



CONTENTS

	PAGE
The Teaching of English. By Sri S. Subramanya Iyer, B.A., L.T., Retired Headmaster and Author, Madras ...	261
School-Building in Britain. By William Newton ...	264
Shakespeare on Love. By Sri Bepin B. Banerji, Calcutta ...	266
Library Edifice of Post-war India : 8. Administration. 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 ...	269
A Layman's Metaphysics. By Subhadhar. P. R. Pandurangam, B.A. (Hons.), Kamptee ...	270
Malpractices During Examinations. By Sri Paresh Chandra Sen, M.A., B.T., ...	273
School goes to the Handicapped Child. By S. R. Winters ...	274
On First Hearing the "Finlandia" of Sibelius. By Miss Chandra Sarma ...	277
Editorial Notes ...	277

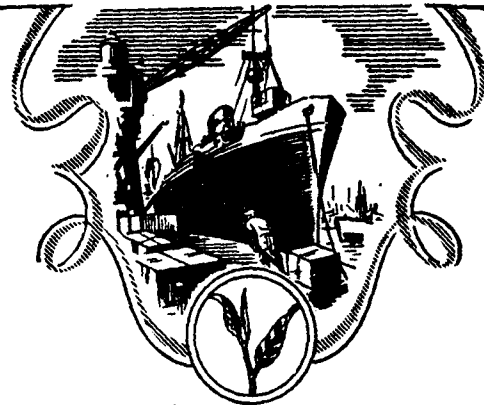
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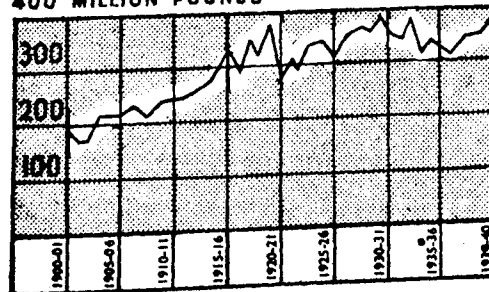
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The Educational Review

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No. 12

THE TEACHING OF ENGLISH

BY SRI S. SUBRAMANYA IYER, B.A., L.T., *Retired Headmaster and Author, Madras*

THE four important aspects of the English language in the teaching of English especially to Indian pupils are pronunciation, grammar, idiom or usage and composition. What is based on rules of grammar and is at the same time consistent with correct usage is called *Standard English*. There is another type of English, next in importance to Standard English, and to this, too one must give prominent attention. Colloquial English is found in daily conversation, correspondence, and fiction. It is also prevalent in well conducted newspapers and magazines.

Let us now deal with the first aspect of English teaching - pronunciation. We must start teaching the correct pronunciation from the beginning of the pupils' instruction in English. The teacher will do well to begin with the production of the normal sounds of the English vowels as represented in the words, *man, pen, pin, pot, sun*. It is quite regrettable that the majority of the English readers used in the elementary classes of our high schools do not follow this principle, and the writers of them, most if not all, do not seem ever to have taught English to pupils in elementary classes. The proof of the pudding is in the eating. The correct method can be acquired only through practice and experience. The teacher must then take up long vowels and diphthongs. In teaching the sounds of consonants, consonant

combinations such as *ch, sh, th* may be postponed for treatment after sample vowels have been dealt with. The words containing *th, ch, sh* may be taught at a later stage.

The pupil must learn how to distinguish between the sounds of *v* and *w*. He must be taught to press the upper teeth against the lower lip in pronouncing *v* and to sound his lips while pronouncing *w*. The following letters and words appear to give some trouble to a majority of Indians. *A, e, i* are uttered with a *y* (*u*) sound before them, hence arises the blunder in the use of the correct article. The direct consequence of this evil is that pupils are apt to say *a eay* (*a yeg*), *a inkstand* under the wrong notion that the initial sounds of these words are consonantal. On the other hand, we hear *an one-anna, an use*, from the lips of young and even advanced pupils, and sometimes from elders too. I once came across the expression 'an ope anna' in a text book prepared for elementary classes and approved by the Madras Text-Book Committee. I have not cared to know if the book has since been revised.

Text-books for pupils in English must be written with care and by men who have had experience in teaching English. Nowadays the quality of text-books has considerably deteriorated perhaps as the result of their authors not being acquainted with the conditions of Indian schools and of their

lack of experience in teaching English in the elementary classes. It is equally uncertain how many of our Text Book Committee members have previous knowledge of the pupils' level in elementary schools can satisfactorily sink to that level. There are books written by educationists of high academical qualifications, but only a few of them can come up to the mark.

All this is only by the way. The following words are generally heard mispronounced; *sew* pronounced to rhyme with 'sue', *courageous* (pronounced as a word of four syllables), *measure*, and *treasure* and *pleasure* pronounced with *sh(ə)* instead of *zh(ə)* sound, *talked*, *asked*, *kissed* and *walked* wherein *d* should be pronounced, instead of *t*, *cloths* and *clothes* where *th* is mispronounced, *listen*, *hasten* (where *s* is mispronounced like *z*) and so on. The pupil must be told that *one* and *won* are pronounced alike. The pupil must learn that the *a* in *fast*, *ask*, *task*, has a long sound unlike the short-sounded *a* in *man*, *pan*, *cat*, *ran*, *mad* and so on. *Quite* is a monosyllable and *quiet* is a disyllable. It is very distressing to note that the long vowel combination *oo* in *food* is pronounced like that in *foot*. Even well educated Indians utter it with the short vowel sound. The pupil must be told that the *h* in *hour*, *honour*, *honest*, *heir*, *herb* is mute, but the *h* in *hair* is sounded, so we have *a hair* as in 'a hair-breadth escape'. He must learn that the *a* in *hall*, *tall*, *fall* is not sounded like the *a* in *father* and *ask*, or the *a* in *man* and *cat*.

The pupil must be given plenty of exercises oral and written in pronunciation, and a certain portion of the lesson in English must be set apart for the purpose. The contact between the Indians and the nations whose mother tongue is English having become more and more intimate, every honest and sincere endeavour must be made by us Indians to speak and write English as natives do. To start this work from the beginning at school and to carry it on from stage to stage takes a lot of doing on the part of the teacher, who is expected to specialise in this important aspect of the curriculum, and deductive methods in a language.

II. GRAMMAR

Grammar was once regarded as a body of rigid rules which guided the use of words and the structure of sentences. From being the mistress of the language it has sunk to the status of being its handmaid. Standard English still obeys its rules and also respects usage or idiom. *It's me*, grammatically speaking, is incorrect, the rule being that the case of the noun or pronoun coming after the verb 'to be' should agree with that of the noun or pronoun before it. According to this rule, *it's me* is wrong, but it passes muster as a colloquialism, though purists will not call it Standard English.

