

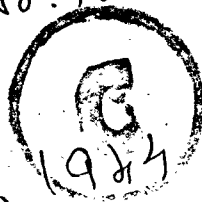
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The Educational Review

A MONTHLY RECORD FOR INDIA

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BOOKS ON SRI SAI BABA

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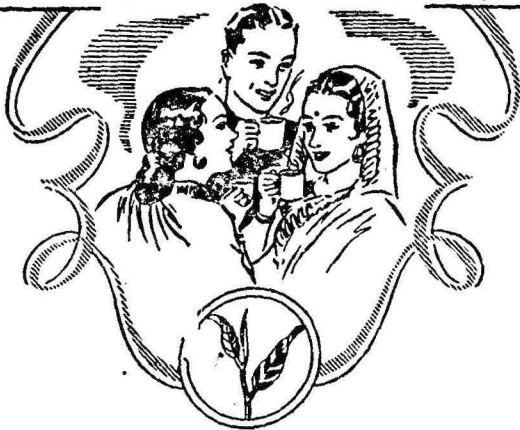
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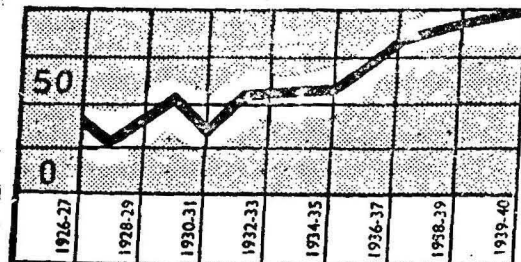
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Hon. Editor: Rao Bahadur Sri C. S. Srinivasachari, M.A.

THE STUDY OF ENGLISH IN HIGH SCHOOLS

By SRI S. THIRUMALACHARI, Kanyur

THERE has been of late a growing feeling that the standard of attainment of pupils in English, in the S. S. L. C. Class, even after the study of the language for full eight years of ten periods a week, is getting lower and lower. Many feel that this requires immediate consideration by educational authorities, as the English language is bound to be, though not the first, at least the second universal language. To this effect Pandit Jawaharlal has more often than once, laid special emphasis in all his speeches. This must answer the lurking suspicion in the minds of some Indians, that the English language is bound to disappear, shortly, from the Indian soil. Such a feeling began to catch the imagination of most of the Indian students of our Province, immediately after the mother-tongue was introduced as the medium of instruction for teaching non-language subjects in the High School classes. Thus, a step-motherly study of the language by the pupils has developed. The Director of Public Instruction, Madras, has rightly felt that this is a rank disorder in the educational sphere, requiring immediate steps for remedy. The problem, however will not be solved, unless the Director is pleased to consider the following or similar suggestions favourably and act up to the needs of the hour.

In the first place the growing feeling, in the minds of the pupils and even some of the teachers, that the English language will shortly disappear as an official language from India, should be dispelled by propaganda, prizes to deserving and efficient students of English, and the award of scholarships and preferential treatment to such competent persons in government service.

Secondly, it is a known fact, that the best brains do not now enter the field of education, as the profession has nothing materially charming to be either attractive or paying. Further, the days of phil-

anthropic values are dying and to appeal to that sense in man is generally not paying. Hence, only second class men, the thrown-outs from other services, join the rank and file of the teaching profession, especially in the field of Secondary Education. There are, here and there, exceptions; but the field is so wide that the negligible few cannot render adequate service to the cause of the multitudes seeking education. Hence the recruitment of the best brains should be made to the profession, and they should be attracted by the grant of a liberal pay and promotion. As matters stand now, people with lesser qualifications, who manage to enter other professions, enjoy high positions and draw a good pay. This anomaly serves to dishearten even the bright people entering life as teachers.

