

EDUCATIONAL INDIA



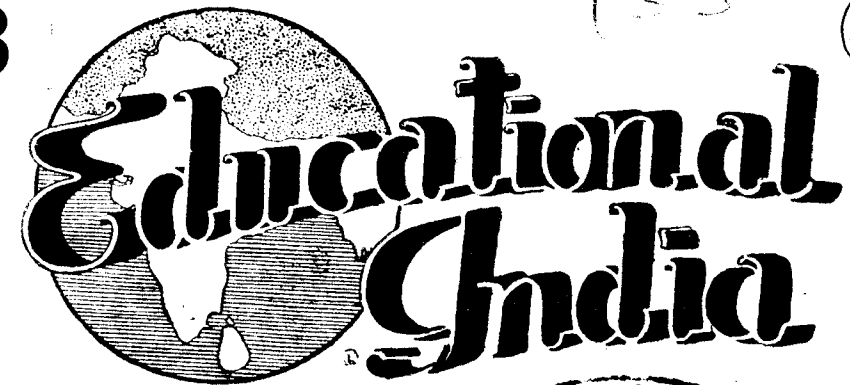
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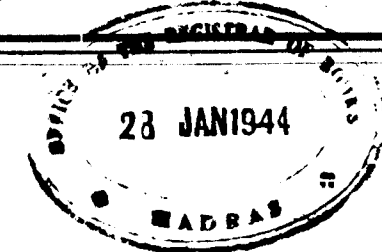
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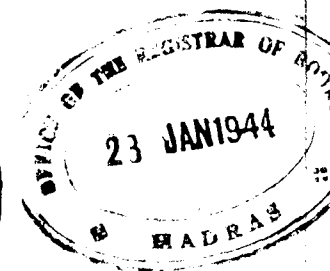
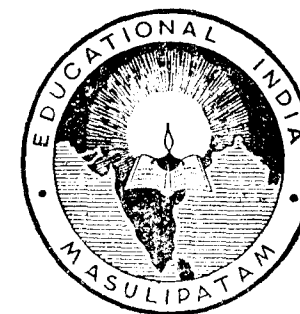
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EDUCATIONAL INDIA

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Edited by Prof. M. VENKATARANGAIYA



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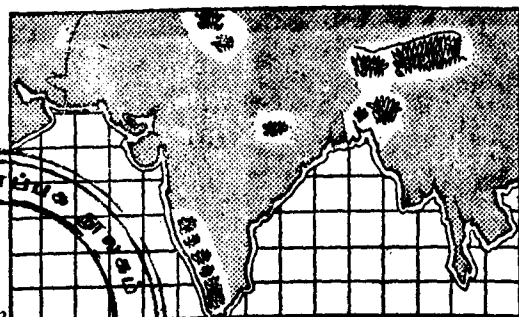
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Self-Entertainment : The Acid Test of Education

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

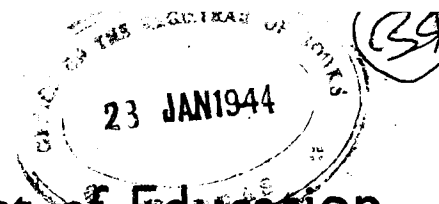
A HAPPY definition of education is that it helps us to *entertain ourselves*. In these days of increasing labour-saving machinery and greater clamour for lesser hours of work, the fine art of wisely and happily spending the leisure-time becomes more and more urgent. If education should be a preparation for life, it should naturally include work as well as play. Sports and other extra-curricular activities become worthy of consideration as a preparation for life. Vocation and recreation should be considered together; and the recreation should be chosen to compensate for the limitations of the vocation. For example, if the vocation is going to be sedentary, some form of muscular outdoor recreation should be in prospect.

The restlessness of the modern world is more apparent in the field of leisure than in that of labour. The abuse of leisure in adults is the result of lack of training in entertaining themselves while at school. Not having learnt as children to fill their leisure time with living interests and creative and joyous hobbies, the low class workers seek the toddy-shops to find recreation from their unattractive work, while the more wealthy classes resort to gambling houses, race courses, brothels, social scandals etc., to fill their spare time.

This is a great defect in our educational system, and steps must be taken to inculcate ideas of worthy use of leisure to the young children in their school days. The school work should be so arranged as to fill a child's life with real, living interests, with the love of doing things, making things, or of adding to his store of knowledge by some use of his hands or eyes.

WORK—THE SECRET OF HEALTH AND HAPPINESS

"Man's most fundamental characteristic," says Prof. De Morgan, "is the instinct of workmanship. Man at his origin is the maker; man in the mass has been workman." But then man is truly active only in those activities which are done *freely*, that is, during his leisure hours. Leisure always invites to active effort, not passive enjoyment or mere relaxation. It opens to the ordinary man a sphere of free activity, free not only in the sense that it is fully and indisputably voluntary, but also in the sense that it takes him for the time out of the narrow circle of purely personal cares into which the pressure of circumstances tends always to drive him. The first principle of mental health is that except when tired or sick, the individual should be up and



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doing. To be busy is the secret of grace and half the secret of happiness. But doing something under compulsion merely saps vitality. What is work and what is play depends in the last analysis on one's attitude towards it. What the little child said in reply to a question to distinguish between work and play is full of wisdom. "Anything I *have* to do is work, and anything I *want* to do is play." We think of our activity as play if we can take it up, or lay it down at choice, or vary at will the conditions of its exercise. In all activities where freedom and spontaneity rule almost unchecked and which can be done with ease and mastery, joy is inseparably connected with them; and this is exactly what is meant by entertaining oneself during the hours of leisure.

PLEASURES—BOUGHT AND SOUGHT

What a sorry spectacle we have of a city population on a holiday! They glibly talk of making themselves merry by pleasure-seeking. But what they really do is to *buy* pleasure, not seek it. There is a world of difference between seeking our pleasures by our own exertions, and buying them ready-made in the market. We buy our pleasures when we pay our money to see a skilled performance, say, a tennis match, or a picture at a cinema, or hear a musical concert. We seek them when we learn to do something skilfully ourselves. A man who buys his pleasures is more likely to be a dull fellow, but a man who makes his pleasures for himself by his own skill and ingenuity is always

an interesting companion. The pleasure that a man enjoys through the exercise of his own skill excites our admiration; and surely there is no pleasure comparable to that.

Paradoxically enough the idea that to keep busy every minute is the first condition of self-respecting existence came in precisely with the increase of labour-saving devices. When mechanised industry is destroying the field of personal skill at the labour end, it becomes increasingly imperative to try to recover the lost field at the leisure end. The greatest social danger confronting us today is the growth of a vast multitude of people in all classes of society with no skill to exercise either for their own enjoyment or for other people's benefit, but with plenty of leisure at their disposal and with plenty of money in their pockets for the purchase of ready-made pleasures.

NEED FOR SKILL

The great task of education therefore is the acquisition of skill; it not only occupies our leisure-time, and effectively drives out the devil whose workshop is the idle brain; it is at the same time the training ground for the acquisition of self-control which is at the root of all virtues. Skill and self-control go together. A man who has no skill that he can exercise when he is free is almost inevitably a man who is not a master of himself. Of course, skill is a thing of endless variety—skill of the hand, of the brain, of the body, of conscience, of the heart. Music, art, literature, drama, humour, short-story, and

novel writing—anyone of these might furnish a field for the exercise of one's skill. Gardening, carpentry and other forms of manual work, Y. M. C. A. activities, rural uplift, social service, adult education and other forms of social amelioration work, photography, bee-keeping and other forms of personal hobbies

suggest themselves as skilful forms of occupation to fill the leisure hours. Man has need for creative expression—a release of his innate powers to recreate himself, to have the sense of well-being, in a word, to entertain himself; and the secret of self-entertainment is the skilful occupation of his leisure hours.

THE MEANING OF EDUCATION

By Mr. M. SESHAIYA

IF education is concerned most with anything in the world, it is with the life of man. And what is this that we call the life of man, exactly? As Sir John Woodroffe puts it, life is a power, a form of consciousness which directs matter. He proceeds to define this consciousness as the *transcendence* in matter and not a product of it. He further elucidates that life is a complex Reflex-Activity resulting from the operation of the psycho-physical principles or forces in the organism (of man for our case here).

