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The Educational Review

A MONTHLY RECORD FOR INDIA

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DECEMBER 1945

No. 12

HARDY AND ABERCROMBIE*

By SRI B. K. SARVOTTAMA RAO, M.A., B.L., Madras

LAURENCE Sterne was not in one of his most forbearing moods when he said: "Of all the cants which are canted in this canting world—though the cant of hypocrisy be the worst,—the cant of criticism is the most tormenting." But truly not many authors have been able to control the impulse to sneer at critics. Disraeli would have it that only those who have failed in literature and art have turned critics, and Coleridge, who should have known better since he himself laboured in that vocation and brought lustre to it—even he asserted as Disraeli did after him, that only the rejected suitors of the Creative Muse wooed the Critical. Criticism, however, has survived all these jibes and, in spite of the misrepresentations and slanders of disappointed men, has been steadily performing its noble mission of interpreting, rebuking or encouraging and always guiding art. To us Indians the story is familiar of our great national poetess, Sarojini Naidu, being gently assisted to discover her true theme and method by the veteran critic, Edmund Gosse. But perhaps not so familiar is the story or rather the dream of a modern lover of books that Shakespeare reborn in the twentieth century had to prepare *King Lear* for the B.A. degree examination and that he fared badly because he could not quote the critic Bradley! That was some years ago. Today Bradley would be considered out-

moded and the mantle of Shakespearean criticism has fallen on younger shoulders. But it will be some years before Abercrombie will be considered superannuated on the subject of Hardy. The student of Hardy must know Abercrombie. But before we touch upon what Abercrombie has done for Hardy, it will be useful to make a rapid survey of Hardy's work.

Hardy always loved to remember that Queen Victoria had been only three years on the throne of England when he was born. He looked predestined to become a Victorian. But he did not become one. He stood aloof from the main tendencies of the age—the ideals of decorum and convention, of respectability and shallow optimism—that were then dominant. His attitude to life was something deeply personal, owing little to time or circumstance.

But this cannot be said of Hardy's first published novel, "Desperate Remedies", for it is in no way characteristic of his genius. It is an intricate study in plot and smacks of Wilkie Collins. As its author candidly admits in its preface, it is full of "mystery, entanglement, surprise, and moral obliquity." The novel, on the whole, strikes one as sensational rather than tragic.

"Under the Greenwood Tree" is more characteristic of Hardy. Rustic life is here

* A talk broadcast from A.I.R., Madras, and published by kind permission.

pictured with the humour and insight one has learnt to expect from Hardy. The novel moves in a sunny and genial atmosphere. This book was followed by a series of novels of which four or five stand out prominently—"Far from the Madding Crowd", "The Return of the Native", "The Mayor of Casterbridge" and "The Woodlanders". They are all carefully wrought tragedies, skilful alike in construction, narrative, characterisation, dialogue and what may be called poetic effect. The tragic conflict between character and environment and the calamitous clash between character and character are here admirably portrayed. The action is ennobled by being set against the background of resolute Fate, heedless of the pain and misery that it causes to men and women. This impersonal force governing the action is, however, suggested rather than described. Given the characters and the environment, the tragic culmination seems inevitable. Melodramatic coincidences, tremendous trifles causing tragic disaster, serve to lift the story to a cosmic level and make its action symbolic of human destiny as a whole.

Novels of this kind brought Hardy fame and appreciation. He was recognized as an outstanding story-teller. Even those who were out of sympathy with his temperament, could admire his genius as a novelist and the effects of his irony. But Hardy was becoming more and more anxious to voice his protest against what he conceived to be the tyranny of Providence to whom human suffering did not seem to matter. He began to find it more and more difficult to maintain that artistic restraint which had so far kept his own emotional reactions in the background. In two novels that followed, "Tess" and "Jude the Obscure", Hardy deliberately abandoned his detachment. Both are powerfully written novels. But they seem to be stories with a purpose, the purpose of illustrating that:

As flies to want, the horse flies;
Are we to the gods;
They kill for their sport.