Thirdly, even these sincere, efficient and competent hands, who by virtue of their in-born enthusiasm to serve the holy cause of the divine child, work hard to attain the goal, feel a check in their onward path of sincerity, when to serve political, communal and personal ends, their claims for security and higher pay are overlooked. An appeal to the higher authorities fares no better as the correspondance ends with the curt reply 'Rejected'. In some institutions, the seniors have made it a point to handle English for forms V and VI, whether they have got aptitude enough or not. It so happens that there are other hands in the same institution with greater capabilities to teach English. But such teachers are not given the chance since it is against the connection in the institution. The Heads of Institutions tolerate this practice as they are handicapped by convention. This defect requires speedy rectification. All teachers are not competent to handle all subjects. The teaching of subjects according to efficiency and aptitudes should be stressed. Teachers should be broad-minded enough to give room to efficient

juniors to handle higher forms, where they rank best in the field of teaching English.

second paper and the pupils should answer them, almost unaided.

Fourthly, the percentage of marks fixed for a pass in the school and public examinations is poor enough. The lower the minimum fixed, the lower still is the aim : and perfection or even an approach to perfection can never be reached with such poor standards fixed. Let there be a general rule that 60 is the minimum for a pass and a merciless and impartial correction will follow. Then, surely, the attainment of pupils will go higher up with the higher aim. It is unfortunate that a desire to satisfy the vociferous parents and public by a meaninglessly liberal award of marks, has been the cause of the falling standards.

By laying special emphasis on testing pupils only by their written work, a disservice is being rendered to the student population. Recitation should be copious. Marks should be awarded for recitation, dictation, oral question on topics, general and textual. Then alone can there be a simultaneous development of all the faculties of the students, that go to create a sound knowledge of the subject or language taught. This one sided written work alone will not create the fund of knowledge which we want the students to gather and own.

The composition exercises, now written, are all stereotyped and have very little bearing on topics of daily interest in life. Their writing often becomes insipid and meaningless. If, on the other hand, topics like "The work of the Post Office", "What improvements to studies do you suggest?" "How best can a villager live happily?" etc. are given, words of common usage and their bearing on problems of everyday life, become known features of living interest to the pupils and increase their vocabulary.

Most of all, the recruitment to services should be based on educational attainments. The absence of this feature, to-day, is the cause for the indifferent approach of pupils towards secondary education. Much also depends on the recruitment of a sincere and capable teacher. The authorities should see that teachers of the right type are directed to engage the students on proper lines. The necessary reform, in the manner suggested, will go a long way to set right the evil.

Further, keys, notes, annotations, examiners and guides to teach English should be banned. Teachers of English will note that they kill individual effort, by which alone a relative and intelligent knowledge of a language can be gained. Stress should be laid on reading at least half a dozen supplementary reading books, in each form. Questions on the books should appear in the

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ADULT EDUCATION

BY SRI M. V. SARMA, B.Sc, L.T.

(Continued from page 200)

Method of teaching

WE have discussed the necessity, importance and value of Adult Education and also about the selections of candidates, and hours of instruction in the previous article. Let us now pass on to the actual method of teaching.

The orthodox method of starting with alphabets, vowels, consonants and after finishing them, small words, will be very tedious and monotonous and the adult cannot be expected to have the patience to go through the various classes. It is the anxiety to learn, and that quickly, that makes the adult come to school. Time is a prime factor and the sooner the adult is made to feel that he has learnt something, the greater will be his interest and enthusiasm. But on that score, it is not possible and desirable to completely give up that method. General knowledge and quick grasp are the two important factors in the adult, which must be made use of in imparting education. Formation of letters will be easier in the case of the adult as the hands are steady. The first and the foremost desire of an adult will be to sign his own name. If he is able to write his name, he feels he has half finished education. We must make him happy and enthusiastic by first writing his name on the board and asking him to copy. After writing a few times he is able to write it himself from memory. Happiness in passing first in the I. C. S. examination cannot be equal to the joy that the adult has in being able to write his name. He begins to gloat over his intelligence as he is able to write even on the first or the second day and feels confident that he can learn quickly. Some small words are to be taught wherein the letters coming in his name occur. If his name is மாதசாமி a series of words like மா, ம, சாமி, மாதம், மடம், மாடி, சாமியார், சாடி, டப்பா, டப்பி, டமாஸ் can

