period, 1805 to 1858.

4. Give briefly the provisions of each of the Charter Acts passed upto 1853?

5. Give an account of the relations of the Government of India with the Indian States during the period 1858-1943.

6. Account for the fact that the loss of political power by the Indians in the Turko-Mughal periods did not involve literary sterility.

In short, one can only say that any scheme of work that is adopted should not be rigid but elastic. A good history teaching should impress in a general way upon the minds of its readers the broad movements and prominent features of the history of its people.

HOW TO IMPROVE EXPRESSION BY THE TEACHING OF HISTORY

One period in a week can be allotted for it in the time table. Here interesting stories may be reproduced. Interesting questions like the educational development in India under the British rule can be taken up and discussed. After discussion the boys may be asked to write it in their own words. Children will assimilate a useful account of historical knowledge in an interesting form. History, if properly handled, will, in addition to giving practice in oral expression, supply matter for written composition.

A Unanimous Verdict : They love it! This is what anyone of the band of Calcutta ladies who serve in the Military canteens in the City will tell you with regard to the men in khaki and tea. Tea is always gratefully received by the men, and any enquiry for a second cup will invariably result in an answer in the affirmative. Most men are enthusiastic when they ask for a second cup; some appear shy. But delight is unanimous. —*Tea Views & News, No. 11.*

ETYMOLOGY MADE EASY

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

IN Grammar no other topic is as dull and dry as the topic of etymology. Indeed it is troublesome and tedious both to the teacher and the taught to teach and learn the long range of prefixes and suffixes. The teacher assumes the role of a herald as it were, while tracing the high pedigree of phrases and words. The variety of prefixes and their force and the segregation of suffixes and their meanings are hammered into the heads of the pupils so that by the constant dinning and drilling they will learn them by rote. The teacher breaks and bisects a word and sometimes trisects it to explain the force of a prefix or a suffix. In the Wordsworthian phrase,

'Our meddling intellect
Mis-shapes the beauteous
form of things :—
We murder dissect.'

Consequently his teaching runs dry and the hairsplitting brings in its train boredom and burden.

But to make the uninteresting topic interesting, to render the lifeless subject lively, is an uphill attempt. It demands sincerity and serious study on the part of the teacher and patience and perseverance on the part of the pupil. When once the ways and means by which to make the topic animate are discovered then it becomes a 'downhill' task as

it were, to both. The following is an humble attempt.

Etymologically, etymology is derived from (i) 'etymon' meaning the true or literal signification of a word and its root and (ii) 'logus' implying discourse. Hence it means a discussion about the derivation of a word. It consists of prefixes that are fixed before words and suffixes that are attached after words. Prefixes, English, Latin, French, Greek, Sanskrit etc., form the back, as it were, of etymology. Hence to break the back of the topic is our main concern. First English prefixes are rather simple and some in number. Therefore important words that convey these prefixes can easily lend themselves to be couched in suitable sentences or an interesting passage by reading which the pupils can easily find out the force of the various prefixes. The teacher should mark only the prefixes of the words and by following only the trend of the passage, the pupils will point out the force. The following is a passage attempted.

'One day at dusk I went ashore (on). I went aboard (on) and fell asleep (in) in my cabin. After an hour I awoke (up) from my slumber and saw at a distance a ship aflame and ablaze (on). I alighted (from) from the upper cabin. I looked at the crew before (by) me. I had to be a bystander (on the side) because

(by) the crew *forbade* (negative) me go near the burning ship. The crew in that ship *forbore* (thoroughly) the brunt of lowering children and women into small boats. Every one in our ship could *forecast* (before) the fate of that ship. No one could *gainsay* (against) this *fore-sight* (before).

'Realizing the miserable plight of the ship I could not remain an *on-looker* (on) any longer. Suddenly I jumped into the sea and reached the burning deck. I caught hold of a rope dropped down by a fair lady and went aboard. The lady *mistook* (wrongly) me for a stranger, but I did not *misjudge* (wrongly) her and informed her of my present mission. At the *outset* (out) I began letting ladies and children down into small boats. In this work I *outdid* (beyond) the crew. All the while my love was anxious about my escape. For love *unlocks* (reversal of action) the heart of man. Water was *overflowing* (over) *inside* (in) the ship. So I could stay no longer there. I *unloosed* (intensive) the rope and plunged into water. I had to *undergo* (under) hardships and *withstand* (against) the buffeting waves. At times I had to *withdraw* (back) at the mighty waves. At last I reached the shore and was warmly welcomed (in good state).'

The above passage covers and comprehends the various English prefixes. Ask the force of the prefix and the trend of the passage will enable the pupils to respond. The teacher should fill in the force of the prefixes by the help of the pupils.

Since brevity is the soul of wit, the second way is to shorten the lengthy process. That is, the teacher should confine himself to the words and their meanings. He should group a few easy derivatives like pre-war, post-war and pro-German and give their meanings. The pupils, of their own accord, will express the sense of the prefix.