The characteristic of all living matter, again according to the same authority, is to tend to greater and greater freedom and individuality. Man also possesses that tendency; so he also must advance in that direction. For this purpose an initiative, creative process is especially set in him. Its power is weakened or increased in man as he has the ability to resist or to increase through faith in the progressive realisation

of his oneness with the enduring Whole, which while timeless in itself, is represented in time by a *principle of conservation within the limits of life*.

Though from mineral to man, nature constructs all beings with similar materials, the same authority expounds, that differences come up in man to a degree of his being worked up to display consciousness. Human protoplasm behaves as if it possesses a clairvoyance very superior to reason.

It is also defined by him that instinct is an incorporeal element characterised by a native, infallible and irresistible impulse superior to the organism as well as to its sensibility, though it is not separate in form or completely independent of them. According to him animal instinct is a veiled form of consciousness. In man's higher mind appear the instincts of reason, judgment etc. in the least veiled and most aware forms. And again instinct is subjec

to modification under the guidance of experience. It possesses a tendency now latent, now potent, in the evolution of man. From out of the bases of instinctive activities arise self-consciousness and self-directed movements.

Let us now take an introspective view of our present educational system in the light of the above thesis. At the very outset our educational system looks like the hoax of a structure made up of a medley of fossilised ideas, ideals and slogans, steel-framed within a hard and fast routine and kept screwed tight to it by a bombastic administrative paraphernalia. Under such conditions it is simply able to play a kaleidoscopic game with curricula which are utterly disregardful of the motifs to be achieved. It conjures mighty big bogeys called examinations and plays tricks under the imposing impostures styled all sorts of tests. It is all much ado about nothing really, but very ceremoniously and seriously accomplished. Now and then a few cranks spur it here and there (like the professor who pleaded for signs to substitute all language, in the court of James I, and got himself befooled) with ideas of this plan or that method or if not even so much, a scheme of "Practical Work" so called. Meantime, things go on and the products of our education go out of their institutions with not much worthiness in them, in other words, the power that life must mean to them. Any seeming power that our educated persons possess to-day is but artificial authority and we also

live by artificial jobs. Money instead of education makes for our so-called power and affluence procures us the greatness of our fancy. Art gets prostituted and satiates but the lusts of man, into which his loves have moulted. Humbug reigns rampant. The society of man deteriorates. Mutually destructive motifs of life become the order of the day, and thrive under systems of toleration, not of hearts, but enforced by laws, necessities and discretions. Is it not high time therefore that things are more seriously viewed than at present and while the world is undergoing the pangs of labour for the birth of a "NEW ORDER", a scientifically trained midwife be given the chance to contribute for the safe delivery of that new-comer? But even before called for that function, our educational system seems to be in need of having to get herself trained scientifically for the job.

A proper educational system must resolve itself into five definite stages as follows:—

- (1) A pre-natal clinic for expectant mothers to be directed by a faculty of Eugenist Doctors.
- (2) A nursery school system for children aged 0 to 6.
- (3) A primary school system for imparting literacy to school-age children.
- (4) A vocational-school system thereafter for training for life. And finally,
- (5) A cultural course through a University.

Suitable scientific standards must be laid down and achieved in each stage, 2-5. The ways and means of achieving these standards and formulations for testing them must be duly prescribed.

There is no use of our present educational system dragging on its useless course any longer. It is at once highly imperative that it should be waked up to shoulder its responsibility in full. In order that it can do so, all educational institutions should be made more the organs of the communities they serve rather than of the Government. Besides the Rooseveltian Freedoms from want and fear, the freedoms of thought, expression, association and worship must be introduced, and made to prevail and pervade the whole system immediately in a definite and easy manner.

Schools must also become the intellectual homes of the communities whose children they serve. They must be open at all hours of the day and evenings and offer for their physical, moral, mental and spiritual developments also along with their otherwise prescribed duties towards children. Schools must train their pupils to realise their full social bearings and dispose themselves for the good of their communities.

If we do not care to do all these things immediately let us see what will happen. Without the nurtural part to be played by pre-natal clinics nature must necessarily be getting perverted. Without the nursery courses for the children between 0 to 6, they will be devoided for their

life, of the opportunities for the developement of the talents required for the achievement of any standardisation and will elude all psychological applications thereafter for the development of proper literacy values in them. Defects of literacy achievements will largely impede any scientific study of vocational courses. And without a scientific background their culture will be like an unpolished gem they will be wearing. Such absurdities will land the educees on the shoals of random chances, while increasing the number of negative personalities multifold. It has been mentioned above that life is a power, a force. All forces concern themselves with two things: 1. a field and 2. a direction. Education whose duty it is to deal with life also deals with a field that is the environment and a direction namely the setting up of a chaste mankind. The social, economic, religious and what not evils that exist today are no credit to any educational system or the honourable personnel that are manning it at present.

Let me conclude this short article with a quotation from Will Durant: "Consider it (education) not as the painful accumulation of facts and dates, but as an ennobling intimacy with great men. Consider it not as the preparation of the individual to make a living, but as the development of every *potential capacity in him* for the comprehension, control and *appreciation* of his world. Above all, consider it, in its fullest definition, as the technic of trans-

Hindustani in Secondary Schools

By Mr. R. R. KUPSAD, M.A., B.T.,

Headmaster, M. H. School, Haveri.

THE attention of public, and especially of the people connected with education and pupil-world, is drawn to the subject of Hindustani for the last 4 years or so, during which period Hindustani has been one of the subjects for study for the pupils, even though the attention of the public, especially of picture-going public, is drawn to Hindi or Urdu for the last decade or so. The Press Note of the Government of Bombay No. 335 of 20-9-38 starts with "The attainment of this province of its rightful place in the national life if India demands that our educated youth should possess a working knowledge of Hindustani which is the most widely spoken language in India." It is an admitted fact that a common language, a *lingua franca*, for India or as a matter of fact for any nation will go a long way to bring oneness among the people by making them understand each other better and

Continued from preceding page

mitting as completely as possible, to as many as possible, that technological, intellectual, moral and artistic heritage through which the race forms the growing individual and makes him human. Education is the reason why we behave like human beings." The functions of education are nothing but to organise the powers in man and bring into being a human world.

exchange their view points regarding their betterment. But the question, now for our consideration is how far the introduction of Hindustani has been useful, practicable and successful towards the "attainment of this province of its rightful place in the national life of India."

The Government after a detailed study came forward with statistics that Hindustani is the language which is widely spoken in India and thus Hindustani was introduced in Secondary schools in 1939 with the object that every educated youth should know a common language. The Government then was very ambitious to introduce too many new things, particularly in Educational Department, and they wanted the new things to be brought into force without any delay. Schemes were prepared for Physical Education, plans were made to make the Primary Education compulsory, circulars were issued to have uniforms for school children, questionnaire was issued to know the advantages and disadvantages of prescribing common text books and so on, and among such ambitious things introduction of Hindustani is one item. Just as there are obstacles to have uniforms for school children there are equally, why, more obstacles to the introduction of Hindustani. I may mention, by the by, that

there are more imaginary and innovated difficulties than the real and matter of fact ones to be met with. It appears that Indian people are destined to have nothing in common and if any sincere person comes forward with an idea of unity his idea is itself to pass through a number of pitfalls before it can crystalize into action. To think of having a common language or of having a common thing for all Indians is to think as it were of having a common religion for all Indians. What an arduous task is to have a common religion is to have a common language now Hindustani.

Leaving aside the imaginary difficulties in the way of introduction of Hindustani in Secondary schools, let us turn for a moment to the practical difficulties. The object of the Government is that Hindustani should be a school subject in standards I, II, III in Secondary schools, in standards II, III, IV in English Teaching schools, in standards III, IV, V in European schools and in standards V, VI, VII in Primary schools and accordingly to begin with, Hindustani came to be introduced in 1939 and in almost all Secondary schools the syllabus for study being then of standard I to be raised to that of standard III in three years. The Press Note cited above mentions further that "the commencement of the period of three years over which the study of the language will extend has been so fixed as to ensure that the child will have passed the early stages of school life when the study of a language, other than the mother

tongue, may tend to become a burden." But the age of the pupils of standard I and II is so tender that they are just having a mild control over the mother tongue in its language form and idioms and it is really unwise to tax them in a new language as Hindustani at this stage. The children of standards I and II have not yet passed their early stage when they are required to know more of their own mother tongue rather than any other language. But the pupils in standard V and VI of Primary schools, having Hindustani introduced to them stand in a different plane altogether and one should never be confused thinking that pupils of standards I and II in English schools are paralleled with those in standards V and VI in Primary schools. It is less objectionable even if standards V and VI in Primary schools were to study Hindustani also as compared with standards I and II of Secondary schools, as the former have to attend to only one additional language viz. Hindustani, where as the latter are to face not only English but also Hindustani as their new languages. Pupils of standards I, II and III are already nonplused to face the study of one foreign language viz. English and it does not require any ability to imagine how hard it would be for the pupils to face another language viz. Hindustani.