The teaching of grammar should be on the inductive method. The teacher should adopt the new grammatical names recommended by the Committee on Grammatical Terminology. The teacher begins by giving a set of examples and requires his pupils to draw their own inferences; for example, in teaching the formation of plurals of nouns, the teacher writes on the board the following: two cows, bulls, three men, four horses, a row of teeth, two feet, and so on. The pupil will naturally conclude from the above that some nouns form the plural by adding *s* or *es*, some by changing the vowel or vowels in them. Many of our pupils are heard to say: 'The room is full of furnitures', 'The cattles were grazing on a grassy plain', 'All the local gentries were present at the meetings', 'During holidays rich families go to Mysore to see and enjoy its fine sceneries', 'My father owns fifty sheeps', 'The hunter killed two deers at one shot' - and so on. Having written these examples on the blackboard, the teacher should at once proceed to strike out the suffix *s* in them, and question the pupils themselves as to the why. The pupils, I think, will be in a position to say that some nouns such as the above do not form the plural by the addition of *s*. This method of teaching grammar is called the *inductive* and no other aspect of English lends itself so easily to this kind of treatment. The modern tendency, however, is to combine the inductive and deductive methods in a judicious measure. Our modern books on

grammar are based on this plan. In my books I have adopted the same plan of treatment.

My personal opinion, however, is that our pupils in the lower stages of learning English, who already possess some knowledge of vernacular grammar may be required to make a comparative study of the structure of sentences in the two languages. In Tamil, we do say or write 'Hanuman, Sita found'. This, according to English grammar, is wrong, the correct order being 'Hanuman found Sita'.

While on this subject, I should very much like to invite your attention to a very serious blunder in grammar detected in the chapter on letter-writing in a text-book of grammar approved by the Madras Text-book Committee. The objectionable sentence is 'Hoping to hear that you are well.'

Yours sincerely,

V. S.....

I have pointed this out, not with a view to finding fault with the author or the printer, but because most of our pupils do commit the same blunder in their letters.

USAGE

Grammar is *sometimes* very rigid, but usage or idiom is *always* rigid. The following examples will show how one should express oneself in a particular way and not as one would like.

We shall examine the following sentences and see if they are all right:—

We often hear even educated people say, (1) He is *quite* all right. *Quite* and *all* are synonymous and are both adverbs. Is not one of them superfluous? We may say either 'quite right' or 'all right'. A local daily writes: 'In June 1940, just four years ago, the fate of democracy shook in the balance'. We should say 'trembled' though *shook* is almost synonymous with it. The *Madras Mail* in its editorial dated 6-7-44

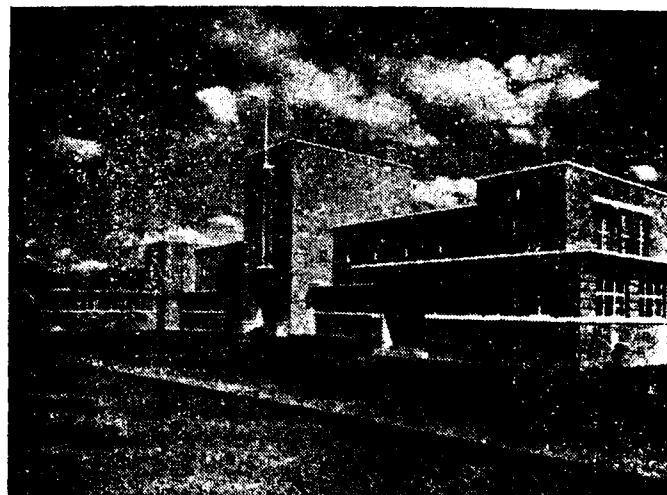
writes, 'Mussolini must be trembling in his top boots, if the Germans have left him with a pair'. The inexorable idiom would have *shaking* rather than 'trembling'. 'He is slowly *picking up* health'. We should use the idiom 'to pick up' intransitively in this sense, and say 'He is slowly picking up'. Again we say, *to pick a quarrel* and not 'to pick up a quarrel', an unidiomatic phrase that we often hear people say. We often hear even educated people say 'Where are you put up?', instead of the correct 'Where do you put up?'. 'I *use* to bathe in the river'. The verb *use* in the sense of 'to be accustomed' is not used in the present tense. We say, 'I used to bathe in the river before the illness, but I don't do it now'.

'The master flew into a rage and *necked* out his cook.' The word *neck* which has not so far gone beyond the category of nouns is too often used in this sense as a verb. We may say 'pushed out by the neck'. The names of most of the parts of the body are used as verbs: to head, to eye, to nose, to mouth, to arm etc. But we don't seem to use *neck* as a verb. We often hear people say, 'I care a two-pence (tuppence) for it, I care a fig for it, I care a brass farthing for it'. Idiom does not sanction it; it requires us to say, 'I do not care a fig, a brass farthing, a tuppence' and so on. Examine the sentence, 'he looked very pleased with my work'. Once a European Inspector, I remember, wrote in his inspection notes, 'I was *very* pleased with all that I saw'. He should have written *much* pleased. If he had stopped at the word *pleased* after having said 'I saw everything and was very pleased', he would have avoided the pitfall. *Much* is used before participles not used with adjective force and *very* before verbs used with the force of adjectives. 'The matter is very interesting', we do not say *much* interesting.

We sometimes hear the question asked 'how much time will you take up to do the work?'. We say idiomatically, 'one takes one's own time.' But one takes up another's time.

SCHOOL-BUILDING IN BRITAIN

BY WILLIAM NEWTON



Modern British school design is well exemplified in this picture of an elementary school near London. The principle of a central hall with separate class rooms opening from it, is generally followed. The central hall has many functions for assembly, speeches, ceremonies, music & drama.

ARCHITECTURE is the true international language. Music, the art which comes nearest to it in this respect, is apt to have a racial flavour which may be an obstacle to judgment. We might need to be schooled to appreciate the melodies of China or Abyssinia or Tibet: but their buildings we can at once understand from plan, section and elevation, see what their problems are, and compare their solutions with our own treatment of similar problems.

This is perhaps especially true of such buildings as schools and hospitals. Britain was a pioneer in school-building 70 years ago; and to some degree suffered the usual fate of pioneers. The building types evolved as a first solution of the school problem were further developed and improved in other lands—notably by France in the last years of the nineteenth century—while in England the earlier schools had been so well and solidly built that they were difficult to adapt and alter. And for a time,

too, it may well have been that the prestige of the pioneer buildings made the British less ready to think the problem out anew. But development there was all the time and its pace has been notably increasing throughout the last 20 years. A big programme of new buildings and new ideas was under way in Britain at the outbreak of war, and it only awaits the return to peace to be resumed.

A sketch of the development of the school "idea" would show first of all an emphasis on compactness, the teaching-rooms grouped round a central hall, into which they often open directly. This after all was very natural. In old days, all had been taught in one big room; and it was a step forward when the teaching-rooms were made sepa-

rate, even if they were only, as it were, annexes of the main meeting room. But the need for quiet and for ventilation soon moved the teaching room away from the Hall.