be given and he will be able to write and thus learn about 10 words at a stretch. Then such of the words which will have straight formation have to be given preferably with the same letters in permutation and combination. As an example we can take the three letters α, λ, ω and put in all the words possible like: $\alpha\lambda\omega, \alpha\lambda\omega, \omega\alpha\lambda, \omega\alpha\lambda, \alpha\omega\lambda, \alpha\omega\lambda, \lambda\alpha\omega, \lambda\alpha\omega, \lambda\omega\alpha, \lambda\omega\alpha, \omega\lambda\alpha, \omega\lambda\alpha, \alpha\omega\lambda, \alpha\omega\lambda, \lambda\alpha\omega, \lambda\alpha\omega, \omega\lambda\alpha, \omega\lambda\alpha$. Thus he will be able to learn with 3 letters as base plenty of words. Side by side with these words alphabets also are to be taught. The words will give him immediate pleasure and satisfaction and the learning of alphabets gives him lasting knowledge. Again names of things which are commonly used and names of vegetables and provisions used at home are to be given. The adult will be anxious to write down the names of provisions he uses and the things which he comes across. Slowly the names of gods, temples, religious places, rivers and mountains can be taught. Incidentally small sentences with words known are to be formed. After some time he should be asked to write down all the letters that he has learnt and the words he has studied. He may be asked to form new words with the letters known to him. Thus the vocabulary has to be increased. Daily about 3 or 4 words are to be taught and dictation of the words learnt should be had. He may be asked to form words with the alphabets he has learnt. The enthusiasm and zeal of the student is to be kept up by making him feel daily that he is progressing and his knowledge increases by leaps and bounds. Some may be quick in learning and others slow. The instructor should be carefully watching and separating the slow from the quick without their feeling it. Otherwise where one is able to learn more words and advance rapidly, the other will feel dejected and in course of time this dejection will impair his progress, unlike in

the case of the children. The children must be made to have that competitive spirit and the slack boy must be chastised and remonstrated with and made to emulate the intelligent boy who learns quickly. But in the case of adults who are highly sensitive

and feel for their weakness themselves, we should not wound their feelings by pointing out the same. We must exercise great care to see that they are kept in good humour and cheer.

(to be continued)

LIBRARY EDIFICE OF POST-WAR INDIA

6. WHAT WILL IT COST ?

BY RAO SAHIB S. R. RANGANATHAN, M.A., L.T., F. L. A., *Librarian, University Library, Madras, Secretary, Madras Library Association and President, Indian Library Association*

61 STANDARD

JUDGED by the standard already reached in other countries, Post-war India must be prepared to work up to the following standard as the minimum :

1. To stock 1 volume per head of population;
2. To issue 1 volume per head per year;
3. To bring the library's service within a distance of 10 minutes' walk for 100% of the people ;
4. To provide books on all conceivable topics and of all standards in the mother-tongue of the people ;
5. To maintain a library staff adequate to give 40 men-hours of service per 100 of people per year ; and for these purposes
6. To spend 8 annas per head per year.

62 FOR INDIA AS A WHOLE

According to the 1941 census, the population above 10 years of age is about 28 crores. The total library budget will therefore, be 14 crores of rupees. Of this 7 crores will be found by local rates and the rest largely from provincial funds and a small fraction from federal funds.

63 FOR MADRAS

The corresponding population of Madras is 360 lacs. The total library budget of Madras will, therefore, be 180 lacs of rupees, of which 90 lacs must be met from provincial funds. This is 4% of the current revenue; but it will be a much lower percentage of what the provincial revenue will be when the library edifice is completed. Even now, with but 10% of the population

literate, its library budget is 3 lacs of rupees. When 100% literacy is reached, even this poor standard will demand 30 lacs.