There is a general complaint that pupils are now-a-days to study too many subjects with the consequence that pupils can hardly master any subject fully, and that pupils are forced to be engaged in parrot like

study rather than in thorough study. There are too many school subjects for study among which there is little coordination and very few optional subjects and sometimes the same subject is being repeated in more than one standard with no purpose. Hence, there is at present greater need to minimise the number of subjects for study than to introduce any more subjects, and if at all any new subject is found necessary to be introduced by the educational authorities, they should first give their thought which subject is to be replaced by the new subject instead of thinking only to add subject after subject to the present syllabus, thereby adding to the burden of the pupils. While Hindustani was being introduced, it appears that this delicate point of having already too many school subjects was overlooked or forgotten and the then Government in their over-enthusiasm and ambition to bring about all possible improvements in Educational line added one more subject viz. Hindustani to the crowded subjects. They wished to bless the pupils and offered blessing in the form of Hindustani which in practice has proved no blessing to the pupils but rather, I may be excused for saying, it is to the pupils a mild curse in disguise. It might be argued on psychological basis that the younger the pupils the easier it is for them to be acquainted with any language and with any number of languages, be they their mother tongues or otherwise; but the pupils of standards in which Hindustani has now been introduced are not so young as

not to distinguish language from language.

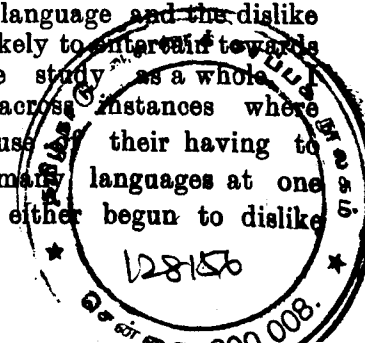
Now, supposing that no subject is to be deleted from the present syllabus to make room for Hindustani and that Hindustani must, however, be on the syllabus, let us think for a moment how much time can possibly be devoted for the study of Hindustani. The rules of the Department are observed and the Department is satisfied if at least 2 periods a week are assigned to the teaching of Hindustani. It is wondered how this scanty time of 70 minutes or 80 minutes a week can be put to use with advantage or with any good result in teaching the pupils Hindustani. English as well as Hindustani is a new language to our pupils (I am leaving here of those pupils whose mother tongue is Hindustani) and they are required to be acquainted as much with Hindustani as with English, if not less, in case our educated youth should possess "a working knowledge of Hindustani" which is the main intention of the Government in introducing Hindustani. But the time devoted to the study of Hindustani is quite insignificant as compared with that devoted to the study of English for which at least 9 to 10 periods a week are given. Even with all the greater number of periods given to the study of English, the English of our pupils—pupils of Karnatak—is not coming to the mark and they commit horrible blunders in English. It should be noted that the majority of failures in Matriculation Examination of Karnatak pupils is due to failures in English rather than in any

other subject. It is a sad story to narrate which requires a critical study at the hands of the educationists why more pupils fail in English and thus bring down the percentage of the whole Matriculation Examination year after year. There are many causes which lead to this unsatisfactory result in English, but it will suffice if it be remembered that when no satisfactory progress is being made in English, when as many as 9 periods a week are devoted to its study it is clear that no tangible and desired result can be obtained when only 2 periods are given to the study of Hindustani. Thus, the teaching and learning of Hindustani have merely become a farce, only to satisfy the orders of the Government which fact can well be supported by the teachers of Hindustani. A question may be raised: Why don't you devote more time to the study of Hindustani if 2 periods are not sufficient? The question is already answered previously in dealing with the number of subjects. It is really an unsolvable riddle. The number of subjects should remain the same, one more subject Hindustani should be introduced, not more than 2 periods should be devoted to Hindustani, satisfactory progress is to be shown in Hindustani and the study of no other subject is to be sacrificed for the sake of Hindustani.

Now let us consider how many languages a pupil of lower standards is to face with. As I have said before, he is just having a little command over his mother tongue and he

is of course to continue the study of his mother tongue. At this juncture he is to be introduced to a new language viz. English, by gradual steps. But at this stage he is now to be introduced to another new language viz. Hindustani and thus pupils of standards I and II are to study languages as such, not only one or two but three in all, all separate and none related to one another, along with other subjects—Arithmetic, History, Geography and Science. When a pupil of standard I is to be introduced to two new languages viz., English and Hindustani, he is naturally required to learn two more new alphabets—English and Nagari or Urdu. He is to be acquainted with the new scripts and he is also to be acquainted with the new languages—their nature, structure, idioms, form, etc., and thus he is gazing in the dark to find a way out of it. The pupil's perplexity of language study still more increases when in standard III he is to begin the study of second language as Sanskrit, Persian, etc. Hence a pupil of standard III is to study four languages; Regional Language, second language, English, and Hindustani; and I would like to leave it to you to imagine what progress can be expected of a child who is yet under teens, let alone the harm which is likely to be caused to his mental attitude, to language and the dislike which he is likely to entertain towards the language study as a whole. I have come across instances where pupils, because of their having to study too many languages at one time, have either begun to dislike

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When all this is stated, you may dub me as being too sentimental in making the above statements, but I may say the diversity in the form of scripts, Nagari and Urdu and in the form of languages, Hindi and Urdu is in itself the root cause to produce sentiments and we are not unaware that many a time, ships of improvements have been wrecked on the rocks of sentiments. It is usual to find that much hue and cry will be raised for using a certain word in the text, much word-fight will be fought for the form of a picture in the text and so on. Hence let there be no scope to kindle sentiments and let all schools use Hindustani as the national language if at all the idea of unity, oneness, and commonness is to find shelter in the minds of all Indians as such.

Now to conclude what is said so far :

(i) The age of the pupils who are now intended to study Hindustani is not suitable for introducing a new language in addition ; their age will be too small to be taxed with a foreign language ;

(ii) There being already too many subjects on the curriculum it is unwise to add to the curriculum one more subject—Hindustani ;

(iii) Because Hindustani has been introduced in the lower standards of Secondary schools, pupils of standards I and II will have two new languages, English and Hindustani, for study and that pupils of standard III will have 3 new languages—English, Hindustani and Second

language. Thus their difficulty will be more acute than that of those in upper primary schools where also Hindustani is (to be) introduced ;

(iv) Pupils whose mother tongue is Hindustani or Hindi or Urdu are at a greater advantage as compared with other pupils.

(v) Hindustani will be discontinued for study after standard III and hence there is every likelihood of the pupils forgetting everything of Hindustani afterwards when they will be absorbed in their further school and college studies ;

(vi) If Hindustani is intended to be a common language it should have only one script and that all schools should be made to teach uniformly Hindustani alone irrespective of their providing for Hindi or Urdu or both ;

(vii) If Hindustani were to remain in the standards in which it has now been introduced, some subjects should necessarily be deleted from the curriculum to make room for Hindustani ;

(viii) (a) From all these considerations I would suggest that Hindustani should be made a school subject in the higher standards (V, VI and VII) of secondary schools, and also of primary schools and it should be necessarily an examination subject in Matriculation Examination as well as in P. S. C. Examination and it is advisable that the study of Hindustani be continued in one way or the other in colleges also.

(b) Or else, the standard [in Hindustani to be reached by the pupils

of Matriculation Examination and P. S. C. Examination should be fixed and that fixed standard should be tested in the public examination only (Matriculation and P. S. C. Examinations). The standard of Hindustani for Matriculation as well as for P.S.C. Examination should be the same ;

(ix) The next suggestion is that the question of Hindustani should altogether be left to private and public institutions without making it a school subject when the present curriculum is heavily loaded with many subjects so that school going pupils as well as private students can avail themselves of the opportunity. The Dakshina Bharat Hindi Prachar Sabha, Madras, is doing a yeomen service to the country in arranging Hindi Examinations, printing Hindi books, popularising the study of Hindi etc., and a number of school and college students and private candidates are taking the advantage and as a result thousands of people have by now become conversant with Hindi even before the idea of Hindustani came into the mind of the Government. Hindustani is to be the national language and hence it should be left to the people to learn it out of regard and love for their national language rather than to force them to learn it. Hindustani as such is not a difficult language as it is related to many of the regional languages of India, and hence many would be gladly learning it in course of a short period.