More and more attention is paid to them. The early ones have good light, but are often sunless. Now sunshine, and if possible early morning sunshine, is considered indispensable, and no less important is natural cross ventilation from windows in opposite walls. Left-hand light for the pupils, insulation from external noise, air currents without draught, a black-board lit but not shiny, easy movement for teacher and pupils, easy speaking without echo—all these are points in the design of teaching-rooms to which more and more attention has to be paid. As the subjects taught grew in variety, so did the teaching-rooms; standard class rooms were added, with all their individual demands, rooms for teaching art and science, woodwork and metal work, cooking and laundrycraft, needlework and

handicraft, and similar "practical" subjects—a list which is continually growing.

Meanwhile the assembly hall expands in function. At first it is just a convenient space for collecting the whole school together; but it takes more and more a new importance as the centre of the school's life, where the unity of the whole is emphasised in speeches and ceremonies, in music and drama. To-day it is coming to be thought of as the cultural centre, not only of the school, but of the whole district served by the school—as a regional hall to be planned and available for this double purpose—or rather these two aspects of one purpose.

It will be evident that the new needs and uses of these two constituents of the school-plan (the hall and the teaching-rooms) will have radically affected the old arrangements. Instead of being compact, the school building spreads itself out to meet the sunshine and open air, while the hall can no longer be embedded in the other plan-elements, but must, with its enlarged stage and dressing-rooms and foyer, be designed for the easy welcome of a crowd which may come either from one school or from outside or from both at the same time.

A school must be always able to handle crowds, not only on the occasion of special ceremonies, but every day. For every day the children come—it may be four or five hundred of them—all within a few minutes. Within these few minutes all must take off hats and coats, and perhaps shoes, and be gathered orderly in their appointed place. The arrangement of entrance and cloak rooms is thus a vital part of the school plan. The earlier solution of a single entrance and centralized cloakrooms (duplicated where there were both boys and girls) perhaps made supervision easier. Now the tendency is to lessen supervision, to look to the self education of the child in orderliness and reasonable discipline, and in consequence

provide open access and a number of cloak-rooms. This again influences the whole planning and grouping of the school units.

Nor can the plan ignore leisure hours, and breaks and all that is needed for the young at exercise and play. The playground we have always had. It is still a problem to site it so as to be sunny in winter, easily reached, near a covered play-space and the water-closets, reasonably subject to supervision, and not embarrassing the teaching-rooms with noise and summer glare. Besides the playground, the modern school provides a covered play-space, gymnasium, library, and dining rooms for mid-day meals, gardens and lawns and flowering trees—all to be married with the building plan and lay-out, the entrance drives and the green playing-fields.

These are the problems which designers of school-buildings in Britain have had to face and their solutions have been notably successful. In the years before the war Britain's modern schools were among the first in the world and certainly, when peace returns and school building programmes can be put into operation again, we shall see this enlightened policy for design used to its best advantage for the rising generations.



The modern class room shown in this picture is in a Council school near London. The blackboard takes up the full length of the wall, which enables the teacher to proceed to a second phase of the lesson without rubbing out the first. The windows are planned to admit three different air currents.

SHAKESPEARE ON LOVE

BY SRI BEPIN B. BANERJI, *Calcutta*

Shakespeare is said to have been love-lorn, or, 'love soaked' as a full-blooded Byron would say. But where is the poet in the world through whose veins love, coarse or etherial, has not run? Goethe in his 75th year fell so desperately in love with Ulrique, a girl of nineteen, that when the suit was refused he wrote: "I am lost in unconquerable desire. There is nothing left but flowing tears. Let them flow, let them flow unceasingly, but they can never extinguish the fire that burns me". Ben Jonson, Marlowe and other poets and dramatists of the Elizabethan period wallowed in love. Even in the reactionary period, Byron and Shelley who were love-smitten to the tips of their toes, outstripped Scot and Wordsworth as poets. From Dante, the author of the *Divine Comedy*, who pined for his mistress, down to the last poet and fiction-writer of any eminence in any country, all have love as the constituent element of their being.

The lunatic, the lover and the poet
Are of imagination all compact.

Flabby, colourless rhyming may at best make a versifier, while a rich vein of emotions born of love will make a bard. The one sends men insensibly to sleep, the other wakes them up to a new heaven of delight.

Shakespeare would not have been the prince of poets for all time, had not Cupid, the wicked little urchin, sent his shafts through and through his heart and made him look on things in a light that "was never on land or sea". The voluptuous have sniffed filth in love and presented it in nauseating colours, but Shakespeare, a born psychologist that he was, calmly studied all the phases that love manifests in life and delineated each feature so dispassionately as to make him the only proper judge among poets of this most vital spring of human actions. "Love", says Crabbe, "has a thousand varied notes to move the human heart." And Shakespeare has touched on them all.

This is how he discriminates love from lust.

Love comforteth, like sunshine after rain,
But lust's effect is tempest after sun;
Love's gentle spring doth always fresh remain,
Lust's winter comes ere summer half be done.
Love surfeits not; lust like a glutton dies;
Love is all; lust full of forged lies.

— *Venus and Adonis*.

Here, again, his picture of the contrast between constant and fickle love:

Love's not time's fool, though rosy lips and cheeks
Within his bending fickle compass come;
Love alters not with his brief hours and weeks,
But bears it out even to the edge of doom.

Sonnet CCL.

Sweet love, I see, changing his property,
Turns to the sourest and most deadly hate

Richard II.

Shakespeare is love-stricken, but his love is of a sterner stuff. It did not flicker with every gust that blew. With him,

Love is not love
Which alters when it alteration finds,
Or bends with the remover to remove:
O no! it is an ever fixed mark,
That looks on tempests and is never shaken;
It is the star to every wandering bark,
Whose worth's unknown, although his height
be taken.

Sonnet CXVI.

He holds love so high that he cannot bear with those who debase it by making a parade of it and mercilessly whip them for daring to make a spurious alloy of the genuine metal. Pomatums and cosmetics, studied twinkle and laboured coyness cannot stir up and perpetuate this noble emotion:

They love least, that let men know their love.

— *Two Gentlemen of Verona*.

SHAKESPEARE ON LOVE

267

When love begins to sicken and decay,
It useth an enforced ceremony;
There are no tricks in plain and simple faith.
— *Julius Caesar*.

Had even complexion, rich and fair, been the stimulant, Desdemona would not have died for the love of the Moor. It is a strange phenomenon and its strangeness has been immortalised by the poet in the short line: "The course of true love did never run smooth" - The ways of love, like the ways of Providence, are inscrutable, and Shakespeare could not tolerate the one as the other to be traduced by any one.

Again like the inscrutable ways of Providence, the approach of love is insidious. "When", "how" and "wherefore" have no place in love's philosophy. It pounces upon its victim almost unawares. How clearly did Shakespeare read these glimmerings and portray them! It is the same with love as with melancholy in the case of Antonio in *The Merchant of Venice*:

In sooth, I know not why I am so sad;
It wearies me; you say it wearies you;
But how I caught it, found it, or came by it,
What stuff 'tis made of, whereof it is born,
I am to learn;
And such a want-wit sadness makes of me,
That I have much ado to know myself.

— *The Merchant of Venice*.

Mark its swiftness in *Romeo and Juliet*.