Drilling, like imitation, is a shortcut to learning. It saves the labour of the teacher and the leisure of the taught. The teacher should group and grade the various prefixes having the same force. Prefixes, *hemi-*, *semi-*, *demi-* etc., have the same force 'half'. *Preter-*, *super-*, *hyper-*, *ultra-*, *extra-*, etc., imply the same force 'beyond', so that the drilling and dinning of these similarities in the class will yield beneficent results. In contrast to this learning by comparison, there is another by contrast. The teacher should cull and collect the pairs of opposite words. The antonyms—*discord* and *concord*, *sub-Hitler* and *super-Hitler*, *benevolent* and *malevolent* will suggest the contrast in the force of a prefix.

Lastly there is a difficult but convincing way of making etymology easy and interesting. Often does a teacher fail to understand why a particular prefix does a teacher force and not otherwise. For example a Latin prefix *a-* has got the force 'from' or 'away'. To obviate this difficulty we must refer not only to the word but also to its root. So a thorough explanation of the force demands the meaning of the root. The same may be explained below in a tabular form.

Word	Prefix	Its force	Root	Its meaning	Meaning of the word
Avert	a-	away	verto	to turn	to turn away.
Biscuit	bis-	twice	coquo	to cook	twice cooked.
Introduce	intro-	among	duco	to lead	lead among.
Dialogue	dia-	through on among	logo	to speak	speech among persons.

From the above logic a general rule can be deduced that the meaning of a derivative should embody implicitly or explicitly the force of the prefix, so that the mystified meaning of a prefix should be clarified. The root verifies it and tabulates the result. This totalitarian process resolves doubts and difficulties, ambiguities and equivocations arising in the teaching and learning of etymology.

In spite of our thorough thrash of the topic, some gaps always remain behind. These gaps should be filled in, by and by. Often does confusion arise between the forces 'reversal of actions' and 'the negative' though they have the same prefix. In the derivatives, '*unkind*' and '*unlock*', the prefix '*un-*' is common; but force in each case is different. '*To lock*' is a verb expressing action; therefore the prefix '*un-*' in '*un-lock*' expresses 'the reversal of action'. Since the *unkind* cannot show any action, the '*un-*' has a negative force. But in '*un-loose*' the prefix '*un-*' has the intensive force since the verb gives

an affirmative meaning: (to make more loose). Further, the force of the prefix '*anti*' is 'both before' and 'against.' In such cases the teacher should go by the meaning of the derivative. In '*anticipate*' the force is 'before', whereas in '*antidote*', it is 'against'.

Finally, when the above 'tricks of trade' are taken note of, then the teaching of suffixes reduces itself to simplicity. While explaining the force of a suffix, the teacher should exploit the past knowledge of grammar. In the case of English suffixes he should give a number of exercises to forms nouns, adjectives and adverbs. '*Beggar*, *beggarly* and *beggared*' can be formed from the verb '*to beg*'. After this lesson he should point out the suffixes. Sometimes suffixes like '*-let*' and '*-lock*' should be supplied to form diminutives. But the Latin and Greek suffixes cannot easily lend themselves this simple process. Therefore we shall have to refer them to the meaning and the nature of the derivative. Because '*oration*'

CHILD SUICIDES

By Mr. ALCESTE

HAVE you never been struck of late by the recrudescence of child suicides?

Within a few days a little girl kills herself because she is afraid to get home late; another throws herself under a train for an equally futile reason; an orphan boy of fourteen puts an end to his life because he is threatened in a moment of irritation with being sent to the workhouse; a lad of sixteen, a lithographer's apprentice, who had run away from home on being scolded by his parents, shoots himself in the abdomen leaving a brief note behind: "I was sick of life!"

How explain these fearful despairs, and how above all remedy them? Psychologists, sociologists and moralists strive their utmost to find a solution. Let us admit that there are definitely pathological cases, bad heredity, parents who are monsters, etc., but the vicious or ill-treated children are not as a rule the ones who commit suicide. The most disturbing

cases are children who kill themselves for what seem to us peccadilloes. Such disproportion between cause and effect confounds us.

It ought, however, to open our eyes to the sensitiveness of children, which we tend to regard with the eyes of blase adults. The automatism of our habits and professional tasks and routines makes us sceptical and indifferent: we do not see that right beside us young creatures with a sensibility all fresh and new feel with acute intensity that which has no importance whatever for us.

It must be recognized that modern life, by the growing mechanization of its activities, and by the growing rule of the mass, makes it more and more difficult for the individual life to become conscious of itself. We teach, we proclaim unceasingly that human personality must be respected. We fulminate our indignation against the regimes which openly and cynically treat it cheaply. But when the necessity of living forces parents to an automatic conduct which no thought or reflection ventilates; when children are massed in school barracks and adults in industrial barracks, how should we awaken and maintain a sense of that mysterious entity, an individual destiny? We let personalities become covered with a thick crust of habits. They cease to be dynamic consciousnesses, and become names, specimens, numbers.

If, indeed, we wish to respect human personality we must first discover modes of life which permit of its being brought to birth without suffocation on the way.