(x) Another natural suggestion would arise. If Indian nation is to have a lingua-franca it is not incum-

bent on the nationality to choose this language or that language for their lingua-franca ; any language would serve their purpose if it can easily and conveniently be made a common language for all. Now the English language, with our liking it or not, being with us for the last 150 years or so has permeated into the nerves and veins of the majority of the educated and hence the question may be asked as to why English language should not be adopted as our lingua-franca. We already know English language, we are acquainted with the English language and hence let us continue to know it and use it as our common language in future. English literature is so vast that it has advanced more than any other language so much and it is showing progress in every aspect, so much so that it has already assumed the importance of being a world language. So by choosing English language as our common language, a double purpose will be served for having in one language a national language and a world language. Why discard the language existing with us and go in for another ? If English is foreign, Hindustani also is foreign or new to some if not to all. It is better to choose English language as our common language in order that the quarrel between Hindi and Urdu or between Hindustani and Hindi or Urdu may not at all arise. That is what Turkey did in having English as her language and she is not sorry for having chosen that language and she has shown and is showing remarkable progress in point of culture, advancement and high idea of

nationality. In favour of adopting English as the national language of India, a leader like Shri Subhas Chandra Bose supported its cause and expressed his views in his Presidential Address at the A. I. C. C. We have no grudge nor quarrel against English language as such. So English language may be adopted as our common language and in so doing a definite place and standard for it should necessarily be assigned in the curriculum for its being a common language and for all the educated

youths having a working knowledge of it without any neglect of the regional language. All subjects in the school and college should be taught through the medium of mother-tongue (Regional language) and English, without having all the prominence over other languages at present, should be one of the subjects for study so that the students will be studying their mother-tongue and also be learning a common language.

—A paper read at the Karnatak
Education Week on 19—10—43.

SUPPLEMENTARY READING

By Mr. M. V. CHALAM, M.A., S.T.C., B.T.,

Headmaster, C. J. R. High School, Gandevi.

WITH the introduction of the mother tongue as the medium of instruction in secondary schools for all subjects other than English, opportunities for speaking and hearing English, at any rate good English, do not present themselves to the taught except in English classes. According to one of the learned contributors to the October issue of the "Journal of Education and Psychology" (Baroda), education through the medium of radios becomes nothing less than a mockery, so long as broadcasting centres do not take interest in educational requirements or remain ignorant of these requirements. Unless there be educational films of which there is a serious dearth at present partly owing to war conditions, English talkies appear to be of doubtful value to the young, plastic minds in the formative stage. In order to

offset these adverse factors, there has arisen an urgent and imperative need to raise the standard of English, the fulfilment of which demands that supplementary reading should be pressed into our service.

This necessitates the institution of classroom libraries, the efficient conduct and successful working of which try to the utmost or put to the acid test our initiative and drive as well as our tact, ability and skill. It is not here beside the mark to sound a note of warning against the danger of stuffing our classroom libraries with each and every type of book likely to create nausea in the minds of pupils. Books should be of different grades of difficulty, suitable to pupils of different attainments and calibre. Too difficult a book is likely to discourage a pupil so much as to create

distaste and aversion for reading. Apart from that, the get-up, size, pictorial illustrations, even types of letters, diction and vocabulary and a host of other considerations, too numerous and too well-known to merit mention here, must play their part in the judicious selection of books. Nothing but the best should find a place on our shelves. The purpose of the schools would be sadly missed if they send "pupils out into the world with no tastes developed and no habits formed to lead them, both in the present and in the future, to employ their leisure hours in a manner worthy of rational and civilized beings." (Welton)

We have now to tackle the question of the presentation of suitable reading material, both interesting and instructive, to the school children. Prejudice against the mother tongue must be overcome. "A severe training in the use of the mother tongue is not a rival but a preliminary to training in the use of English." (Calcutta University Commission.) One author has suggested that the beginning for extra reading may be made in the mother tongue; for "if a love and taste for reading books in the mother tongue are developed, their carry-over to the reading of English books can be equally profitably effected." Gandiv (Gujarati) publications of Ahmedabad which can be had for almost a song, have been found very popular with our children of lower standards and they are rich in content, varied in appeal and subject matter, small and handy in size and praiseworthy for clarity

of expression and mode of presentation. If you can afford to loosen your purse-strings a little more, you will have at your service good and decent Gujarati books—publications from Navjivan Karyalaya, Prasthan Karyalaya, etc.,—and these can be read with advantage by pupils of higher standards.

For our higher standards, there appears to be no lack of appropriate, graded series of supplementary reading books in English, brought out by many of the progressive book publishing companies. Worthy of special mention are Leaders of Modern India Series (Oxford University Press), Women of Modern India Series (Oxford University Press), Here and there in India Series (Macmillan & Co.), A. L. Bright Story Readers (Arnold & Son), and Read and Play Series (Swastik Publishing House, Bombay 4). These are pretty good books, the favourites of our students in the middle and higher standards. Each one can be read from cover to cover within two or three hours with the help of a dictionary. In the absence of aids to study, the teacher can himself prepare simple and lucid explanations for typical phrases and idioms to iron out the difficulties of our young folks.

To start with, the classroom library may be equipped with half-a-dozen books for compulsory study and an equal number for voluntary reading during the year by our youngsters. For a class of 40 boys, it is perhaps better to have eight copies each of the 12 books suggested above than to have 96 different books

many of which are really unsuitable. To set aside a school period weekly for definite extra reading of the classroom library books, or for a teacher to tell some story, or to speak on some topic of interest which the pupils may find further developed in some classroom library book, will go a long way in achieving our goal. In the case of careless and indifferent pupils, certain before-questions may be found necessary to guide their reading and make it purposeful. The performance and attainment of pupils can be easily tested by certain broad after-questions, after the reading of the book is completed.

The keynote to supplementary reading lies in *self-activity* on the part of pupils. "To be taught to see is to gain word and thought at once—and both true." (Ruskin). The principal factor in promoting an abiding interest in extra reading, in stimulating an excellent taste for literature and in giving pupils knowledge of when and how that interest may be satisfied, is the teacher himself on whose efficiency, enthusiasm and inspiration much depends. "His problem is not to do the work for them—that is impossible—but to stimulate and

guide their own activity." (Ryburn) With a teacher ever ready and willing to lend a helping hand and always cheerful and sympathetic in his outlook, our pupils would not only pass the limit of a dozen books; but would (as years roll by) browse extensively in the realms of literature, light as well as serious.

Let us always keep in view that the aim of intelligent reading consists in thought-getting; it is to read with an eye to the meaning. If we evince missionary zeal and cultivate and foster the habit of supplementary reading among our pupils, we can undoubtedly meet the challenge and give the lie to G. W. Steevens who in his trenchant criticism of our whole system of higher education had the audacity to remark, "It is organised solely with a view to results on paper. The candidate must not be expected to know anything outside his text books." Our honest and unbiassed efforts should culminate in the realization of the ultimate purpose of language study which gives "access to the best thoughts and institutions of a foreign nation, its literature, culture—in short, the spirit of the nation in the widest sense of the word." (Jespersen)

What Youth Expects of Education

Youth's major concern is for an education which will improve its own economic position. The "bread and butter" values of education are prized above all others. Regardless of the educator's scale of educational values youth is saying to the educator, "give me an education that has practical value, one that will better enable me to hold my own in this highly competitive world. Give me an education that will help me in getting a job, one which is practical, one which will develop my ability to think, one that will enable me to make the necessary social adjustments in order that I may succeed in getting along with others."

—W. W. Thaisen.

THE TEACHING OF POETRY

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

POETRY is impassioned prose (*Rasathmakam Kavyam*). "It is imagination and emotion expressing themselves in and through rhythmic language; subtract any one of these, and the poetry vanishes."

"A poem develops by a process of growth, emotion generating image, image generating word, and word rhythm, in every conceivable way."

Appreciation of a poem does not consist merely in understanding meanings of the words and expressions occurring in it, in enjoying the melody of its rhymes, alliterations or word images, or in admiring the beauty of the poet's thought and expression. It consists in much more than all these activities combined. It may be said to consist in being almost one with the poet and experiencing the same feeling and emotion that he experienced and that actuated his originic composition. The ability to appreciate poetry is acquired as a result of wider and deeper study of poetry and development of capacity for literary judgment. It is, therefore, futile for the teacher to try to teach appreciation of poetry until the pupils' minds are ripe for it.