Love's heralds should be thoughts,
Which ten times faster glide than the sun's beams,
Driving back shadows over low'ring hills:
Therefore do nimble-pinioned doves draw love,
And therefore hath the wind-swift Cupid wings.

— *Romeo and Juliet*.

Has there been anything more vividly said or sung of the mighty on-rush of love which like the flood of the deluge overfills the whole being of the young than,

O Romeo, Romeo! wherefore art thou Romeo?
Deny thy father, and refuse thy name:
Or if thou wilt not, be but sworn my love,
And I'll no longer be a Capulet.

— *Romeo and Juliet*.

O, swear not by the moon, the inconstant moon,
That monthly changes in her circled orb,
Lest that thou prove likewise variable.

— *Ibid*.

Didst thou but know the inly touch of love,
Thou wouldst as soon go kindle fire with snow,
As seek to quench the fire of love with words.

— *Two Gentlemen of Verona*.

Though little fire grows great with little wind,
Yet extreme gusts will blow out fire and all.

— *The Taming of the Shrew*.

The reaction is equally violent

It is greater grief
To bear love's wrong, than hate's known injury.

— *Sonnet XL*.

Love feasts on toys,
For Cupid is a child. (Ford).

At one moment it builds up an Eden in the bosom of men and maids, in the next moment it brings in the flood that effaces all landmarks. And yet how bewitching is the smile of the baby learning through his tears. Like the lightning it flashes the whole firmament and deepens the gloom. How beautifully Shakespeare makes his pet use of the seasons to give point to these frolics of love in

Oh! how this spring of love resembleth
The uncertain glory of an April day,
Which now shows all the beauty of the sun,
And, by-and-by, a cloud takes all away!

— *Two Gentlemen of Verona*

O powerful love! that in some respects, makes
A beast a man; in some other, a man a beast.

— *Merry Wives of Windsor*.

Love is blind indeed. But how in the hands of the magician this trite saying sparkles into an emerald in

Love looks not with the eyes, but with the mind;
And therefore is wing'd Cupid painted blind.

— *Midsummer Night's Dream*.

Love is too young to know what conscience is.
— *Sonnet CCL*.

Though love use reason for his physician, he admits him not for his counsellor.

—*The Merry Wives of Windsor.*

To be wise, and love,
Exceeds man's might: that dwells with gods above.
—*Troilus and Cressida.*

Goldsmith compares his ideal vicar to a tall cliff with the storm and the rolling clouds round its breast, but Shakespeare whose mind is more musically turned speaks of his ideal love as

When love speaks, the voice of all the gods
Makes heaven drowsy with the harmony.

—*Love's Labour Lost.*

Truth is truth to the end of reckoning, and though Shakespeare was born under a different sun and lived in an age of women and wine, he like the Hindu seers of old, caught the truth of conjugal love in

Such duty as the subject owes the prince,
Even such, a woman oweth to her husband.

—*The Taming of the Shrew.*

Love is the strongest emotion of the human heart. It is the mighty lever with which the world can be raised to the highest heaven or hurled to the abysmal depths of hell. Troy became a mass of ruins with a twinkle of Helen, while Elysium lay bare before the enraptured gaze of Moses. "Venus never smiles in a house of tears", yet "Love is loveliest when embalmed in tears". It gladdens the heart and torments the soul.

Love is a smoke raised with the fume of sighs;
Being purged, a fire sparkling in lovers' eyes;
Being vex'd, a sea nourished with lovers' tears;
What is it else? A madness most discreet,
A choking gall, and a preserving sweet.

—*Romeo and Juliet.*

ANNOUNCEMENT.

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LIBRARY EDIFICE OF POST-WAR INDIA

8. ADMINISTRATION

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

81 FACTORS FOR SUCCESS

FOR the successful setting up of the Library Edifice, legislative sanction is no doubt necessary, but by no means sufficient. Everything will depend on administration. Efficiency in library service cannot be ensured by mere legislation. It will depend upon the finance, the knowledge and a personality which can be harnessed for administration of public libraries, at various levels—for the Department of Libraries, for the Provincial Central Library, for the Regional Libraries working directly under the Provincial Government and for the Local Libraries working under the several local bodies.

82 FINANCE

Modern life is so organised that everything ultimately turns upon finance. This is inevitable in the currency civilisation of our days. Money is more easily spared by Exchequer for departments which are concerned with matters of the moment—matters that produce an immediate result. The effect of library service can only be seen in a succeeding generation. The masses cannot sense them in advance. This makes men who seek political power purchase their votes by attending to ephemeral things which attract public attention and not by starting slow-acting provisions like library service. To rescue the library edifice of a nation from the strangling effect of this feature of democracy, it has now become the practice to introduce compulsory financial clauses in library legislation. It is now usual to compel local bodies to maintain public libraries, and to raise a library rate. It is also usual to compel the provincial governments to pay adequate grants-in-aid to libraries. The rate of grant will depend on the way in which the taxable capacity of the people is tapped by the government and

the local bodies. In the way in which it is being done to-day, the provincial government should pay rupee per rupee for the recurring expenditure and two or three rupees per rupee for capital expenditure. Fortunate countries like Great Britain and the U.S.A. have had the benefit of Carnegies and Rockefellers to provide for capital expenditure. There appears to be little prospect for such a fortune to fall to the share of India. At any rate, till it does happen, the provincial governments should foot the bill. Western countries had experimented with upper limits for the library rate and have now found that wisdom lies in having no such statutory limit. India must benefit by these experiences.

83 KNOWLEDGE

When there is ample financial provision in a department, there is always a high chance for the evils of the spoils system to crop up. The present distracted political condition of India makes it particularly prone to this disease. Our universities, religious endowment boards, and institutes for research have provided ample demonstration. Legislation provides money. That money is accepted. Legislation intends something. That intention is neglected. The positions of vantage are slowly captured by self-seeking money-grabs. Once they get in, the very money of the institution is seized and all thought is concentrated on distribution of patronage *qua* patronage for the purpose of purchasing men, silencing critics and consolidating and perpetuating one's tenure.

When this pathological turn sets in, it is not men with knowledge that get appointed, but superficial courtiers and sycophants. It is the minimum qualification that counts and not special knowledge. This feature can at best stagnate departments

that have been in existence for decades and centuries. But it would nip a new department in the bud. But is there a remedy? No, there appears to be none. Here comes the play of chance. If India is lucky, the Ministers of Education will recruit men with knowledge rather than those with mere political influence. However, modern governments seek to minimise the evils of the spoils system by setting up a Public Service Commission. In the present conditions of India, it is not desirable to leave the appointments of library staff to the local bodies or to the ministers. It is best to provincialise the library cadre and leave the recruitment and maintenance of standard and morale in the hands of the Public Service Commission.