—World Education.

NOTICE

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

Business communications should be addressed to the Manager.



EDUCATIONAL INDIA

Masulipatam, Oct., 1943

War and Educational Reform

THE subject of post-war reconstruction is now very much in the air. Many are engaged in drawing schemes of reform which are to be put into effect when the war is over. The impression is gaining ground that there is nothing or very little that can be done now. The growth of this attitude is full of danger. And it is necessary that steps should be taken to prevent the spread of such an attitude. For, in many cases it turns out to be merely an excuse for postponing action even though such postponement is not needed.

THIS is what is found to be the case in the field of educational reform. Both the officials and

the non-officials have been talking too much on post-war education. But the question that arises is whether we should wait till the close of the war and till normal conditions are restored to carry out the needed reforms in the sphere of education. There does not seem to be any strong ground for such a policy. Persistence in such a view of the matter is likely to produce disastrous consequences. It is not known when the war is going to end. Moreover there is no prospect that even after the end of this war conditions would be so normal that governments will be in a position to concentrate their attention on educational reform. This war is not going to put a stop to all future wars. If we are to be guided by past experience each country may be compelled to prepare for another war. There is nothing to indicate that we will be in a position to enjoy a long period of peace. When such is the case it is folly to postpone reform to a later date.

THE question may also be looked at from another standpoint. In every province the departments of education have not ceased to function even though there is war. The staffs employed by them are so strong now as in the peace period. And their

Continued from preceding page

is an abstract noun, the suffix '—tion' has the force of an abstract noun. In some kinds of nouns, abstract, collective, concrete etc., adjectives, adverbs and diminutives should be classed and catalogued so that they may be conveniently drilled in the class.

The above 'prefix and suffix games' are played to enliven the lifeless topic and evince interest and enthusiasm in the teachers of etymology so that they may incorporate and appreciate them and contribute their own quota to the teaching of etymology.

energies are not absorbed in the solution of war problems. There is no reason why they should not tackle the question of educational reform which is one of the important tasks lying before them. They have no excuse to sit quiet.

It may also be observed in this connection that in most provinces of India there is a fairly large amount of agreement on the kind of reforms that are to be carried out. Authoritative commissions and committees have thoroughly gone into the question and the recommendations made by them have already been considered by Provincial Governments. Even if we went till after the war there is no possibility of alternative schemes of reforms being proposed. For instance the Royal Commission on Agriculture made an exhaustive survey of rural education and included in its report a large number of recommendations on the subject. This report is now fairly old. The Hartog Committee also made a survey of the general problem of education in full detail and laid down the broad outlines of reconstruction. The subject of vocational education has been gone into by Messrs. Abbott and Wood, the British experts invited by the Government of India in 1936-37;

and their report contains all possible and desirable suggestions on Technical and Vocational education. The Central Advisory Board of Education has also reported on several aspects of the educational problem. The Government knows what kind of reform should be introduced into the field of education. So far as the nature of reform is concerned there is no need to wait till after the war.

EVEN for the execution of at least some of these reforms no such waiting is necessary. The recommendations made by these authoritative bodies fall roughly into two categories. In one category are those items which involve heavy expenditure; and in the other are items which do not entail such expenditure. It may be that while the war is on and when every pie that can be spared has to be spent on war it may not be possible for Government to give effect to reforms falling into the first category. But this reason does not hold good in connection with other reforms.

WE may take one item to illustrate the point. All authorities are agreed that the teacher occupies a central place in any scheme of educational reform. It is upon the enthusiasm and ability with which he does

his work that the efficiency of any educational system depends. All other factors have only a secondary or subsidiary importance. And it has been agreed by all that the teacher should have permanence of tenure, a graded pay and other favourable conditions of service. To secure to the teacher this permanence of tenure, to see that the increments which are promised to him at the time of appointment are actually paid to him and to enforce the other conditions of service considered to be reasonable and agreed to by managements do not result in any increase of expenditure. All the same very little has been done in these directions in most provinces. And there is no reason why reforms like these should wait till after the war unless it be that the suffering to which teachers are put is to be indefinitely prolonged.

It was only recently that Sir Meverell Statham, the Director of Public Instruction of Madras, was reported to have observed thus: "The present condition of teachers is far from satisfactory. The teachers deserve a National Charter of rights and a reasonable minimum of salary for which he was fighting and would continue to fight." It is not however clear why it is that an

official occupying such an exalted position has had to fight for securing such rights as do not involve expenditure. What is immediately required is the drawing up of a list of reforms that do not mean additional expenditure and the putting into execution of all such reforms.

It is not only the Government and the departments of education that are taking shelter behind the so-called necessities of war. Private managements are also doing the same. Many improvements can be effected in schools, improvements which go to a great extent in shaping the character of the youth and in placing high ideals before them. Neglect of this aspect of training has been a sad feature of almost all our educational institutions. There is no reason why steps should not be taken now by private managements to set such matters right.