Victorian nerves were shocked. The description of Tess as a pure woman seemed a challenge thrown at convention. The discussions about the sanctity and significance of marriage in this novel appeared irreverent, if not immoral. There was a general outcry against Hardy's supposed advocacy of immorality. Disgusted with this reception to his cherished philosophy, Hardy decided to give up novel-writing. He went back to his first love, the writing of verse. After publishing two collections of poems of various dates ("Wessex Poems" and "Poems Past and Present"), he set to work on his magnum opus, "The Dynasts". This epic drama of Europe during the Napoleonic wars was too great and powerful to be dismissed cheaply. The public felt that he was a force to be reckoned with.

It was at this time (in 1912) that Professor Lascelles Abercrombie published his study of Hardy. Abercrombie was then just over forty years of age. He was becoming known to a select circle as a sensitive and thoughtful poet. It can hardly be said that he shares Hardy's philosophic outlook. His own poetry shows him inclined to take on the whole a more hopeful view of the scheme of the universe than Hardy ever does. In the "Emblems of Love", for instance, he gives us a vision of love fulfilled, which distinctly shows that he is in the camp of the hopeful:

There shall be
Of man desiring and of woman desired
A single ecstasy, divinely formed,
Two souls knowing themselves in one
amazement.

Hopefulness of this kind is singularly absent from Hardy. But Abercrombie and Hardy are both conscious and conscientious artists. Abercrombie's poems delight in ideas and Hardy's prose and poetry belong to the same type. (It may also be added that Abercrombie's verse, like Hardy's, though to a lesser extent, lacks word magic.)

Be that as it may, Abercrombie tries in his work to assess the genius of Hardy. He

claims that in the Wessex novels of Hardy "fiction has achieved both a style and a substance that enable it to fulfil the gravest function of art". This function is to counsel man greatly, passionately and seriously—to make him accept and reconcile himself to the tragedy which underlies human life. Abercrombie sees in Hardy's works "an ethically formed sense of temporal things wielded by eternal things". In other words Hardy perceives the cosmic tragedy of existence, the tears of things. And he makes us also perceive it. Everywhere in his works—prose or verse—there is an opposition between the aspirations of individuals and the stream of events which blindly carries them forward reckless of their feeling.

Abercrombie believes that Hardy's creed has found most adequate expression in "Tess" and "Jude" among the novels, and in "The Dynasts". In a significant simile, he compares the works of Hardy to a Gothic church. "Under the Greenwood Tree" forms the porch. The four principal novels, "Far from the Madding Crowd", "The Return of the Native", "The Mayor of Casterbridge" and "The Woodlanders" are the pillared nave. "Tess" and "Jude" are the transepts. "The Dynasts" is the quire, "a place of loftier proportions, more intricate carving and more varied material than the nave through which it is approached. Around this main building are side chapels and miscellaneous recesses in the shape of poems, short stories and minor novels." Here Abercrombie assigns the highest place among the novels to "Tess" and "Jude", ranking them only slightly lower than "The Dynasts". He argues that Hardy progresses from the dramatic form of the earlier novels to the epic form of "Tess" and "Jude". If he had not done so he could not have given artistic expression to his philosophy of life. He had come to a stage when he could no longer hold a judicial attitude to his own conclusions. He had to quit the dramatic and take up the epic—he had to follow Milton and discard Shakespeare.

One feels that here Abercrombie is on debatable ground. Without belittling Milton's greatness, one may doubt whether his method is not inferior to Shakespeare's. Shakespeare's religion does not prevent us from appreciating his tragedies, for the simple reason that his religion does not obtrude itself anywhere: but Milton's epic at times becomes a theological tract or parable. In like manner, it may be felt that Hardy is greater when he follows the Shakespearean rather than the Miltonic method. The quartette of novels in which he keeps his views in the background seems to have reached a perfection of attainment from which "Jude" and "Tess", in spite of their great merits, have fallen down. These two novels appear to be trying to do something which is irrelevant to art. They are didactic; and their didactic purpose has not been artistically transformed.