A LAYMAN'S METAPHYSICS

BY SUBHADHAR. P. R. PANDURANGAM, B.A., (HONS), *Kamptee.*

1. MORTALITY AND IMMORTALITY.

It is an accepted fact that the natural things created by some unknown power—you may call it "God" if you like—are all immortal; that is to say, the natural qualities of the quantities of this world neither change nor perish. For example, the Himalayas will be the same as they are now and as they were long ago. The natural tendency of water to flow from a higher level to a lower level is the same now as it was before. If such is the case, under what category comes the soul? Certainly it is a natural thing, which is created by none other than the Supreme Power and therefore it is immortal. But on practically seeing many lives dying, we easily misjudge that the souls also die out. Here we are to consider one important fact, namely, that the natural things either can be seen plainly or can be understood by means of feeling. The soul is apparently seen by the shape it takes. When the shape of the soul dies, it does not mean that the soul also dies out; but it is true to say that the soul has lost the shape; the soul cannot die since, as we have already seen above, the soul is a natural thing. If

84 PERSONALITY

In the early stages, knowledge alone is not sufficient. A combination of knowledge and personality is necessary. The normal machinery of the Public Service Commission is too impersonal to assess the intangible qualities of personality. As much will depend upon the personality of the first recruits—of the pioneers—the Public Service Commission should set aside its routine procedure and adopt special methods to select men of exceptional knowledge and personality during the first ten or fifteen years. The appointment of the Director of Libraries must be made with the greatest care and circumspection. Then only administration can help the healthy growth of the Library Edifice of Post-war India.

such is the case, what happens to the soul that has lost its shape? This question can hardly be answered on any authority except one's own imagination. Irrespective of all religious doctrines, it is an accepted fact the soul takes another shape (body). Of course, it amounts more or less to saying that it is born again. The chief aim of all religion is to attain the Kingdom of Heaven; i.e., the Everlasting Happiness, which is the highest of all happiness. All men in this world will have to suffer either bodily or mentally irrespective of their positions and wealth, and in fact a man who escapes these sufferings will have to suffer either one of them or both when he is dying. To take another birth means to suffer from the apparent worldly pleasures and that is why a true devotee always appeals to his Lord: "Let me have no more births." For this is the world where even the purest souls, Rama, Hari, Allah, Jesus etc., have suffered a lot. Hence by this logic we are to conclude that to have no more births means to suffer no more; that is to say, to attain the Kingdom of Heaven, the Everlasting Happiness.

2. EVERLASTING HAPPINESS.

Life is the union of the soul and the body. They are inseparable so long as life continues. The moment the soul separates from the body, the body becomes absolutely useless. So the body neither feels nor understands anything unless the soul comes in contact with it. Happiness and suffering are one and the same, provided the attention of the soul is not drawn towards them. Apart from the soul, the body cannot enjoy, but on the contrary the soul can have enjoyment apart from the body and that is what is called Everlasting Happiness. To ride in a car is indeed enjoyable; here the attention of the soul is drawn towards the car-riding body. Suppose a murderer is taken in a car to be hanged to a hanging post. Here though his body is placed in a running car, it is sure and certain that he cannot have the pleasure of the car-riding, because the attention of the soul is not drawn towards the car-riding body, but towards an imminent calamity, although it is to take place after the incident of car-riding. On the other hand, a person who is suffering from some disease or illness feels no pain if he can forget himself in some poetry or music. It can be medically also explained that a man who is free from cares and anxieties gains sufficient strength physically, because the light lighted in his heart enables him to forget the sufferings pertaining to the body. Thus we are to conclude that the enjoyment of the soul irrespective of the body is far better than the enjoyment of the soul in co-operation with the body. We know that the body is perishable, and accordingly it goes without saying that the enjoyment of the soul with the assistance of the body also becomes perishable. So this sort of happiness cannot be Everlasting Happiness, and indeed it is not. To say that a person is indulging in bodily pleasure is more or less to say that he is living by the body which is mortal. And accordingly the life living by the body also dies out as the body perishes. Thus life as we know it is mortal and does not enjoy Everlasting Happiness.

The life which enjoys Everlasting Happiness is indeed immortal, because the Happi-

ness is immortal and logically it is to be derived that the life which enjoys such Happiness should also become immortal. We have already seen above that happiness can be enjoyed apart from the body. How? Imagination is the function of the soul. Now happiness apart from the body is enjoyed by means of the imagination, which is the function of the soul and which can function without any connection with the body. So the soul which enjoys through imagination indeed enjoys apart from the body; i.e. enjoys Everlasting Happiness. This can also be logically proved. We know that the soul is immortal and that imagination is the function of the soul; so naturally the imagination also becomes immortal, since these two are correlatives. So also the happiness enjoyed by the imagination also becomes immortal and thus it is called Everlasting Happiness. Thus we see now that the imagination plays an important part in realising immortality. Of course one should remember that the imagination cannot function without any picture of an object or aim or goal in life. If such is the case, what sort of object should one have in one's imagination to realise Everlasting Happiness life?

3. THE EXISTENCE OF GOD.

The world is a reflection of the human thought. The civilisation of the world in the 15th century was better than the civilisation of the world in the earlier centuries; and in the same way the present civilisation of the world is far more advanced than in any other centuries. What will be the civilisation of the world in the next century? One cannot answer this question except by prophecy. So as the years pass on, a new thought is struck and a new way is chalked out for the advancement of civilisation. But this progressive change of civilisation does not bring any change in the natural things, which do their function without any change from the time of the creation of the world. If one looks at the perpetuity of sun-rise and sun-set and the upkeep of the standard proportions of the sexes in this world, naturally one may tend to imagine that some Supreme Power should be responsible for these natural things and their qualities; for

without cause there will be no effect. This cause is called the Supreme Power, which cannot be seen by means of physical eyes but only through imagination. This is the Supreme Power which is also called the All-Powerful, i.e. GOD. In spite of the various names given by the various religions to this Power, it remains the same.

4. EVOLUTION OF RELIGIONS.

How many gods have we got in this world? There are Rama, Siva, Jesus, Allah etc; are these one and the same? if not, which of them is the most supreme? Now the fundamental principle of all religions are the same; but these are considered to be different ones according to place and time. Suppose a man by name Rama is a justice of a High Court and also the president of an association. He is also the beloved husband of his wife, and the father of his children. Certainly the above 'positions' of Rama are quite different from one another, but Rama is the man who is occupying these varied positions. He is a justice in the High Court, but not in his house and in the association, because his wife and children would not address him officially as "My Lord", and so also the members of the Association would only address him as "Mr. Chairman", when he presides over their meeting. So what Rama is in the High Court, he is not in his house and in the association. Thus we see that the various duties of Rama are quite different from one another according to place and time, but Rama is the same whatever he may be doing. So are these Gods of various religions one and the same. They are considered to be different according to time and place, because all these Gods did not appear in this world at the same time. All appeared at different times and at different places with particular missions for humanity. Moreover, they are all the incarnations of the same Supreme Power, "God" and naturally their missions are all fulfilled and thus many religions have come to existence. Now by appearance all these religions are different, but in reality they are all one and the same since their fundamental elementary creeds are one. No religion preaches to us adultery, theft,

or murder etc, but the arguments of the different religions against the above crimes may be different. Thus as the preachers appeared at different times and different places, the teachings also became different though they have all a common goal. This resulted in the evolution of different religions.