66 BASIS OF ESTIMATE

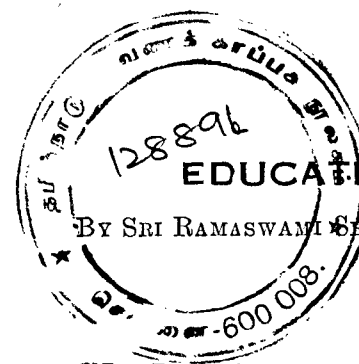
The above estimate is based on an average monthly salary of Rs. 65 for a member of the staff. If one adopts the average assumed for graduate teachers in the Sargent report, the estimate should be raised by one-half.

65 JUSTIFICATION

To secure 10 % literacy, Madras provides 2 crores in the annual budget. On this basis 100 % literacy will demand 20 crores. At that time, our estimate will bring the library budget to the neighbourhood of one crore. If we remember that one of the purposes of the library edifice is to prevent waste by relapse to illiteracy, to spend on maintenance 5 % of the capital expenditure of construction will be seen to be reasonable. An educational budget of such a magnitude without a corresponding library budget as indicated here will be like a mudhouse built at elaborate cost, but left unprovided with roof.

66 FURTHER JUSTIFICATION

But, in fact, the library system does more than maintain the edifice built by elementary education. It extends the edifice, strengthens it, and puts up additional flats. Thus none who thinks organically and with foresight can say that about a crore of rupees per year is too much of a cost to maintain the library edifice of Post war Madras or 7 crores for the whole of India.



BY SRI RAMASWAMI SENAPATI, B.A., (HONS), M. ED., *Asst. Headmaster, H. E. School, Kalahandi State*

(Continued from page 225.)

VI. Preliminary preparation of the boys:—Before going on a trip the boys should be in the proper mood, or else it is useless to drag a group of unwilling and disinterested boys. Those that are prepared to go should be informed of the place they are going to visit and should be made to anticipate many things. They should be asked beforehand to gather as much theoretical knowledge about the place as they can, and to collect pictures, plans, maps, charts etc of the place they are going to visit. To make them more active and painstaking they may be informed that soon after their return from the trips they would be asked to answer certain questions on the objects seen by them during the trip and then a prize would be given for the best answer. They should be taught social courtesies as how to address a Factory Manager or how to obtain permission for visiting certain places under guard from the proper authorities. In respect of preliminary arrangements for the trips, as much responsibility as practicable should better be thrown on the boys, subject to the scrutiny of the teacher in charge. To make a trip worth the trouble and expenses, the boys should willingly take all the responsibility on their shoulders, maintain all accounts of expenditure on the way and should not shirk or grudge any work that might be allotted to them. While seeing a certain thing, they should not only see as laymen do, but should try to know by questioning the teacher or by discussing among themselves the why and how of things.

VII. Aim:—Every trip should have some definite aim. God's earth is full of interests. It is not easy to see everything in a day nor at times, is it possible to see everything of something in a day. Wonders abound everywhere. By careful study and observation men could even find life in a seem-

ingly inert plant. So it is futile to try to show the whole of the Calcutta museum in one afternoon or to walk round the heights of Waltair on one fine morning. Hasty visits without any proper observation seldom bring any benefit to the boys. The boys should be ready with a notebook and a pencil to note down any new information or point of interest. A wise trip-leader should not show everything at once. Let not the boys be apparently satisfied with one trip alone. Let them leave the place with a feeling of visiting it once again at the earliest opportunity. A few things only should be observed closely and others postponed for a next visit. It is better to see one thing thoroughly well than to half-see many things, which only blurs the vision and burdens the memory. While passing by, the boys may cast a casual glance at the things that come across, but they should not spend any time in seeing such things as do not directly increase their previous knowledge. Such things as in the opinion of the teacher might increase or substantiate the theoretical knowledge of the boys should be shown to the group thoroughly so that they may study them.