TEACHING OF ENGLISH POETRY

The aim of teaching English poetry in our schools is to awaken in the pupils a love for the beautiful in English thought and language.

There cannot be one method of teaching it. The method must vary with the poem to be taught, with the pupils to be taught, and with the teacher teaching it.

The method frequently followed is to introduce the poem to be studied to the pupils by a short talk on its leading idea or story, with the aim of creating an appropriate atmosphere for it and of awakening the pupils' interest; but the talk, unless it is skilfully conducted, might tell the pupils what they might, with advantage, be left to discover for themselves.

1. Reading aloud: Perhaps, a better plan would be for the teacher himself to read the whole poem aloud at least twice to the class with feeling and expression, thus allowing it to speak, as far as possible, for itself. In reading it, emphasis should be laid on those elements of metre and rhythm which distinguish it as poetry.

2. Silent study: After the teacher has read out the poem to the class, it would be a good place to leave the pupils to study it silently, to try to understand it as much as possible by themselves. While doing it, they may be instructed to underline in pencil words and phrases which they might find it difficult to understand.

3. Questioning on the matter of the poem studied: After the silent study

of the poem by the pupils, the teacher may question the class on the matter of the piece with a view to ascertaining how far they have been able to understand it and supplying the deficiencies noticed in their understanding of it. If appreciation of poetry is to develop at all, it must have at its root close acquaintance with the actual text of the poem studied and its meaning as a whole and its meaning, piece by piece.

4. *Reading of the poem by the pupils*: After the poem has been thoroughly understood by the pupils, they may be given an opportunity of reading it aloud to the class clearly, intelligently, and audibly, so that it may be heard and its meaning followed by the remotest pupils in the class without their books before them.

5. *Detailed study*: It will be time now for the teacher to question the class on the structure of the piece, words, its phrases, the order of ideas expressed in it, and their relation to each other, and its beauties of thought and expression.

Assignment: In conclusion, the pupils may be told to write out the substance of the poem studied in

their own words at home. The home exercises thus done by the pupils should be corrected by the teacher, if possible with each pupil individually.

Appreciation of English Poetry: It is impossible to expect Indian children in secondary schools to appreciate English poetry taught to them. They have yet to learn to appreciate poetry in their own mother-tongue. Before they have learnt to do so, it is futile to expect them to appreciate poetry in a foreign language. Further, until they have acquired sufficient knowledge of English and learnt to understand English prose, it is premature to expect them to understand, much less to appreciate, English poetry.

English Prose and Poetry are taught in our schools as means of teaching the English language. Until mastery of this foreign language is obtained, it is vain to expect appreciation of its literature. The stage when it may be expected is the College or the University stage where students may be taken to have acquired some mastery of the language and formed habits of thinking and judging.

THE MOST EXCELLENT HERB

In an article entitled "The Most Excellent Herb Tea," Mr. P. Morton Shand some years ago wrote:

"It has been well said that tea imparts a sense of intimacy combined with that of tradition, and also that it is a solvent which accommodates relationship when friction threatens them. The War Cabinet used to interrupt its labours for a few minutes every afternoon when 'Five O'Clock Tea' was brought in.....During the Peace Conference deliberations at Versailles, Lord Balfour and Monsieur Clemenceau could be seen sitting amicably drinking.....tea, which the 'Tiger' found as invaluable a stimulus as the G. O. M. before him." —*Tea News & Views.*

NOTICE

All articles for publication should be sent to the Editor, Old Bank Road, Guntur.

The Editor will not hold himself responsible for the views expressed by the contributors.



EDUCATIONAL INDIA
Masulipatam, Dec., 1943

A Maharashtra University

THE Committee appointed by the Government of Bombay in February 1942 under the chairmanship of the Right Honourable Dr. M. R. Jayakar has recommended the establishment of a Regional University for Maharashtra. This is a move in the right direction and it is to be hoped that the Government of Bombay will take steps at an early date to establish such a University. The additional expenditure which the Government will have to incur on this University will be about two and half lakhs of rupees a year. This is not a big amount when we bear in mind the invaluable

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For

**A HAPPY CHRISTMAS
AND
A PROSPEROUS
NEW YEAR**

services which a regional University will, when properly organised, be in a position to render to the community.

THE essential characteristic of the proposed University is that it is regional. In this context regionalism stands for certain special features, features which are not generally associated with the earlier universities like those of Calcutta, Madras and Bombay. One of these features is that the work conducted in this University will be determined by the practical needs of the people of Maharashtra. It is the absence of this connection between universities and the practical requirements of the people around them that has been regarded as a serious defect of Indian Universities in general. Reference to this defect was made very recently by Mr.

John Sargent in his Memorandum on Post-War Education in India. Such a defect however is inevitable so long as a University has a jurisdiction extending over big provinces inhabited by people speaking different languages and having different cultural backgrounds. The economic features of such provinces are also bound to be highly diverse and it will be very difficult for such provincial universities to concentrate their attention on studies relating to any particular culture or the economy of any particular area within the province. The result has, therefore, been most deplorable. Studies have become highly abstract and theoretical; and worse than this they have tended to be purely western in character—in content as well as in form. All other defects of our universities are the outcome of this. The undue importance attached to examinations, indifference to the tutorial system, over-crowded lecture-rooms and over-worked lecturers, and the small quantity of original work produced, especially on the side of humanities, are all to be attributed to the artificial and abstract nature of the existing system of university education.

A REGIONAL University is in a position to extricate itself from a situation like this. It

knows that its primary purpose is to keep in view the special needs, interests and traditions of the region for which it is a University. This point has been clearly brought out by the Committee in its exposition of the aims and functions of the new University. It has laid down the following as some of the special functions of the University: (1) While not losing sight of its essential character as a University i. e., a seat of universal learning which recognises no frontiers or barriers except those of the human mind itself, to keep in view the special needs, interests and traditions of Maharashtra and its people, and, in particular, (a) its economic resources, its special problems of agriculture, industry and commerce and generally the various aspects of its economic and industrial life, (b) Marathi language and literature, the history, civilisation, art and culture of Maharashtra, and in general every branch of study relating to what may be regarded as the distinctive features of the life and thought of the people of Maharashtra of all classes and communities and (2) to diffuse widely the benefits of university education among all classes by organising centres of extra-mural teaching and university extension activities and encouraging

the production of popular literature on scientific and cultural subjects."

THERE is only one comment which we are disposed to make on the functions as enumerated above. It is a matter of common knowledge that many of the universities started in India during the last twenty five years were started with aims like these; but unfortunately they have not functioned on these lines. There is a gulf of difference between the purposes for which they were originally established and the actual work which they have been doing. They have completely forgotten the need for integrating their work with their economic, social and cultural environment. Pure science, instead of applied science and technology, has continued to hold sway in them. Even where courses in technology have been introduced these courses have little bearing on the regional industries and raw materials around. The position of humanities is not better. European History, European Philosophy, Political Thought and Economic doctrines have continued to occupy the primary place. Indian thought in these fields of knowledge continues to occupy a subordinate place. Of course in circumstances like these regional

thought and culture have come to be practically neglected. The newer universities have become bad imitations of the older ones.

TO a great extent this is due to the want of courage and vision among those who are administering the affairs of the universities. They do not want to introduce any innovations which will make their universities look different from the older ones. They are afraid of losing caste and respectability. They have no confidence in local talent, a confidence which is essential if the regional culture or language or history is to be studied. Moving in older grooves is found by them to be easier and less taxing and they prefer such a smooth course. The Government and the Legislature responsible for the establishment of these universities and for financing them do not care to find out whether their original purposes are being realised. There is no outside public opinion strong and enlightened enough to influence the affairs of these institutions. The result is that though in point of time and chronology these universities are new they are in essence mere replicas of the older ones.

It would have been good if the Committee had gone a little further into these aspects and

made practical suggestions for seeing that the University does not lose sight of its primary aims and functions. One practical suggestion we venture to put forward is that for some years to come the Vice-Chancellor of the proposed University must be an industrialist or an oriental scholar. If the choice is restricted to persons coming within these two categories the University of Poona will become a real regional University in its actual working.