THE conclusion naturally follows that we need not wait till the end of war to carry out desirable educational reforms. Many of them may be put into effect today if only those in authority realise more fully than they do at present the responsibilities they owe to pupils in schools and to the teachers who are appointed to train them.

The Central Advisory Board of Education

THE Central Advisory Board of Education is going to meet at Dehra Dun from the 13th inst., under the presidency of Sir Jogendra Singh, Education Member, Government of India. Among other matters, it has to consider and express its views on the recommendations made by Dr. John Sargent, Educational Commissioner with the Government of India. Dr. Sargent has been in India since 1939 and has been able to grasp well the just requirements of the Indian Educational System. He has been an astute admirer of the Wardha Scheme of Education which has aimed at centering education in elementary stages on a basic craft, though unfortunately this system has, of late, been relegated to the background. From what little we know, Dr. Sargent is favourably disposed towards the spread of elementary education even by making it free and compulsory on a planned system and the removal of illiteracy at an early date. And the in-coming Viceroy too was pleased to remark a few days back that the appalling illiteracy in India should be obliterated. We suggest that a harmonious blend of the present courses of study with what has been contemplated by Zakir

Hussain Committee should be effected to make education realistic and utilitarian.

ANOTHER much-needed reform which has been kindly favoured by the Commissioner is the raising of the emoluments of the under-paid and over-worked elementary school teacher. To be able to attract men of higher academic qualifications who would devote themselves wholeheartedly to the work of training up the intellect and character of the youth, liberal scales of pay should be adopted. If it so pleases, the Provincial Governments may take over the control and management of elementary education and pay decent salaries to qualified teachers to keep them above want or insist on the adoption of fixed scales with definite service regulations on local bodies and private agencies. It is gratifying to note that the Viceroy-Designate has put in a kind note in his mental bag that the salary of the school master should be considerably enhanced as he is the custodian of the future Indian nation. It is hoped that the members of the Board would rise to the occasion and mark an era in educational progress by their far-sighted and liberal conclusions.

THROUGH different PROVINCES

DELHI

ALL-INDIA EDUCATIONAL CONFERENCE

It is understood that the 19th session of the All-India Educational Conference will be held in Jaipur under the patronage of His Highness the Maharaja from December 27 to 30, 1943.

DELHI UNIVERSITY BILL PASSED

After prolonged discussion during the last session of the Central Assembly, the Delhi University Amending Bill has been passed.

One of the amendments marked a definite change in the character of the University. The University was originally intended to be a residential University of the unitary type. In due course, that ideal underwent a change and developed into a university with co-ordinated teaching by the constituent colleges.

Another important experiment, which was launched is in the shape of the three-year degree course.

The Council of State took up the consideration of the Bill as passed by the Central Assembly on the 27th of August and after discussion the consideration motion was passed.

MADRAS

CONCESSIONS TO CHILDREN OF SOLDIERS

The Government of Madras have directed that the educational concessions admissible to children and dependants of soldiers and of members of the Royal Indian Navy and the Indian Air Force be extended to their

adopted children also, when the system of law by which they are governed recognizes the validity of the adoption. The adoption of daughters will not be valid except in rare cases.

SCHOLARSHIPS FOR TECHNICAL EDUCATION

The Mohamedan Educational Association of Southern India, Madras, has issued an appeal for contributions to its funds to educate poor young men and women. The Association, it is stated, has promised scholarships to 147 students, amounting to about Rs. 18,000 for this year and has committed itself to a very large number of students for technical courses.

BENGAL

EFFECT OF WAR ON EDUCATION

The food, kerosene, and paper shortage in Bengal is reported to have assumed grave proportions and become a menace to the educational life of that province. As children cannot go to school on empty stomachs and as parents have to bother about how to get food for them rather than books and note-books, at prices far beyond their means, primary schools are closing down and secondary schools are doing likewise. On July 14, according to "People's War" of August 22, the Chittagong College had an attendance of only 72 students out of 150 on its rolls; the Islamia College 32 out of 150; Darul-Madrassa 73 out of 600; and Muslim High Schools 43 out of 300. The Matriculation Examination could not be held in many centres in Naokhali District; and in Rajshahi it could be held in two

subjects only. In Suri one cannot read after sunset, as there is no kerosene for lamps.

STIPENDS FOR INDIGENT STUDENTS

With a view to enabling indigent students of schools and colleges affiliated to the Calcutta and the Dacca Universities to tide over the present economic crisis, the Government of Bengal have decided to grant temporary stipends to such students for three months from September. The scheme involves an expenditure of Rs. 1,00,000 each month.

The number of school and college students benefiting by the scheme will be 4,500 and 8,000 respectively.

SHORT COURSE IN AIR TRAINING

The Government of India have sanctioned the opening of special air force classes by the Calcutta University as an experimental measure for one year. The duration of the course, covering technical and non-technical air force subjects will be three months.

BOMBAY

EDUCATION IN THE PROVINCE

According to the Quinquennial Report on Public Instruction for the period 1937-42, there was a rapid expansion of primary education in Bombay Province.