With Abercrombie's appreciation of "The Dynasts", however, there can be little disagreement. Hardy's plan of making the cosmic forces comment on the chronicle play on earth is justly praised. He thinks that the Spirit of the Years is man's consciousness of the process of the world. The Pities represent man's attempt to find a hopeful meaning from the tragedy of existence. They find life so horrifying that they conclude that there must be some kind of good at the end. The Ironies look upon life as an enjoyable comedy, because they relish the malice of the Fate which orders it. Thus the optimists are those on whom the tragedy of life impresses itself most. And the pessimists are able to view life with light-hearted merriment. Abercrombie describes the play as one of the most momentous achievements of modern literature. In it we have "artistic formation, definite and explicit, of the reach of man's present consciousness of the world, of his conception of human and cosmic destiny, of mind's chief traffic with surrounding existence..."

Perhaps Hardy is too near us to enable us to pronounce the final judgment on his work. That he should have kept away from the currents and cross-currents of his

age is certainly helpful towards making such a judgment possible. But even so we must leave it to posterity to place him properly. Whether he is great when he keeps propaganda in the background, or when he passionately expresses his indignation at the tragedy of things, is a question that may be safely left to time. But meanwhile Abercrombie has done a great deal to make us understand and appreciate Hardy. Pro-

nounced bias for ideas probably makes him overrate Hardy's didactic novels and poems. This may be a fault. But we cannot deny that he was among the first to realize the stature of Hardy and the services he did to the novel as a form of art. He exploded for all time the myth that Hardy's novels advocated immorality and were sordid tales told by a village atheist brooding on the village idiot.

A CENTURY OF SCIENTIFIC ACHIEVEMENT

BY DORA RUSSELL

AN interesting centenary celebration, sponsored by the Imperial College of Science and Technology, was held recently at the Albert Hall, London. The Imperial College itself was constituted by Royal Charter in 1907, but, like many English institutions, it came into being not as a new creation, but by the fusion of earlier foundations. It is a federation of three constituent colleges; the Royal College of Science, the Royal School of Mines, and the City and Guilds College; these in turn were related to earlier institutions, of which the first was the Royal College of Chemistry, whose true centenary falls this year.

In the 1840's, at the dawn of the industrial age, it became evident that scientific knowledge would play an increasingly important part in the development of human society. A public meeting on July 29, 1845, sponsored by a few enthusiasts, led to the establishment in the following December of the Royal College of Chemistry, so called, by permission of Queen Victoria.

The College's first President was H.R.H. Prince Albert, later Prince Consort, who showed exceptional foresight in the field of industry and technology, for he sponsored the Great Exhibition of 1851, and caused the purchase of land at South Kensington, to be reserved for "central institutions" concerned "to increase the means of Industrial Education and extend the

influence of Science and Art upon Productive Industry." Here stand to-day the buildings of the Imperial College, its constituent colleges, and many museums associated with the sciences and the arts.

The Royal School of Mines came into being in November, 1851, following the geological survey of the British Isles undertaken under Government auspices by Henry Thomas de la Beche, who became first Director of the Mining School. Following the amalgamation in 1853 of the Schools of Chemistry and of Mines, the practical work of the latter at first overshadowed the researches of the pure science departments. Through the efforts of the famous Thomas Henry Huxley, Professor of Biology and Dean of the School of Mines in 1881-95, the pure sciences were transferred to a building at South Kensington known as the Huxley buildings, where in 1881 they became the Royal College of Science.

The last of the three original foundations, the City and Guilds College, was planned and financed by the Corporation and Livery Companies of the City of London, who sought to advance technical education and its industrial application. In December 1884, this new college was opened, also on a South Kensington site.

Generally speaking, the Royal College of Science deals with general science training and researches in Biological sciences, physics and chemistry, the School of Mines with geology, oil technology, mining and

metallurgy; and the City and Guilds College with mechanical, civil, electrical and chemical engineering.