It is a matter for regret that the Committee did not recommend the introduction of Marathi as the medium of instruction and examination in the new University. It has made out a strong case for its use but gave up its case on the ground of practical difficulties. These difficulties, however, are only of an imaginary character. The argument has been repeated so often that Marathi is not yet rich enough in the majority of the subjects, especially scientific subjects, that will have to be taught at the University. The Committee makes use of this argument while admitting at the same time that this lack of adequate literature is itself partly the result of the inferior status of the language in higher education. Does it not follow from this

admission that this vicious circle cannot be broken unless the bold and the natural step of using Marathi as the medium of instruction is immediately taken? The Committee also points out to the need of our administrators, businessmen, Lawyers, Doctors etc., attaining high proficiency in English. But there is no reason to think that with English as a compulsory second language such proficiency cannot be obtained. The pity at present is that we are sacrificing everything that is really valuable in education to this one objective—attaining high proficiency in English. And the Committee has recommended the perpetuation of this wrong.

THERE is only one other point to which we wish to make a reference. The University of Poona will be both a teaching and an affiliating University. As such the University will have a large amount of control over the affiliated colleges. The Committee has merely stated that this control will not be greater than that exercised today by the University of Bombay over affiliated colleges. We wish however that the control is greater and also more effective—especially in the matter of laying down standards of pay, grades and increments for teachers employed

in these colleges. While every one says that the teacher is the most important factor in maintaining the efficiency of any system of education very few are prepared to take practical measures for improving the status of the teacher, and the new University should have large powers in matters like these.

The Plight of the Publishers

THE question of paper shortage in India is well known. The 30 per cent of production left for civil consumption has been found really inadequate to meet the demands of utility concerns, essential industries and concerns engaged in the War effort, trade and commerce, and educational purposes.

NO one denies that education, as one of the essential services of the community, should have its rightful quota in the supplies from the Mills or their Agents. Yet for instance, in Andhra area the situation is causing grave anxiety. The Andhra Publishers' Association, a Registered body, consisting of almost all the Registered Publishers (under Madras G. O. No. 1694, Education) are today confronted with scarcity of supplies. The only Mills on whom they can draw for their requirements are the Andhra Paper Mills. But

their supplies, we understand, have been few and far between, causing serious lapses in the commitment of publishers to institutions, the satisfactory working of which depends upon regular supply of text-books.

WE earnestly urge that both the Government and the Paper Control and Distribution Association should interest themselves in the matter of equitable distribution in the area for educational purposes, before stocks are actually sent out for consumption elsewhere.

The All-India Federation of Educational Associations

Secondary Education Section

The 19th All-India Educational Conference will be held at Jaipur during the Christmas holidays and in that connection the Conference of its Secondary Education Section will be held on the 29th December, 1943. The Council of the Federation has resolved to have two symposia — 1. Secondary Education and the New Social Order and 2. The Inter-relation between the Literary and Vocational Studies. Educationists desirous of participating in the symposia are requested to inform the Secretary, Secondary Education Section. Intending participants are requested to send their papers to Sri S. Natarajan, B.A., L.T., Secretary, Secondary Education Section of the A. I. F. E. A., 520, High Road, Triplicane, Madras.

THROUGH different PROVINCES

DELHI

THE QUINQUENNIAL CONFERENCE

The Fifth Quinquennial Conference of Indian Universities will be held in this month in Hyderabad (Dn.) on 15, 16 and 17, under the chairmanship of Sir S. Radhakrishnan. Three delegates from each University will attend the conference in addition to the delegates from the Government of India and the Federal Public Service Commission. The Conference will be preceded by meetings of the Inter-University Board, which will be held from the 10th to 14th.

A. I. E. CONFERENCE SECTIONAL MEETING

Sardar A. T. Mukherjee, Secretary, All India Primary and Rural Education Committee, Nabadwip (Bengal) writes to say that the Council of the All-India Federation of Educational Associations has suggested a symposia on the following subjects:— 1. Social Training in Primary and Rural Schools. 2. The objection of discipline in primary and rural schools. Papers accepted and read at the Sectional Meeting shall be printed along with the proceedings of the Conference. They are to be forwarded to him along with their summaries by the 13th of this month.

PRICES OF IMPORTED BOOKS

A press note says: "Complaints have reached the Controller-General of Civil Supplies to the Government of India that dealers in imported books charge prices to customers without any relation

to the landed cost or to the prices marked on the books by the publishing houses in U. K. This practice is in contravention of the provisions of the Hoarding and Profiteering Prevention Ordinance. This warning is, therefore, issued to all book-sellers immediately to revise their prices so as to comply with the provisions of the Ordinance."

BHARATIYA ITIHAS SAMITI

A Bharatiya Itihas Samiti has been constituted with a view to getting prepared and published a comprehensive history of India which is expected to be in ten volumes. The Samiti consists of Mr. K. M. Munshi (Chairman), Sheth G. D. Birla, Delhi, Mr. T. R. Venkatarama Sastri, Madras, Sir Tek Chand Bakshi, Lahore, Mr. N. C. Mehta, I. C. S., Simla, Shri Parasnath Sinha, Delhi and Acharya Jinavijiyaji, Bombay. The office of the Samiti is kept at Bharatiya Vidya Bhavan, Harvey Road, Bombay.

BRITISH SCIENTISTS VISIT TO INDIA

On the invitation of the Government of India and with the consent of the Royal Society of which he is Secretary, Professor A. V. Hill, M. P. has arrived in India in the last week of November.

The purpose of the visit is generally to advise on problems of scientific and industrial research in relation to reconstruction problems and the co-ordination of such research in India with that elsewhere.

MADRAS

DEGREE COURSE IN TECHNOLOGY

At an ordinary meeting of the Senate of the Madras University held on November 5, the Vice-Chancellor said that the question of starting technological courses of study had been receiving the anxious consideration of the Syndicate and a tentative scheme had been drawn up for starting these courses from the beginning of the academic year 1944-1945. The Government had been approached for giving the University the necessary facilities. Proposals for institution of a Degree Course of Technology would be placed before the Senate at its next meeting.

Resolutions, recommending to the Senate that a Degree of Bachelor of Science in Technology, B. Sc. (Tech) be instituted in the University; and to facilitate the scheme of opening the technological classes in July 1944, should the proposal now before Government meet with their approval, the Syndicate requests permission to advertise and select a suitable person for the post of the Head of the Department on the understanding that a full report on the scheme will be placed before the next meeting of the Senate, were passed unanimously.

ALL-INDIA MATHEMATICAL CONFERENCE

The 13th Biennial Conference of the Indian Mathematical Society will be held this year at Annamalaiagar on 28, 29 and 30th of this month under the chairmanship of Dr. F. W. Levi Hardinge, Professor of Mathematics, Calcutta University, who is also the President of the Society. In this connection, a mathematical exhibition will be opened by Mr. S. V. Ramamurti, Adviser to H. E. the Governor. Correspondence relating to the conference and papers to be read at the session are to be addressed to Dr. A. Narasinga Rao, Professor of Mathematics, Annamalaiagar.

TAMIL AS MEDIUM OF INSTRUCTION FOR INTER

On the report of the Faculty of Oriental Learning, the Syndicate of the Annamalai University, at its meeting held on October 30, resolved to introduce Hindi as one of the optional subjects under Part III of the Intermediate course from the next academic year.

The meeting also resolved to introduce Tamil as the medium of instruction and examination for the Intermediate course from 1946 onwards and a detailed scheme is being worked out for the purpose.

WOMEN'S COLLEGE FOR GUNTUR

The Guntur Municipal Council has passed the Sub-Committee's Report regarding the starting of a Women's College. The committee resolved to name the college as "Lady Hope Women's College" and to arrange for the foundation-stone of the college to be laid by the Hon. Lady Hope when she visits Guntur during this month in connection with the Andhra University Convocation.

BENGAL

I. A. F. TRAINING SCHEME

The Government of India in the War Department (Air branch) have, it is learnt, decided to extend the Indian Air Force training corps scheme to Calcutta University. When inaugurated it will replace the special air force classes now being held at the University, also at the instance of the Central Government.

U. P.

ALL-INDIA ORIENTAL CONFERENCE

The twelfth session of the All-India Oriental Conference will be held in Benares this year on 31st of this month and subsequent two days. Rao Bahadur Dr. S. K. Belwalkar of Poona is the

General President of the session. The conference is divided into twelve sections, including Veda, Islamic History and Culture, Philosophy and Religion, Pali and Buddhist, Prakrit and Jainism, Sanskrit and Archaeology and each section will be presided over by scholars from different universities and colleges in India. A Reception Committee with Sir S. Radhakrishnan as Chairman and Dr. A. S. Atlekar as Secretary has been formed to make arrangements for the session.