In 1938-39 the Bombay Government launched a scheme to abolish mass illiteracy at an extra initial cost of about Rs. 4½ lakhs. The public response to the scheme was spontaneous and in less than four years there was a network of small village schools all over the Province. Voluntary schools opened under the mass literacy scheme were aided directly by the Government, whose liability on this account increased to over Rs. 8 lakhs at the end of the period under

review. The contribution of District Local Boards to the increase in the number of the primary schools was also noteworthy. Direct expenditure on primary schools increased to over Rs. 219 lakhs.

Basic education was introduced in 1939 in compact areas in the various divisions, and the syllabus adopted for these schools was the "Wardha" scheme. At the end of March 1942, there were 63 basic schools attended by 4,100 pupils. There were also 81 agricultural-bias classes attended by 4,300 pupils. The number of pupils who passed the Primary School Certificate Examination with an agricultural bias more than doubled during the period under review.

The number of primary schools in Bombay City increased to 613 during the quinquennium, and the number of pupils to 113,098. This increase was due partly to increased enrolment under the compulsory education scheme.

THE POONA UNIVERSITY

The establishment of a Regional University for Maharashtra is recommended by the Maharashtra University Committee appointed by the Bombay Government, whose report is published recently.

In the course of its remarks on the need for a University for Maharashtra, the Committee refers to the "University for the whole province is no longer sufficient. A survey of actual working conditions in the University of Bombay warrants the conclusion that the creation of additional universities would be a benefit both to the parent body and the off-spring.

Dealing with fears that a Regional University might accentuate narrowness of outlook and lead to parochialism, the Committee expresses the view that any danger that might be anticipated in this regard is lessened a great deal in Maharashtra by the fact of the broad area and

by the diversity of elements comprised within the jurisdiction which they propose for the new University. The Committee recommends that the proposed University should be located at Poona and should be known as the "University of Poona". A regional name, such as the University of Maharashtra, would not be suitable specially from the point of view of parts of Maharashtra not included within the area of the new University.

SIND

TEN-YEAR PLAN OF EDUCATION

The Committee set up by the Government of Sind to prepare schemes for the educational advancement in the province, both in urban and rural areas, has drafted its final report and submitted to the Government.

A ten-year plan is proposed for introduction of compulsory education throughout the province. Other recommendations are a women's college and more schools for girls in order to encourage female education among those who object to co-education.

Apart from the proposal that Sind should have a separate university of its own, the report further suggests the establishment of a Government Engineering College.

ORISSA

UTKAL UNIVERSITY SCHEME

The Orissa Government have requested Mr. W. McLean, Registrar of the Madras University, to serve as Special Officer in connection with the starting of the Utkal University and the Syndicate of the Madras University has permitted Mr. McLean to accept the offer.

It is learnt that the name of Mr. P. K. Parija, Principal on the Ravenshaw College, is being mentioned as a likely

choice for the Vice-Chancellorship of the Utkal University. An announcement in this regard is expected this month or early next month. The inaugural meeting of the University will be held in December next. Promises of donations amounting to several lakhs of rupees have already been received by the University from different quarters.

MYSORE

ACADEMIC COUNCIL MEETING

A proposition that the course of study and consequently, the schemes of examination for the Intermediate and degree courses in Arts and Science be revised and that a committee be appointed to go into the question and submit definite proposals was approved by the Academic Council of the Mysore University.

A resolution to open a Diploma Course in Journalism passed by the Senate in November last, and referred to the Academic Council by the University Council, was next discussed. When put to vote, 12 voted in favour of opening the Diploma Course, 12 against and 17 remained neutral.

COCHIN

EDUCATIONAL REFORMS

The Cochin Government have resolved to introduce certain changes in the Grant-in-aid to educational institutions started 22 years ago bringing it into line with those in vogue in Madras and Mysore.

The Director of Public Instruction will be entrusted with the work of drafting the new scheme. He will be given a Personal Assistant to attend to the routine work in his office for a period of six months.

A committee will be formed to scrutinise the draft codes and rules framed by the D. P. I. and make recommendations to the Government.

PUBLIC OPINION

Mr. VENKATARAMANARAO ON UNIVERSITIES AND NATIONAL LIFE

"A University is an organ of national life and culture and not its adverse critic. In other countries it fulfils its higher purpose by entering, as it were, into the heart and soul of the nation"—declared Dewan Bahadur P. Venkataramana Rao Naidu, Chief Justice, Mysore High Court, delivering the Convocation Address of the Madras University on August 26 last.

Speaking of the purpose and function of a University in India, Mr. Venkataramana Rao said that the primary object set for the University was to extend the domain of knowledge of its *alumni* and to initiate them into sciences, by far the most munificent of the gifts of the West. But this task could not be performed without introducing the students to the literature of the West.