VIII. Correlation:—Visiting any and every place does not bring any substantial gain. While planning for a trip, correlation with class work should be insisted upon. We know how far our present curriculums are away from the actualities of life. So all opportunities for relative "class knowledge" to "practical knowledge" should never be missed. For example, boys may have read of the natural phenomena of denudation and deposition. Supposing the boys cross a river on foot, the teacher should show how the current is gradually eating away the land on both sides, how sand is gradually being deposited at places, how the mud and sand carried away by the flooded river is apt to

be deposited at the mouth of the river thus forming what is called a "delta". Again supposing they visit a sea-coast town like Bimlipattam or Puri or Vizagapattam, the boys should not only see the romantic sea, its high waves dashing against the shore, but also take the chance of seeing how the fishers going in the early morning in their country boats far away into the sea return at the end of the day with a big catch. They will thereby get a lesson on the hard life of fishers in the open sea. Thus a lesson in the class-room on the sea, its waves and the life of the fisherman can be amply demonstrated on the sea shore.

IX. Excursion Fund:—A great difficulty arises, specially in a country like ours, regarding the question of financing a trip. In countries like America enthusiastic schools have opened their "Trip Accounts" in the local banks. Others have taken recourse to "class funds" the sources of income for these funds being the gate money received from visitors to the short dramas staged by the class or Scout Rallies or Projects, or hand-work exhibitions etc. We ~~can also~~ start

such Funds in India. The regular source of income for the Fund should be the small contribution of the students monthly or yearly as the Headmaster decides. If such funds are started, by every class of the school, it is easy for each of these classes to go on excursions or short trips under the guidance of their class teacher or led by the teacher selected by the Headmaster. To stabilise these funds good performances should be organized by the boys once or twice in a year, and the purpose of such performance and the use to which the gate-money will be put to should be given wide publicity. The generous public will surely be inclined to help the boys indirectly, by paying some gate-money.

X. True Test of Excursions:—The true test is not whether the boys enjoyed a single trip, but whether that one trip has infused in them a strong desire to go on fresh trips in future, and whether it has roused in them a latent curiosity to see new things. If the boys come forward willingly for fresh trips, it is a sure proof that they have really gained from their last trip.

EXAMINERS AND EXAMINATIONS

By SCRIBBLER.

THE bright and enterprising Bombay weekly, *Blitz*, has published in its issues of the 7th and 14th October a remarkable report by the Vice-Chancellor of the Bombay University on an investigation conducted by him to ascertain whether the examiners and moderators had been influenced to raise the marks of a certain candidate for the matriculation examination this year. He has come to the conclusion that they were so influenced, and has made to the Syndicate several drastic recommendations against the persons, who, in his opinion, are involved in the affair.

The most remarkable feature about the report, however, is that there has been great cry for very little wool indeed.

According to the Vice-Chancellor, all the elaborate attempts to influence the examiners resulted only in the following additions to the candidates' marks: three in Geography and five in Additional English. The attempt to influence the examiner in Sanskrit proved unsuccessful. Another noteworthy point about these small increases in marks is that they were not needed to ensure the success of the candidate in the examination.—for fairly high marks had been obtained in all the subjects. These small increases could only help in such things as rank, distinction etc.

The Vice-Chancellor's report is naturally concerned with the standards of integrity to be maintained by the University exa-

miners. But the incident also draws pointed attention to another problem, to which our Universities have been scarcely paying any attention. And that is the problem of evolving a scientific method of valuing answer papers. It is urged by the Vice-Chancellor that in the case of the candidate in question, undue influence was exercised to obtain slight increases in marks. But this should not blind us to the fact that, according to the methods of valuation now generally adopted, such small increases in marks could be justified on perfectly reasonable grounds. Given an answer paper in English and two examiners, it would cause no surprise if one of them should assign 66 marks out of hundred to the paper, and another 71. It would be surprising if the difference should be less.

Now as in the past, valuation cannot help being to some extent impressionistic. Attempts have been made in recent years to eliminate personal idiosyncrasies in

valuation. The new type of question paper now in vogue in our schools, in which 'essay' questions are reduced to a minimum, is one such attempt. While it can test the pupil's knowledge over a wider range, it cannot find out his ability to organise his knowledge. The report is also available of a valuable investigation on the principles which should guide the marking of English essays.