VIKRAM COLLEGE OF FINE ARTS

The establishment of a Vikram Lalitkala Maha Vidyalaya (Vikram College of Fine Arts) in Benares is contemplated by the All-India Vikram Parishad to commemorate the ten thousandth anniversary of the Vikram Era. More than two lakhs of rupees have been collected for this purpose.

C. P.

MEMORIAL TO KALIDASA

To Kalidasa, the immortal poet of India, is being erected a monument in the shape of a pillar some thirty miles from Nagpur under the auspices of the Nagpur University. The Vice-Chancellor of the Nagpur University, Lieut-Col. T. J. Kedar laid the foundation stone of this pillar at Ramtek, the town now established after lengthy research to be the place where Kalidasa worked and got inspiration for his poetical works.

The site of the pillar has been selected after long research into the poet's works by Kalidas Utsav Society. This research has proved that Kalidasa lived at Ramtek. The pillar is being constructed on a hillock which is 1500 feet above sea level and when completed it would be visible from a distance of 15 miles. It is understood that the work of the Kalidas Utsav Society will be taken over by the Nagpur University. The University will

establish an Academy of Research into all branches of ancient lore : in the field of history, archaeology, music, and painting.

MYSORE

THE INDIAN INSTITUTE OF SCIENCE

The 34th Annual Report of the Council of the Indian Institute of Science, Bangalore, for the year 1942-43, just published, details the research works done in the various Departments during the year, the practical application of the results of these researches in several industries, and the war effort in the Institute.

The Joint Committee of the Court and the Council considered the future plan and development of the activities of the Institute and submitted proposals that a first class research workshop of Mechanical Engineering, with a suitable staff attached to it, be created at the Institute as an integral part of the Mechanical Engineering Department; that plans and estimates be prepared with the aid of experts for bringing into being a Department of Metallurgy and Metallography; that the possibility of opening a Department of Fuels and Refractories be kept in view, and that the functions of the Director should be similar to those of the Vice-Chancellor in a residential and teaching University. These proposals were considered by the Finance Committee and the Council and were generally approved.

Twenty-eight original papers have been published from the Physics Department covering various subjects. A notable feature of the activities of the Department of Biochemistry during the year was the initiation and development of industrial schemes with the help of funds advanced by the Institute which proved successful and assisted Government and key industries.

Public Opinion

SIR ZIAUDDIN'S PLEA FOR TECHNICAL EDUCATION

"No country can initiate and carry on industries on a large scale unless it had an adequate supply of men specially trained for the direction and management of large scale industries"—declared Sir Ziauddin Ahmed, Vice-Chancellor of the Aligarh University, addressing the students of the Harcourt Butler Technological Institute, Cawnpore. He was of the opinion that polytechnics must necessarily be located in the heart of big industrial cities, and that their administration and control, instead of being vested in the Government of India, should be in the hands of Provincial Governments. He suggested that the Government of India should give grants equivalent to the funds provided by provincial Governments for the maintenance of these institutions.

SIR BHATNAGAR ON NEED FOR CO-OPERATIVE RESEARCH

The need for co-operative research in the Indian chemical industry and the formation of research associations in India was emphasised by Sir S. S. Bhatnagar, Director, Scientific and Industrial Research, Government of India, presiding over a conference of manufacturers of chemical and pharmaceutical products and representatives of Universities and Research Institutions held in Bombay on November 6.

Sir Shanti Swarup said that the research association idea was principally to help small firms. In England, a small firm by paying an annual subscription of say £100 could be assured of participation in the results of research experiment costing more than £20,000 per annum.

"I hope I shall succeed" the President observed, "in persuading the Governing Body of the Council of Scientific and Industrial Research and the Department of Industries and Civil Supplies to give a lead, and help in the formation of research associations in India for several industries and particularly for the chemical industry in this country."

SIR B. L. MITTER'S EXHORTATION TO THE YOUTH

Addressing the fifth Convocation of the Travancore University Sir Brojendra Lal Mitter, Advocate-General of India, discussed the various ways in which the young graduates could usefully employ their energies, and said :

"In considering this question, we Indians have to keep some fundamental facts in mind. An era in the stage of human progress is coming to an end and a new era is about to begin. We have been out of the main stream; we are in the backwaters. Big questions like permanent peace, international settlement, collective security, world federation and so on are outside our ken. Our political subjection and economic depression may be serious handicaps in the pursuit of these aims, but as an ideal they are worth striving for. I cannot think of a higher ideal for our people."

Sir Brojendra, concluding, exhorted the enlightened youths to exert themselves to preserve the heritage of Indian culture. It was one of the important aims of the ancient Indian system of education. Above all it was your business to preserve and enrich their literature and to express themselves in the language of the people so that the gap between the classes and the masses might be steadily abridged and the whole people might form a happy unit of India's vast and varied population.

S. S. L. C. Examinations in England

It will interest educational authorities in this country to know what the Committee of the Secondary School Examinations Council appointed by the President of the Board of Education, England, in 1941, on "Curriculum and Examinations in Secondary Schools," whose report was published in July last, has to say on Secondary School-Leaving Examinations. It says "After an analysis of the arguments for and against the School Certificate Examination the Committee concluded that while for 20 years it has rendered useful and valuable service, its very success has tended to bring about its progressive disintegration. In the Committee's opinion the time has passed when such guidance and direction of their work as teachers need can best be given by an external examination, and it has little doubt that the school certificate dominates over-much the minds of pupils. Accordingly, it recommends that ultimately the examination should become wholly an internal one, conducted by the teachers as part of a general assessment of their pupils."

"But sudden and immediate change is inadvisable, for on this issue the teaching profession is divided and public opinion may be found to be so. Accordingly, the Committee proposes that for a period of seven years the School Certificate Examination should continue to be carried out by the existing University examining bodies, and in each case should be conducted

by a Standing Committee of eight teachers, four members of local education authorities, four University members, and four of His Majesty's Inspectors acting as assessors. These Committees would report to the Secondary School Examinations Council and to the respective examining bodies. All encouragement should be given to the schools to offer their own syllabuses. The examination should become a "subject examination"; pupils would take whatever subjects they wished without restrictions as to minimum numbers or groups. A certificate would be granted to every candidate containing not only his performance in the examination, but also a statement by the school authorities on his school record. After the transitional period of seven years the decision would be taken whether to make the examination wholly internal or whether a further transitional period in which the teachers took more control, would be desirable.

"The Higher School Certificate Examination should be abolished; it is too specialised; its use for a dual purpose harmfully affects pupils; and an examination based upon syllabuses is not universally accepted as the best means of selecting entrants for the honours schools of universities. To meet the requirements of University entrance, of entry to professions, and other needs, a school leaving examination should be conducted twice each year for pupils of 18. Pupils should take the subjects

required for their particular purpose; the aim of the examination should not be to provide evidence of a "general education."

A perusal of the above well-considered opinion of well-known English educationists should set educational authorities in this country a-thinking about their own Secondary School-Leaving Examinations which were generally considered to be far from satisfactory.

Soviet Abolishes Co-education

The reforms in the Soviet educational system, which according to all accounts have made rapid progress recently, have led to the establishment of a new Academy of Pedagogical Science in Moscow, under the presidency of M. Potemkin, People's Commissar for Education.

The most notable of these recent reforms are the abolition of co-education in the union districts, the appointment of military experts to conduct drill and pre-conscription classes, the drive to improve teaching of Russian history and foreign languages and a vigorous campaign to improve discipline and conduct.

Although co-education played a prominent part in the development of Soviet education since 1918, Moscow educational circles point out that co-education makes it impossible to allow for different physical development of pupils, and handicaps their preparation for practical and military activities.

The Soviet educational authorities are reported to be satisfied, as a

result of nine months' experimental separation of the boys from girls in Moscow area, that the pupils become better organised and more homogeneous in their interests. Next year, different curricula will be adopted for boys and girls and secondary education for boys will specialise in technical subjects, so that on leaving school, they will know, for example, how to repair simple electrical apparatus or household articles and read a map, while the girls will receive special training in handicrafts, domestic science, and care of children.