Mr. Venkataramana Rao next stressed a University's attitude towards the culture and civilisation of its country. "With the best knowledge and equipment which has been imparted to you in the University, you should not remain strangers and aliens in your own land, without desire or capacity to enter into your own inheritance and preserve the continuity of your traditions. Moreover, our contacts with other nations

and with the new idealism that is abroad everywhere have kindled in us a desire not only to share in the intellectual wealth of nations but also to contribute to it. The renaissance in India sums up the complex of forces and motives that mark the birth of a new life in our midst. The Universities have to take part in the movement, clarify its aims, strengthen its purpose, shape its ideals and supply its energy.

BOMBAY GOVERNOR ON UNIVERSITIES AND WAR

Delivering the Convocation Address of the Bombay University Sir John Colville, Governor of Bombay, referred to the present war and said.

"The last 15 years, in addition to an enormous increase in the population of India, has seen a growing realisation that the future of this great country will not depend, as in the past, upon an economy so overwhelmingly agricultural as it is to-day. The war has witnessed an enormous quickening in the industrial pulse of India. This quickening is bound to increase. When it does, it will bring new problems of many kinds. It will be the duty, then, of educated people, and particularly of University men and women, to take their part in solving them. Problems of unemployment, problems of la-

bour, problems of social classes, problems of new industries, problems of social reorganisation in the whole field of administration, are sure to arise. For the adequate treatment of these, the services of educated and clear-thinking men and women are required. Technicians, scientists and engineers, of a kind hitherto rare in India, will be needed in larger numbers. It will be the task of University men and women to help to solve the problems of what, under wise control, will be a gentle social and economic transition, but in undisciplined circumstances, may become a violent and economic revolution.

Speaking of the affect of war on Universities in the Western countries and how the Universities of France, Denmark, Greece and other countries had been forced into chains, Sir John observed, "Here, in India, the Universities have been more fortunate in that little has supervened to interrupt the orderly progress of learning and the steady development of culture. At the most, India has suffered in the educational field merely a slight inconvenience. That is a subject for thankfulness, but it is also a reason for making certain that we take full advantage of these educational opportunities and do not, from one cause or another, neglect their value."

THE RT. REV. HOLLIS ON THE DEVELOPMENT OF MOTHER-TONGUE.

"The true object of study in a foreign language must always be the enrichment of our own language and, through that, the education of the

whole of our people through the influence of the few who have first studied in the foreign language and mastered the new ideas" observed the Rt. Rev. M. Hollis, Lord Bishop of Madras, in a speech recently.

Continuing he said that it was essential that the beginnings of education should, as soon as possible, be in the tongue of the home. Macaulay's aim was that a vernacular literature should grow up as soon as possible. But in fact education in English had not yet produced its proper result—full education in the vernacular. He would not deny the great achievements of Indians educated under the existing system. But they were concerned not with the education of a selected few but with the education of a nation.

It should be, Rev. Hollis pointed out, the true mark of an educated man not that he talked English but first of all he talked good Tamil or whatever his own language might be. He was not speaking against the learning of a second language or of as many more as possible. But the first thing was to master their own speech and to be able to express in it all that they knew. The difficulty in India was that the scholars and inventors had so seldom even tried to express what they had to say in any language except English and therefore the languages had not grown as they ought to have done. Literature too suffered from this divorce. The key to the true education of a nation was the scholar. But they had left him out of the modern educational system in India.

Foreign Currents

School for Rulers

SPECIALLY selected members of the U. S. Army have been chosen to take over any territories released from the enemy by the U. S. A. and to administer them, until such time as they return to normal conditions. They have set up a special school to train these men at the University of Virginia, Charlottesville. It is one of the most remarkable schools in the world.

The course is divided into two parts and a normal day of study may continue from eight until five-thirty, with the usual breaks. The men learn all the niceties of setting up a military government. Professor Henry Rowell, at John Hopkins University, a specialist on Italy, Hugh Borton, specialist on Japan, and Arnold Wolfers, expert on Germany, tell the students everything which may be useful to a Government following in the rear of occupying forces. There are maps on the walls of the classroom and all the differences of dialect and custom are carefully elaborated. They are not out to subdue the people, to set any Imperial seal on these countries. They merely want to maintain order to keep the normal services going, until everything has settled down again.

To this end a large part of the course consists of practical training

in the type of problems liable to confront the men. It is carried out with great thoroughness. The students are given various labels. One group represents the Army, another the law, a third the police. Press and railways too are well represented. Then the students go to work to gather all information possible and present a co-ordinated plan of action. Meanwhile a second group, confronted with the same task, has completed its own solution. Both groups are aware of the competitor.

Supposing the local Mayor or some other potentate sees fit to start a campaign of passive resistance to the occupying troops, what would they do? Supposing the railway communications have collapsed and thousands of people are threatened with starvation? Supposing the police refuse to carry out orders. All these and far more knotty problems crop up in the course of training. Every type of difficulty is anticipated. The final examination presents a complete enemy country needing a plan of military governorship. Students are asked to put forward schemes. Then a bunch of Research Officers go through the results. Already some of the plans have shown such promise that they have gone into Army files for future reference.