The first artificial dyestuff, aniline mauve, was discovered by Sir W. H. Perkin while at the Royal College of Chemistry in 1866, and this discovery established a traditional association of the College with work on coal tar products and synthetic colouring matter. Recent research has resulted in a series of beautiful and durable pigments—the phthalocyanines. Sir William Tilden,

holder of the Chair of Chemistry, 1894-1909, made fundamental contributions to the chemistry of essential oils, and it was Tilden also who first suggested the structure of isoprene, foundation stone of natural and synthetic rubber.

Students from the Mining School go out to play their part in mining developments throughout the British Commonwealth and in many other countries, such as China, Mexico and South America.

DEARNESS ALLOWANCE TO AIDED SCHOOL TEACHERS

BY SIR R. SRINIVASA IYENGAR, *Headmaster, Sarva Jana High School, Peelamedu*

TEACHERS and managements of aided schools that have already sanctioned or may now sanction dearness allowance to their staff at Government rates are beholden to the Government of Madras for having obtained the consent of the Government of India and passed orders directing the expenditure incurred under this head as a legitimate item of expenditure for the assessment of teaching grants. It is hoped that all aided schools will sanction D.A., at Government rates and encourage their staff to carry on their work cheerfully. But the Government order should be modified in certain respects if the managements are to be encouraged in helping the teachers. The order states that "the concession will be admissible only in the case of those institutions which worked at a deficit and not in the case of those which worked at a profit." This direction is inconsistent with the section (iii) of the Rule 32 of the Grant-in aid Code which allows managements to retain any profits they may make during the year subject to the condition that the money thus retained is not allowed to accumulate but is spent with the approval of the Director on improvements to the School." The Government may direct that the payment of D.A., at Government rates will be treated as improvement to the school, that such

institutions as are working at a profit should pay their teachers D.A. at Government rates, and that no management should accumulate profit before paying their staff a D.A. at Govt. rates. I believe that very few aided institutions will work at a profit if the new scale of D.A. is adopted. Managements suffer under the apprehension that a school which works at a loss may be considered to work at a profit by the Department, if certain items of expenditure incurred by the management are disallowed in the assessment of the teaching grant. Again, it has been a standing grievance with most managements of aided schools that the loss in fee income on account of the award of fee concessions under Rule 92 of the M.E.R. is not fully compensated for by the Department, and that part of it is withheld on some such trivial plea as a mistake in spelling the name of the backward community. Educational Conferences have supported the cause of managements that the compensation due to them under Rule 32, (ii) (a) of the Grant-in-aid Code should be paid to them independently of the teaching grant by a separate bill. Managements who suffer under apprehensions of the above sort will be encouraged to utilise the Government order for the benefit of their employees, if the grant for

handicap imposed on the students. In the libraries should be provided in plenty suitable books bearing on our religion and morality, and care should be taken to see that a proper use is made of them by those for whom they are intended.

There ought to be no objection to students cultivating a spirit of enquiry and reasoning and pursuing the utilitarian side of education. But they should recognise at the same time that there is another side to it, the cultural and the humanitarian side of it, which is by no means less important and which in a sense really makes for man's happiness. It should be brought home to them that all that a man need know and value is not necessarily within his moral ken and there is much beyond it quite worthy of his credence and pursuit, as Shakespeare says in the oft-quoted lines:

There are more things in heaven and earth, Horatio,

Than are dreamt of in your philosophy.

For teachers to be able to fulfil these arduous duties, they should themselves dive deep into *sastras* and scriptures, if necessary, through translations and fill themselves with the lofty sentiments and ideals indicated therein and, attuning themselves properly and in sympathy with them, set about educating aright the youths in their charge. Thanks to the printing press and

the munificence of the State and other public bodies, our scriptures, the *srutis*, *smritis*, *itihasas* and *puranas*, are within easy reach of us both in the original and through the vernacular renderings. The great philanthropist, the late lamented V. Krishnaswami Aiyar of the Madras bar, has brought out for the benefit of the public, and of students in particular, his excellent *Arya-charitram* giving most instructive extracts from our national religious literature setting forth the ancient Indian ideals of life and conduct. It is a pity that this book, excellent as it is, is so little known in the school world and so little used. Many more books of that type could be brought out in any garb, English, Sanskrit or any Indian vernacular, so as to give the present day education a distinctive background of our hoary religion and create for the students an atmosphere of piety and dutifulness to breathe.