Education of Indians in Natal

The necessity to import qualified teachers and preachers in Tamil and Sanskrit was stressed at the 38th anniversary Congress of the Hindu Young Men's Association which is the premier Indian educational, social and religious organisation in Natal. A large sum has been provided for this purpose. The President, Mr. V. K. Pillay, said efforts were being made to secure the guidance and co-operation of Rt. Hon. Srinivasa Sastri, the management of the Annamalai University, and Sir Sarvepalli Radhakrishnan. The scheme also includes the sending of several young South African Indians to India for a five-year training in Tamil, Sanskrit and Indian culture. The sponsors of the scheme expect that when the students return after completing their studies, they will be able to help keeping alive the language, traditions and religion of their ancestors and retain cultural contact with India.

Letters to the Editor

SIR,

With reference to the teaching of Etymology dealt with in Mr. Hunashal's article headed "ETYMOLOGY MADE EASY" published in the October issue of "Educational India", may I point out the incorrectness of the etymology of the word "etymology" given by the writer? This word is derived from Greek 'etymos', true, real, and 'logos'—discourse; not from 'etymon' and 'logus' as stated by him. Further, the 'roots' given are not 'roots', but conjugational forms; they mean: 'verto—I turn; 'coque'—I cook; 'duco'—I lead; not 'verto'—to turn; 'coque' to cook; 'duco'—to lead. There is no 'root' like "logo", meaning 'to speak'; the word 'dialogue' being derived from Greek "dia", between, and "logos" discourse, and meaning literally a discourse or conversation between two persons.

May I also suggest perhaps a more interesting and fruitful method of teaching etymology of English words? For instance, the word "avert" may be shown as made up of the prefix 'a' and the base 'vert' exactly corresponding to our Sanskrit prefix *Aa* and the root *vruth-varth* bearing the same meaning as their English counterparts. If the pupils are shown that the English word is identical in structure to the Sanskrit word, they will immediately feel interested in the subject and begin to look upon it not as dry and barren but as having connection with Sanskrit. Proceeding further, the teacher may explain that just as the Sanskrit word *vruth-varth* changes its

meaning according to the prefix placed before it, the English base verb also, in the same manner, changes its meaning. For instance, just as, when the prefix *aa* is placed before the root *vruth-varth*, which means 'to go', 'to turn', it changes in meaning and acquires quite the opposite meaning 'to go back', 'to turn back', so does the English base verb. When *pari* is placed before it, it means 'to turn right round', 'to change completely', exactly like the corresponding English word 'pervert', which literally means 'to turn completely'. When *sum* is prefixed to it, it means 'to turn with' 'to turn into', exactly what the corresponding English word 'convert' signifies. Thus, explanation of the etymology of one word will serve to explain the etymology and meaning of a number of related words, such as: verse, version, versus, convert, convertible, conversion, converse, controvert, divert, diverse, diverting, diversion, obverse, overt, pervert, perverse, perversion, revert, reversible, reversion, reverse, subvert, subversive, subversion, &c., in English and a number of words in the mother tongue of most of the pupils such as *vrutha*, *vruthanta*, *varthana*, *avruthi*, *avarthana*, *paravarthana*, *parivarthana*, *samavarthana*, *samvarthana*, *vivarthana*, *pravrutta*, *pravrutti*, *viurutta*, *viurutti*, etc. The prefix 'bis' in the word 'biscuit' may be shown as the same as that in the words bisect, bicycle, biweekly, bimonthly, biennial, binocular, meaning 'twice', the same as Sanskrit *dvis* which appears in the words *dwi-arthi*, *dwi-pakshi*, *dwivedi*, *dwimasika*, etc. The word 'introduce' may also be shown as related to Sanskrit *anihar + disa*, meaning 'to show in', and derived from the same root (Latin *ducere*, to lead) as *conduce*, *deduce*, *educe*, *induce*, *produce*, *reduce*, *seduce*, &c. The word 'dialogue' may be shown as having the same prefix as the words 'diameter' 'diagonal' 'diagnosis', &c.

BOMBAY, }
12-11-'43 }

—K. S. VAKIL.

BOOK-REVIEWS

CONVOCAATION AND OTHER ADDRESSES—By Sir Maurice Gwyer.
Printed at the Cambridge Printing Works, Delhi—Pages 340.

We have in the volume before us the addresses delivered in India during the years 1937—1942 by Sir Maurice Gwyer, Chief Justice of the Supreme Federal Court and Vice-Chancellor of the University of Delhi. Sir Maurice has added considerable dignity to his exalted office by the impartiality, the fearlessness and the profound commonsense that he has brought to bear on the discharge of his duties. He had always something very interesting and instructive to say on any subject and could put forth his ideas in the most trenchant and vigorous style.

This volume consists largely of convocation addresses and in them Sir Maurice has a lot to say about the true functions of a University, while in one (University of the Punjab) he has made an investigation into the essential differences between the democratic and totalitarian state. Another important section consists of Legal Addresses and these contain advice to lawyers which must be of the highest value, coming, as it does, from one who has attained the greatest eminence in the profession. There are also addresses on educational topics and at the end of the volume there are the tributes he has paid to such great sons of India as Sir Shah Mu-

hammad Sulaiman, Sir Akbar Hydari and Dr. Rabindranath Tagore.

The volume is beautifully printed and excellently got up. The volume should prove a valuable addition to any public library.

THE TWENTIETH CENTURY—
Edited by K. Iswara Dutt—War Anniversary Special—Price Rs. 2/- or 3s 6d.

The War is the all-engrossing topic of our conversation and subject of our thoughts today. The devastation that it has caused and the ruinous expenditure that it involves to the belligerent countries are without parallel in the annals of the world.

The *Twentieth Century* has done well to bring out a Special Number bearing upon some aspects of this Armageddon of the century. Besides giving a brief history of the progress of the war during the last four years it provides a good account of the part played by Britain and United States and makes a special feature of the contribution of India, particularly of Indian India, to the successful prosecution of the war.

With the publication of this number *Twentieth Century* completes nine years of useful existence. It has consistently striven to maintain a high standard and has aimed at providing something which will be read with interest by students of literature and politics when the more ephemeral productions of the day have been forgotten. We wish our distinguished contemporary a long and illustrious career in the service of Indian journalism.

—V. M.

Correspondence

Education Week Celebrations at Wandiwash

The Week's Celebrations began on the afternoon of Monday 18-10-43 in the Board High School premises with special prayers. There was a procession of the students through the principal streets of the town. The inauguration lecture on the New Outlook and the Post-war Prospects was delivered by Sri S. Natesa Aiyer B.A., L.T., Headmaster.

The Health and Hygiene Day on Tuesday, 19-10-43 commenced two periods before the end of the forenoon session at school. A Committee of Judges went round from class to class judging pupils. Prize winners were selected, the physique and the kit of the pupils being also inspected.

The day was also celebrated as Teachers' Day. Sri C. N. Srinivasa Aiyer, Retired Supdt. of the Rangoon Postal Audit Service presided. With the reading by two of the teachers of papers on "Our School Museum and Exhibition room" and "Thrift Methods among pupils," the meeting concluded.

The third day's programme on Wednesday, 20-10-43, called the *Social Service Day*, went off well in the forenoon shift.

A kitchen was run by scouts in the watershed of the school. Seventeen poor village pupils were given mid-day meal. They usually go with-

out lunch and depend on occasional doles from the lunch packets of their brethren from villages.

Thursday, the 21st of October 1943 was devoted to literary competitions. The items were dramatization, songs and impromptu speeches.

On the fifth day of the week, the school sports were conducted in two shifts.

The last day of the celebration came off on Monday 25-10-43. The class-room decoration and educational exhibition formed the peak activity of the week. A Committee of Judges had a scale of marking to assess the team work of each individual form or class.

The week is both an escape from the boredom and examination syllabus work and an experiment at how to tap the fruits of energy in each pupil so as to make him discover his potentiality.

Ganjam Dt. Secondary School Teachers' Conference

A special Conference of Sec. School Teachers was convened at Hinjilicut on the 30th and 31st October last with Mr. Dibakar Patnaik, M.L.A., President, District Board, Ganjam, in the chair. Delegates from the different schools of the District attended the conference and read papers being on the reorientation in education.

Resolutions pertaining to the courses of study in different subjects for the schools in Orissa and particularly the adoption of Sargent's scale of pay for the secondary school teachers and the sanctioning of dearness allowance for the District Board employees were passed.



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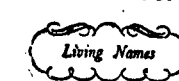
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