Students, so far have been selected from the captains in the Army. They are picked after careful consideration of their civilian background. For instance, men who have had wide experience as health experts, lawyers or engineers, get preference

and anyone acquainted with the business of running local government is welcome. There is a third type sought out again—those intimately acquainted with any of the countries likely to be liberated in the near future.

The general background of training covers all basic requirements of a civilised community. Certain members specialise in educational matters, others in public health, others again in the involved business of local currencies.

There are some headaches in this training. Unless you know the local patois here and there you are quite useless. Money too may be equally varied.

The student "rulers" move amongst the ordinary students at the University, but they wear uniforms. They are billeted in the Monticello Hotel in very pleasant surroundings, and it takes them anything up to half-an-hour to walk to the University every morning. Tall powerful Brigadier-General C. W. Wickersham, runs the school and is a great believer in hard work.

America is beginning to take a considerable interest in this school. At the moment it is almost unknown, but very soon now, the voice of the critics will be heard. What is the precise object of this school? Is it true that a large number of men at the school are associated with Wall Street? What precise form of Government does it aim at?

Something of a storm seems to be brewing amongst the lovely foothills of the Blue Ridge Mountains, home of the Charlottesville University. But whether civilians would be better at the job than soldiers, obviously some form of government will have to be superimposed for a time upon the local machinery to prevent chaos breaking out. Soldiers are good at keeping order. But would the civilians be more ready to relinquish control at the right psychological moment?

— From *The Hindu*.

Basic English Committee

The Committee on Basic English, which, Mr. Churchill disclosed in his speech to Harvard University, has been set up by the Cabinet, is a ministerial committee with the Secretary of State for India, Mr. L. S. Amery, as Chairman. Other Ministers on the Committee include the President of the Board of Education, Mr. R. A. Butler, the Colonial Secretary, Col. Oliver Stanley, and the Minister for Information, Mr. Brendan Bracken.

"Since its appointment, the Committee has been collecting material and will hold its first meeting shortly," it is announced. "While it would be premature to forecast what procedure the committee will adopt it will no doubt hear evidence from persons with special experience of this problem."

PERIODICALS

Social Service in Schools

In the current number of *Teaching*, which is specially devoted to "Social Service in Schools," Mr. C. N. Raghavachar has given some fine examples of social service in schools, which are worthy of emulation. He writes :

"In a high school where I worked, I found that some boys did not pay the fees every month before the end of the month, and paid a readmission fee of one rupee regularly, month after month. On inquiry I found that this was due to the guardians not being able to send the remittances in time. I explained the situation to the boys and a solution was easily discovered. Those of the boys who could afford to do so, paid two or four annas, and the amount thus collected was advanced to the boys who were unable to pay fees before the 20th of the month. They had to return the amount immediately on receipt of money from home. Proper accounts were maintained by one of the boys, the writer merely supervising and guiding the transactions. The amount advanced by the students was returned to the subscribers at the end of each year. The poor boys were thus saved from payment of penalty fees which they could ill afford.

"In another high school, where I worked as headmaster, I found that the number of pupils suffering from

malaria in the town increased day by day after the new canal water was led into the local tank. I learnt from the local doctor that he was getting patients suffering from malarial fever for the first time in the history of the town, and their number was increasing. As a part of the Junior Red Cross work of the school, a dozen students were required each to make a survey of particular streets and to report the number of malarial patients in each streets. On receipt of the reports, I took the local doctor on a visit to each locality, accompanied by the scout-master, and proper advice was given to the people to prevent the spread of malaria. The pupils took an active interest in the survey, and carried quinine and other medicines to patients who had no help at home. On the basis of this survey, conducted by the pupils, a report was sent to the District Health Officer and also to the Revenue authorities. The Health Officer immediately visited the place and made a report to the authorities, suggesting means for the prevention of the spread of malaria. This resulted in a short time in changing the course of the new channel, originally proposed to be brought very near the town, to a distance of two miles from it. The timely action taken by the pupils of the school prevented the town from becoming completely malarial."

Official Records in Oriental Languages

WITH the help of different universities and research societies important records of the Government of India in various Indian languages are being edited and published in book form, thereby making easily available for future generations of students a large volume of useful material on India's past.

This work is part of the five-year publication programme adopted by Government on the recommendation of the Indian Historical Records Commission a year ago. The programme involves the editing of the records of the Government of India by Honorary Editors, with the Keeper of the Records as Editor-in-Chief, and their publication when paper is available.

Of the records in Oriental languages, a volume of Bengali documents has already been edited and published by the Calcutta University.

Transcripts of about 200 Marathi letters have been made over to the Bharata Itihasa Samshodhaka Mandala at Poona to be edited.

A volume of Persian Akhbars will be published by the Delhi University. Material for a Gurmukhi volume is being collected for publication by the Khalsa College, Amritsar.

Nearly 500 Hindi documents have been collected and the Allahabad University have agreed to publish them. Arrangements are being made for transcription and publi-

cation of records in Dravidian languages, while Dr. S. N. Sen will edit and annotate the Sanskrit documents so far traced and arrange for their publication in learned journals.