NOTICE

Contributions: The Editor solicits contributions on all subjects of educational interest. Articles generally need not be made longer than 2000 or 2500 words. They should be legibly written, preferably typewritten so as to permit the incorporation of editorial revisions and instructions to the press. Acceptance and publication of an article do not necessarily imply that the Editor endorses the views expressed therein. Stamps should accompany the manuscript, if the writer wishes it returned in case of non-acceptance. The Editor cannot in any case accept any responsibility for the return of any manuscript submitted.

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Reviews of Books: The Editor will be glad to notice in the columns of the Review books of educational and general interest.

MAL PRACTICES DURING EXAMINATIONS

By SRI PARESH CHANDRA SEN, M.A., B.T.

THE evil of adopting unfair means during examinations (class as well as University examinations) is rapidly growing among our boys. I do not like to call it a juvenile crime. It is an evil which impairs the prestige of the student community and is likely to go against the formation of their character in future.

I have made an enquiry into the matter and have consulted some Headmasters and Assistant Teachers who act as Secretaries to the Examination Committees in different centres and who are also in charge of invigilation at the time of examination. I note below their opinion on the matter and also the remedies they have suggested for the eradication of the evil.

As regards malpractices detected at the time of class examinations, I shall not discuss the matter much, as it can be successfully combated by the Headmasters with the assistance of their brother teachers. Unfair means detected at the time of University Examinations will receive our attention most, as every year we see that the number of pages of the *Calcutta Gazette* containing the list of candidates expelled or otherwise penalised is gradually increasing. It reflects badly on the reputation of teachers and it is our duty to see whether we can devise any means to root out the evil.

NATURE OF THE EVIL.

The unfair means adopted may be divided under the following heads:—

- (i) Boys help one another at the time of examination.
- (ii) Boys bring pages of books or often books and 'keys' from home.
- (iii) Boys bring from home slips of papers containing answers to important questions.
- (iv) At the time of the examination, boys send question papers to their friends outside, who write answers which are sent to them through the peons, or sometime written answers are kept in privies, and near urinals. Boys go out with the permission of invigilators to ease themselves and bring those written answers.

(v) Invigilators help the boys in the Examination Hall and for this they receive remuneration from the candidates.

(vi) University scripts with written answers are often supplied to the candidates from outside.

(vii) Friends of the candidates speak aloud answers to questions from tree tops or from some other convenient place near the Examination Hall by means of loud-speakers.

(viii) Teachers who have got boys under coaching often render help to them.

These are the different kinds of unfair means adopted at the time of examinations. There may be other kinds, but they will fall under one of them. In the course of enquiry, it has transpired that in some centres regular preparation is made and a novel procedure is adopted before examination to make an organised attempt to help the candidates. This organised party of miscreants realise money from the candidates concerned on a contract basis and the quota per head often comes up to Rs. 20/-.

DIAGNOSIS OF THE EVIL.

The question may be asked why candidates adopt unfair means. The answer is simple. It is only to get a pass in the examination. In the course of enquiry, it has come to our knowledge that the boys are rather proud if they can help their friends at the time of examination, and if they can elude invigilators. They brag of their actions. Judging from the psychological point of view it appears that candidates adopt unfair means only in consideration of their prospects in future. But happily the percentage of such boys is not very great. It can be safely said that not more than 5% of the candidates (generally backward candidates) are guilty of such offences. And it is not a very difficult task to remove the evil, if the University authorities, centre superintendents and invigilators act in co-operation and are determined to combat the evil.

REMEDIES SUGGESTED.

Remedies suggested by the teachers may be classified as follows:—

1. PREVENTIVE:—The centre superintendents should adopt the following measures

so that the boys may not get the opportunity of taking unfair means.

(a) Invigilators selected should be strict and men of character.

(b) When the candidates go out, they should be accompanied by invigilators or trustworthy peons.

(c) Urinals and privies should be searched before the commencement of and during the examination.

(d) The candidates should be searched if necessary before they are allowed in the examination hall.

(e) Where outside troubles are apprehended, services of the police may be requisitioned or some other preventive measures may be adopted.

2. CURATIVE:—It lies with the teachers to adopt curative measures. The teachers should make it a point to awaken a moral sense among the students from lower forms, so that they may learn to detest adoption of unfair means during examinations. They

should be taught that this evil impairs their prestige and lowers them in the estimation of their superiors. It also brings a slur on the student community. But the teachers who preach such moral lessons should be free from all blemishes so that the boys may not find any contradiction in their preaching and conduct.

3. COERCIVE:—Some advocate adoption of coercive measures to root out the evil. That is to say in any case of unfair means detected, the offenders should receive the extreme punishment. They should be expelled or otherwise penalised so that the action taken may serve as a deterrent to others.

These are the remedial measures suggested by some of my responsible brother teachers. But any one of them exclusive of others will not be effective. All of them are to be adopted and applied according to local circumstances and the gravity of offence.

—The Teachers Journal (Bengal).

SCHOOL GOES TO THE HANDICAPPED CHILD

By S. R. WINTERS

IN Shakespeare's era, children "trudged" unwillingly to school; to-day in many countries they travel comfortably by bus; in ultra-modern days in America's midwest, the classroom goes to the home of the semi-invalid child by means of an inter-communication system.

Operating on the same principle as a telephone or an ordinary inter-office communication arrangement, this device provides a two-way teaching plan which enables the physically handicapped child to recite by remote control. Remaining at home, the child hears the recitations carried on in the classroom, is called on to recite in his turn and is heard of clearly by teacher and classmates. Three of the pupils using this system are leading their respective classes. One invalid pupil was elected president of his class.

The idea originated in the U. S. with the Department of Public Instruction at the suggestion of W. A. Winterstein, Staff Statistician, and the first set was installed in the Newton, Iowa, schools under the supervision

of Superintendent B. C. Berg in September 1939. A girl student, a High School junior, was just out of a hospital and expected to be confined to her bed or her room for the entire school year. The teaching system was installed for the girl's use, and she made such progress both scholastically and physically that she was able to return to school at the end of the semester.

Public interest was definitely aroused. A telephone employee in Newton prepared a set for the use of his fifth grade daughter who suffered from a form of paralysis. Soon other young people in the Newton school procured sets. The success of each was immeasurable, and the experiment spread to other school systems.

At present more than seventy sets are in use, serving approximately one hundred pupils in various Iowa school districts. The installations range from a set in a one-room rural school that brings instruction to a sixth grade boy, the victim of extensive burns through contact with an electric transmission line, to a city system that serves seven shut-

in pupils. Forms of disability from which such pupils suffer include cardiac and pulmonary troubles, broken backs, infantile and spastic paralysis—in short all the physical injuries with which youth may be afflicted. In most instances the service will necessarily be continued until High School graduation, but in three cases, recovery of the pupil has permitted the release of the equipment for use elsewhere.