If a scientific system of valuation can be devised and universally adopted, it will help, among other things, to check the exercise of undue influence also. No moderator can then raise or lower marks without assigning tangible reasons. One of the morals pointed out by the Bombay incident is the necessity for placing the marking of answer papers on a scientific basis. A beginning may be made by insisting that the chief examiner in every subject should issue detailed instructions to his assistants on the marking of the answers, question by question.

BOOK REVIEWS

1. THE EASTERN FRONTIER OF BRITISH INDIA.—PP. 413 (1943) 2. ANNEXATION OF BURMA—PP. 338 (1944) By ANIL CHANDRA BANERJEE, M.A. (PUBLISHED BY A. MUKHERJEE & BROS. 2, COLLEGE SQUARE, CALCUTTA).

Dr. A. C. Banerjee has become a well-known figure among workers in the field of Modern Indian History and his recent publication of a biography of Peshwa Madhava Rao I has been generally acclaimed as a lucid and correct exposition of a complicated subject of study. The first of the two books under review takes up the history of the policy pursued by the British Government towards Assam and Burma in the past. With Japan's entry into the great war, Burma and the threat to India from its side have brought into prominence the importance of the Eastern Frontier both from the political and from the military points of view.

The observations of Captain Welsh, who was sent to Assam in the time of Lord Cornwallis, show us that he exceeded the authority delegated to him by Government, but claimed to be excused for having done so in the special circumstances of prevailing conditions in Assam. The prohibition of any interference in Assamese politics, ordered by Sir John Shore, like Cornwallis' uncertain attitude was due to the other pre-occupations of the Calcutta Government.

Anglo-Burmese relations were radically changed by the Burmese conquest of Arakan and by the consequent migration of the Mags into Bengal. The pacific government of Shore was not prepared to precipitate any outbreak of war owing to the apparently aggressive attitude displayed by the Burmese. The different commercial missions to Burma, beginning with that of Captain Symes, whose report is a very useful and instructive source, are detailed in a

chapter which concludes with the opinion that Captain Cox gave as to the necessity of a solid alliance with Burma, which otherwise was in a fair way to come under the influence of the French. Wellesley could not bring about any definite understanding and Burmese high-handedness continued as before to be exhibited in a very unreasoning manner. The question of the Arakan refugees and the increasing troubles with Assam are outlined in the succeeding chapters and the complicated nature of British relations with Cachar and with reference to the Arakan boundary, the final rupture with the Burmese government, the operations of the war of 1824-26 and the contents and significance of the treaties that ended the war, form the narrative of the rest of the book. Dr. Banerjee is inclined to exonerate Amherst from the blame that was directed against him for his failure in the vigorous conduct of the operations of the invading army. The treaties of 1826 which are given in the appendix show a considerable amount of restraint on the part of the British. Amherst himself was first unwilling to annex Arakan and the amount of indemnity was recommended for a reduction by General Campbell. One-third of Assam was brought directly under British rule in order that the required revenue for the maintenance of a garrison might be assured. The commercial treaty provided for in the treaty of Yandabo was the real basis from which further complications were to proceed and drag the Burmese again into war.

The second book—ANNEXATION OF BURMA—surveys the events leading to the

annexation of Arkan and Tenasserim in 1826 and the miserable fortunes experienced by the British Residency in Burma, followed by the declaration of war in 1852 and the annexation of Lower Burma—the whole narrative of the war and its operations being very full and elaborate. Col. Phayre, who carried out the annexation, makes it clear in his *Journal* that he was perfectly justified in claiming that his failure to secure a treaty was not due to any of his own faults. The later treaties of commerce secured by Phayre and by Fytche are interesting preliminaries to the ruin of King Mindon's kingdom and to the loss of its independence. The reign of Thibaw ending in the Third Burmese War and the annexation of Upper Burma forms a most distressing chapter; and we learn that the annexation which had not been finally decided on by the Government of India when they despatched their army to occupy Mandalay, was forced upon them by the Secretary of State acting under the pressure of British commercial interests. The suppression of dacoity and the other good work at reorganisation done in Burma by the British require to be narrated in a subsequent volume and this suggestion we commend to our scholarly and industrious author. * * *

The Honorary Secretary, All India Federation of Educational Association, P.O. Box No. 52, Cawnpore, writes Sir C.P. Ramaswami Aiyer, the Dewan of Travancore State, has kindly consented to preside over the 20th All India Educational Conference to be held at Cawnpore on December, 29-31, 1944.