The First Monkey Dictionary

The First Monkey Dictionary of the world is being compiled. Scientists in America, South Africa and other countries are cooperating in this work. Each keeps the other informed. The technique employed is as follows :

A sound-recording apparatus is placed in a cage containing a number of monkeys, and observers nearby note the circumstances in which sounds are uttered by the monkeys. The records are afterwards repeatedly replayed, while the observers compare notes to discover whether certain utterances have any relation to definite circumstances.

Prof. Garner of New York has been six months in the company of monkeys. In Moscow, a professor and six assistants have kept up a rota for eight months in order to ensure that nothing was missed from the monkey talk. From the evidence gathered in several laboratories, scientists have concluded that monkey language consists of three to fifty words. Young monkeys know from three to five words, which they repeat unceasingly. As they grow up, their

Letters to the Editor

Regional University

SIR,

It is better to start with one of the strangest objections raised against regional Universities. A University, as the very name suggests, should be as broad-functioning as possible. To turn it into a regional one, it is pointed out, is to make it narrow. Such an objection entirely misses the point. If in political administration, a country is divided into so many provinces, does that mean that the outlook of the country is narrowed? Regional University is both a convenience and a necessity, in a big country like ours. Here again there are some who say that India is too big and too full of differences to be considered as one nation. The remark ignores the whole glorious

Continued from preceding page

vocabulary grows larger. Old monkeys have a range of fifty distinctive utterances. Different species have different "dialects". Monkeys of the same species kept in different cages for a long time develop a dialect of their own, almost as people living in one part of the country develop a dialect that differs from that of the neighbouring parts.

tradition of India. We have always had many races, many religions and many languages and in spite of that we have been one, because the soul of India is one. If instead of calling it a nation, one would speak of India as a 'people', such an incritical objection would have no justification. Secondly the differences are there like the differences between brothers of one and the same family. They need not be considered as having any significance to the outsiders.

Thus, a regional University, in its own right, is there to increase and develop the bond of oneness. If knowledge is really power, then knowledge imparted in one's own language and as applied to one's local conditions would turn out more powerful. A regional University pre-supposes a linguistic redistribution of India, as it pre-supposes a free India. Linguistic redistribution of provinces need not be difficult since always for one reason or other India has been distributed into different provinces. I am not at all frightened of the experts who talk of deficit provinces because to me the whole problem appears from India as one and therefore a deficit province simply means a brotherly or parental adjustment from another province or Central Government. Such a question is to be decided not by statistics but by what is inside our soul. If we want to live and live better, then neither cost nor deficit shall prevent us from doing so.

(Prof.) D. V. POTDAR, M. A.
(POONA)

Book-Reviews

BEAUTIFUL RAJAPUTANA—32 pages
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ASSAM—16 pages—Price as. 2

MADRAS—20 pages—Price 2 as. 6 ps.

THE NORTH WEST FRONTIER
—24 pages — Price as. 3

by C. A. Parkhurst—Published by
Messrs. Macmillan & Co., Ltd.

These volumes belong to the second series of "Here and There in India" the first series of which we had the pleasure of reviewing in the pages of this magazine. Like the earlier volumes these new booklets are excellently got up with beautiful pictures and are written in an easy style. They are quite suitable for supplementary reading in the Lower Forms. A good use can be made of them in the Library Hour which has now come to be an important feature of our High Schools. Besides acquiring a good command of language the Indian boys will have the great satisfaction of knowing something about the sacred land which they have the privilege of calling their motherland.

EASY STEPS TO ENGLISH LITERATURE—Books I and II—Pages 147 and 141—Price As. 14 & Re. 1.—Published by Messrs. Macmillan & Co., Ltd.

These two volumes meant for detailed study in the higher forms of the High School are excellently planned. The selections in Prose and Poetry are judiciously chosen and are sure to provide the 'adequate and proper mental stimulant' which it is the endeavour of the publishers

to cater. Varied in form and in content, the lessons are calculated to mould the character of the young student silently and imperceptibly without being obtrusively didactic. Each lesson is preceded by a brief critical note which will help in the proper appreciation of the extracts. The attention of the students is drawn to the most important words and phrases and the notes are suggestive and brief. Questions and exercises for written composition as well as conversation and oral discussion have been appended to each lesson, a special feature being the carefully graded exercises in Grammar in accordance with the S. S. L. C. grammar syllabus. We would heartily recommend the use of these as text books in the higher forms of our High Schools.

—V.M.

TEACHING:— A Quarterly Technical Journal for Teachers. Vol. XVI.
No. 1. September 1943.

This issue of the journal is devoted entirely to the study of the subject of Social Service in Schools. It contains a number of articles contributed by persons who have had actual experience of this kind of work and who can therefore speak with authority on it. A large amount of information is given in regard to the kind of social service which pupils in some of the schools in India are encouraged to render. Those school authorities who wish to train their pupils in this direction will find the articles very useful and suggestive.

M. V. R.

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