The cost of equipment, adjustments and installation has been approximately the equivalent of Rs. 130 per pupil served. As additional pupils are provided for, the average cost decreases. The leased wires between classroom and home cost the school districts Rs. 6 a month for the first quarter mile and Rs. 2.70 a month for each additional quarter mile. The State reimburses the district which procures intercommunication equipment upto Rs. 162 in any single purchase. The equipment is cared for and maintained by the district.

Distance between classroom and home varies widely. Some homes served are in the block next to school grounds; others are farther. The longest distance for such service to date is slightly more than five miles. The power to operate the device is furnished at the pupil's home, where the master station is located.

Standard equipment consists of a master station and a sub-station, both equipped with the necessary transformers for satisfactory use over a pair of continuous wires of the required length. If more than one classroom is wired, the school wires are brought to a conveniently located junction box where they can be distributed and redistributed as the need may arise.

It has been found that for best results the telephone terminal, of course, is placed near an electric outlet in whatever room is most convenient for the pupil, probably bedroom. Since the student may "attend" different classes by means of the electrical unit, Iowa school officials experimented and found that the classroom apparatus may be carried from room to room as occasion requires.

An appropriation equalling Rs. 48,750 was allotted for the education of Iowa's handicapped children. A pupil who is to be pro-

vided with intercommunication equipment is selected from the home instruction group on the basis of being so situated as to derive greatest benefit from its use. Age, experience, extent and type of disability, and the availability of electric service and wiring are all given consideration. The physical condition of the pupil must be certified by a competent physician, such certificate being a part of the application form. Use of the electrical teaching device is not recommended for a child not thoroughly familiar with classroom procedure, as he is unable to visualize school methods and therefore, is not likely to obtain maximum benefit.

The aid which physically handicapped children derive from this two-way electrical teaching device reaches far beyond classroom learning. The contact with his own social group which the child gains and the valuable give and take of classroom discussion maintain his morale and eliminate any feeling of inferiority. Knowing that he is keeping up with his friends scholastically and studying diligently on lesson assignments, he has neither the time nor the inclination to brood over his physical handicap. In numerous cases, recovery is thus actually speeded up.

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By MISS CHANDRA SARMA.

Music makes my heart ache,
With a strange yearning pain;
And like waves of a lake,
By passing breeze set in motion,
Chords deep down start quivering,
Fraught with intense emotion,
Touched to life, and responding
To unseen hands playing.
Dim remembrances are stirred,
As of old forgotten dreams,
Faded memories, faint,
Of far-off times; bewildered
Thoughts flit like pale ghosts from their graves;
The heart tumultuous as ocean's waves.
Long-lost images come crowding around,
Lured by strange enchantments,
Dreams and hopes that once hovered bright
In the dawn of life; those moments
Of glory and splendour and light,
Before shattering to the ground,
Dark disillusion brought them down.
Ah! glorious were those happy days,
Now dead, and become silent ghosts;
When youth, flushed with new-risen dawn
Exulting sang life's high praise;
When bathed in the golden glow of morn,
Like palaces of enchantment seen
In dreams by the wondering eye,
The world appeared the fairest scene
Viewed by youth in its ecstasy:
Earth then wore her garment of beauty
And life pulsed like a sweet melody:

Now dead and gone are those happy days,
Only haunt the soul, their silent ghosts.
Unroll the leaf of the happy past!
Summon forth your golden memories!
On the glowing treasures now spread, cast
Your eager longing eyes, ere they depart
To the land of dreams and reveries.
The vision fades, and slips like sand
Between the fingers; eluding the grasp;
Even as you stretch your trembling hand,
It flies, mocking your futile clasp.
So you too, deluded mortal, fly!
Tum, fly from the past, avert your eye
Before the Siren Past girt thee about,
And like your inseparable shadow
Follow you ever, in and out.
No rest you'll have then, nor Peace,
Till troubled life does cease.
The grip of the Past is hard, Oh fool!
It'll suck you in like the dread whirl-pool;
Evade the Past and her fatal hold;
Though temptation be strong, thirst not
For the gleaming fairie gold,
Which like the mirage in desert hot
Smiles in the distance, but mocks when near.
Hence! away! to Oblivion's arms
Fly and hide there your wounded soul,
Forgetfulness has her own rare charms
To soothe; heal perchance and make whole
The soul torn by life's weary strife,
Trust in the power of forgetfulness.
Man's goal and supreme happiness.

EDITORIAL NOTES

THE International Bureau of Education has brought out a pamphlet (No. 84) urging that it is its duty to participate actively in post-war educational reconstruction, not merely of a technical kind, but of deep spiritual and moral character. It is now impossible, as war is still going on, to judge the full extent of the ravages caused by the war in the educational field and also to determine the exact conditions under which the postwar world will have to develop. Therefore by adopting the trial method, the Executive Committee of the Bureau tackles those problems which offer the best chances of

their being solved by it. Among these tasks, the following four figure prominently:

- Aid of the educational and scientific libraries;
- Provision of text-books and other school works;
- Foreign teaching staff; and
- Post-war educational reform.

The Bureau has not limited its activities done by its Library Aid Service to the devastated countries. It aims to prepare various lists of educational books of real value and to constitute certain stocks of them.

With regard to school text-books, the Bureau has carried out a vast and comprehensive inquiry on the drafting of school

text-books. It is also well placed to facilitate contact between educational authorities of the concerned countries and teachers going abroad, and is prepared to undertake preparatory courses dealing with the knowledge of the language, and of the school and educational organisation in the countries of immigration. The problem of victimised and neglected youth, particularly in war-devastated areas, requires special effort at solution and the Bureau will be active in the training of specialised leaders that may be required. Lastly, we read that Jullien appealed ardently for a collection of studies on comparative education, in 1817 after the Napoleonic Wars were over, and his wishes still remain unfulfilled even in 1918, when there was a world-wide revival in education after the First Great War.

The Bureau has drawn up a documentation of the collection of studies on comparative education and this will be useful for the various organs in the different countries entrusted with the studying of schemes of educational reorganisation. It has conducted six Inter-Governmental Conferences, in the years 1934-39, on public education, which have formulated eighteen recommendations to constitute a sort of international code of public instruction, and an educational ideal worthy of acceptance.

The recommendations of the International Conferences on Public Education convened by the International Bureau of Education bear on the following subjects: (1) Compulsory Schooling and the Raising of the School-Leaving Age; (2) Admission to Secondary Schools; (3) Economies in the Field of Teachers; (4) The Professional Training of Secondary School Teachers; (5) Councils of Public Instruction; (6) The Organisation of Special Schools; (7) The Organisation of Rural Schools; (8) Legislation Regulating School Buildings; (9) School of Inspection; (10) The Teaching of Modern Languages; (11) The Teaching of Psychology in the Training of Elementary and Secondary School Teachers; (12) The Salaries of Elementary School Teachers; (13) The Teaching of Classical Languages; (14) The Drafting, Utilisation and Choice of

School Text-books; (15) The Salaries of Secondary School Teachers; (16) The Organisation of Pre-School Education; (18) The Teaching of Geography in Secondary Schools.