EDITORIAL NOTES

AS in India, the Government-sponsored educational system in the Dutch Indies aims at an imitation of the ideal of the mother-country. Likewise the consequence has been, as seen in India, a certain degree of inconsistency in educational effort and a

lack of close articulation. Dutch laws aim at securing uniformity in elementary and secondary systems of instruction, whether provided by the state or by local bodies or by private organisation. The administrative control is vested in the Department of Education and Religious Affairs at Batavia which is under the control of a director. He



Macmillan's Supplementary Readers suitable for use in Elementary Schools as per New Syllabus in English for Standards VI-VIII

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(For further details regarding the New Syllabus please see Fort St. George Gazette, Pt. I-B, Educational, dated August 15, 1944)

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represents Government in the People's Council, but is not responsible to it. He has an advisory council to assist him and a bureau which reports on all educational questions and topics. All types of education, general and vocational, are supervised by inspectors who are expected to give guidance to the teaching personnel.

Education is thus public and wholly supported by Government. Denominational and secular societies receive aid for their schools on condition that their curricula and qualifications for teachers are approved. Teachers of such schools must be paid the same salaries and receive the same pension provisions as in public schools.

Indian communities have schools for which they receive subsidies from Government and accept government supervision over their finance, curriculum and the qualifications of teachers. Rural schools extending over a course of three years aim at combating illiteracy. The next higher type of schools adopts a five-year course of reading, writing, arithmetic, geography and nature study. Corresponding to our English high schools there are the Dutch vernacular schools with a course of seven years, besides European and Chinese elementary schools.

The rising nationalism of the people has been clamouring for a more national type of education, marked by freedom from Western control and by the imparting of instruction in the vernacular in the higher fields and by a greater attention to the country's past.

There are vocational schools for commerce, law, agriculture, veterinary medicine, technology, medicine and surgery and navigation, for the training of civil servants and of European and native teachers. As in India vocational trainees do not get adequate occupation, owing to the importation of Dutch-men.

Scientific training in education has not reached a high level; and educational enthusiasm still awaits to be aroused; and it is not possible as yet to use educational tests and measurements on a large scale.

Co-education has never been a problem. In general all schools are mixed schools.

A recent tendency has diminished the emphasis on book work, for which a balance is sought in manual training and physical education. The multiplicity of languages in the archipelago has rendered it difficult to select one particular vernacular as the chief language. A certain type of Malaysian has become the *lingua franca* of the archipelago and is used as the official language in place of Dutch. The Japanese vernaculars are also important. There is a stiff opposition to the adoption of Malaysian as the general language for science and culture. The best method would be to give an increasing number of the natives a good working knowledge of the Dutch language, and until recently the thirst of the natives to learn Dutch was very prominent. This is due to the rising tide of nationalism observable in all parts of Asia.

India can see many parallels and a few features that ought to be avoided in the educational system of the Eastern Archipelago. * * *

The September issue of *TEACHING* is a special number, devoted to the topic of RELIGIOUS AND MORAL TRAINING. Conscious and pre-planned experimentation in moral training is a rare phenomenon; and schemes of moral training tried in Vidya Bhavan, Udaipur and in the Biscoe schools, Kashmir form instructive reading. It is very gratifying to note that the experiments in moral education attempted by Mr. R. Srinivasa Iyengar, Headmaster, Sarva Jana High School, Peelamedu, during the past two decades and more also find a place in this valuable number; and we commend this very thought-provoking article to the study of educationists in this Province and elsewhere who wish to develop the right atmosphere and proper technique of moral training, and frame a graded up-to-date syllabus for imparting a sound scheme of moral education. We congratulate Mr. R. Srinivasa Iyengar for his noble and earnest endeavours in this field of education.