These recommendations are published as a bulletin No. 86 of the Bureau, recently to hand, and constitute a sort of charter or international code of public instruction, as well as a collection of educational doctrine of infinite value. They have been voted upon by duly mandated representatives of more than 40 governments which participated on each occasion of the six Conferences, and may be said to express the educational desires of school authorities from all the chief Continents. These recommendations do not express merely an ideal, but take account of the school possibilities and conditions of the different countries.

We cannot but quote the moving appeal made by the Bureau to all teachers and educational authorities on the value of these recommendations. "The International Bureau of Education ventures to draw the attention of the responsible authorities to the importance of these 18 recommendations adopted by the International Conferences on Public Education which it sponsored. The Bureau believes that, together with the inquiries which inspired them, they are still capable of rendering great service to any school administration wishing to utilise them. By publishing this first volume, the Bureau also hopes to encourage and to facilitate the educational reconstruction which will be necessary throughout the world when hostilities shall have ceased."

Among these recommendations, there are several that deserve special stress. One of them is that the number of years of compulsory education should be not less than seven in any country, and that for the majority of countries, the school-leaving age may be raised beyond 14 and may be supplemented by continuation courses of an equally compulsory character.

Another tells us that the overcrowding of institutions of higher education is due, among other causes, to the very laudable desire for general culture and for the

advantages of good moral and material conditions in life. Many other problems concerning the different aspects and branches of the educational system have clear-cut resolutions attaching to them, which we reserve for comment on other occasions.

We welcome the plan of the Madras Teachers' Guild to celebrate on an adequate and proper scale its Golden Jubilee falling in this year. Particularly we appreciate the proposal of the Guild to publish a souvenir volume containing short notes of the eminent educationists of South India and also a section surveying the progress of education during the last half a century.

The Hon'ble Mr. Ghulam Mohammed, Finance Member of the Government of H. E. H. the Nizam of Hyderabad, delivering the Some recent Convocation Addresses. Andhra University, stressed the value of realism in

education and of paying careful attention to co-ordinate the work and activities of our Universities with the actual requirements of the India of to-day and to-morrow. Dr. B. B. Dey, addressing the Convocation of the Madras University, brought to prominent attention the need for University men to attain to a disciplined attitude of mind, which would enable them to free themselves from the shackles of age-old prejudices, to examine the problems of society dispassionately and with courage, to receive and transmit new impulses and ideas and expose mercilessly ugliness, imperfections, follies and superstitions, wherever they might be found. Khan Bahadur Mr. P. Khalifullah, addressing the Annamalai University Convocation, made a plea for the rapid industrialisation of the country and for the simultaneous improvement of agriculture. He visualised the necessity of an equalitarian society in which the watch-word must be equality to all.

Sir A. Ramasami Mudaliar, in his Convocation Address to the Patna University,

pleaded for independent thinking and for an escape from the slavish mentality which is fast closing in on the people. He said that the impact of independent opinion on thought of the highest individuals, the free exchange of critical and analytical views, were essential to the building up of a proper constitution. Mr. B. J. Wadia, Vice-Chancellor of the Bombay University, delivered the Annual Convocation Address at Bombay, and put in a plea for taking a large view of our educational aims and activities. He held that the more democratic the nation should become, the more important it was that we should maintain high standards in Literature, in Art and in Science.

Sir K. N. Haksar, speaking at the Convocation of the Allahabad University, declared that the establishment of a sovereign world state was the only possible remedy for the war, and he held that the present war was a conflict between the concepts of national and racial supremacy and the ideal of equality of all the peoples in a free world.

Sir Mirza Ismail advised the graduates of the Agra University to go out into the world, resolved to serve their country in a spirit of true loyalty and devotion and he emphasized the necessity of a uniform standard of education throughout the land, however variable and individual the methods and courses might be.

Mr. C. Rajagopalachariar's Address at the Nagpur University was a vigorous protest against the spirit of defeatism and surrender. He said that we must be up and doing in order to reach our political goal and that we must shed the notion that it was patriotic to be in the wilderness until the great prize drops on us as a gift from God.

Sir V. T. Krishnamachari, addressing the Graduates of the University of Travancore, declared that one form of social service was nobler than that of assisting the masses of India to a better life and that the coming era could be rightly described as that of the common man for whom adequate social security should have to be provided.

Sir Maurice Gwyer would make Government responsible to a large extent for the present condition of University teachers. He says: "Governments have stood by and watched without emotion teachers being compelled to accept conditions of service which are a scandal and disgrace. These things must be stopped if there is to be any progress in education." He points out that in addition to this feature, the lay element in the administration of Universities dominates University affairs and often interferes unnecessarily and insidiously in pure academic matters. While the lay element when composed of wise and disinterested men could be a real source of strength, he holds that the internal administration, particularly in academic matters, beyond their jurisdiction. Universities should give academic freedom in the fullest possible measure to their own teachers. This vigorous Convocation Address of Sir Maurice of great moral support to the cause of teachers, particularly University teachers, who have got a just ground for demanding an elevation in status and greater freedom in the management of academic affairs.

Ourselves: With this issue, the *Review* completes fifty years of service in the cause of education. Age without wisdom may not merit respect, but in the circumstances under which the *Review* began and continued its career half a century of struggle and service may be a cause of some legitimate pride. It was our desire to mark the occasion with the issue of a special golden jubilee number, but difficulties in securing adequate supplies of paper have so far stood in the way. We are not without hope, however, that what has not been found feasible now may be carried out during the course of the forthcoming year, and are sparing no effort to achieve that end. In the meanwhile, we shall be glad to receive from our numerous friends and well-wishers, contributors, subscribers and advertisers, interesting reminiscences or messages of encouragement or criticism for publication in the special number contemplated.

It may be of interest to our readers to learn that the *Review* was ushered into the world in January, 1895. The first editor was Professor T. Denham, who occupied the Chair of History at the Maharajah's College, Mysore. The venture was sponsored by Messrs Srinivasavaradhachary & Co., Publishers. Setting out the objects and ideals of the *Review*, the first editorial note in the first issue observes: "In issuing the first number of *The Educational Review*, the Editor takes the opportunity to state the general lines on which that journal will be conducted. There are many questions connected with the subject of education in India which press for a solution, and which will be usefully served by receiving ample and impartial discussion in the columns of the journal. Among these questions, the most important are University Reform, Primary Education, Female Education and Technical Education. The pressing educational needs of India are, in our opinion, connected with these subjects. All these questions, among others which will deal with subjects of education and improved methods of teaching them, will find a place from time to time in our columns. It will be our earnest endeavour to make the *Review* of special value to teachers, while the interests of students will by no means be overlooked". It is curious to reflect that most of the problems considered pressing half a century ago still remain unsolved and await a radical reconstruction of Indian education. Heartened by the goodwill of friends and in the hope that it will be able to serve this great cause in however humble a measure during the critical days that lie ahead, the *Review* enters its fifty-first year.

The late Sir R. M. Statham: As we go to the press, we are shocked to hear of the sudden demise of Sir R. M. Statham, our popular Director of Public Instruction, at the early age of 54. His death is a very serious loss to the cause of education in South India. We hasten to offer our condolences to the bereaved family.

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