The present is a critical time for Indian society, and all interested in its well-being and progress should put shoulder to the wheel and give it the lead that it so badly needs on its religious and moral side. Would our leaders arrange to give the *sastras* the high authority they are entitled to and describe us their teachings in their pristine purity and grandeur and thus arrest our downward fall? The sooner they arrange for this, the better.

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THE RESPONSIBILITY OF THE HEADMASTER AND HIS RELATIONS WITH HIS ASSISTANT MASTERS

By SRI M. A. NARAYANA IYENGAR, M.A., B.L., Retired Deputy Director of
Public Instruction, Mysore

1. The Scope of the Subject :—

THE subject of the relation of a headmaster to his assistant masters is a very delicate one, as it is not possible for headmasters and assistant masters to discuss the details of the subject without emotion. Only principles and questions of a general nature will be considered below, with special reference to the relation of the headmaster to his assistants, but nothing will be said the about proper attitude of assistant masters towards the headmaster. It is not my object here to explain in detail all the duties of the headmaster, of the assistant masters and of the administrative officers.

2. The Importance of Secondary Education:

It is universally admitted that the goal of secondary education is to train its pupils to be loyal, honourable, patriotic and healthy citizens, capable of taking their share in the work of the wide world. Passing the S.S.L.C. Public Examination in order to join the College is only one of the main objects. But no less attention should be paid towards improving the tone of the school, and promoting the physique, character and intellect of the students. If the High Schools in our country are not administered properly, and satisfactory educational work is not done in them, our people cannot develop their originality: the Civil Service and the Judiciary will deteriorate in the long run; agriculture, industries, commerce and transport agencies will not flourish; legislative assemblies will injure society instead of doing good to it; village and municipal citizenship will deteriorate; communalism will spread with all its evils. The future generation will not be able to compete with the men and women of other nations, being weak physically, morally and intellectually, and middle class men and women will not enjoy true happiness. Hence it is very necessary to organise all our

High Schools so as to promote efficient work in them in such a manner as to train thousands of our young men in the best manner possible and send them out of these sacred institutions as strong, intelligent, pious and noble sons of our motherland. This holy and responsible task has been entrusted by the Governments and the people of our country to the body of High School teachers, the headmasters and the administrative officers.

3. The High School Staff is not independent :—

It should be borne in mind that, as constituted at present, each High School is not an independent unit by itself, managed by its own body of teachers, with the help of a headmaster elected by them and possessing complete freedom to carry out its own educational experiments to the best advantage of the students. It is only a link in the long chain of the system of state education, which has adopted the principle of paternalism in its policy, organisation and methods of work and employs efficient expert directing agencies to evaluate the work of subordinate agencies, giving at the same time suggestions for their improvement. It must be clearly understood that the principle often advocated by some High School teachers, that complete freedom should be given to the teachers regarding their educational work and that the headmaster should look after only office work and other necessary items, is not adopted at present. It is beyond the scope of my subject to discuss whether a centralised bureaucratic agency of State Education with its Departmental Heads, Expert Committees, and Inspecting Officers controlling effectively the headmasters of High Schools and the large body of teachers promotes the interests of our motherland better than thousands of free independent High Schools controlled by

philanthropic teachers and local leaders and merely helped financially and guided sympathetically by a friendly and responsible Government. I shall only discuss now how we should work in the best manner possible under the existing system, with a view to derive the maximum benefit for the students from it:

4. The High School is a Social Group on a small Scale:

Under the present system of education in India, the success or failure of our schools rests solely upon their proper equipments and efficient management. However good the teaching is, however large the strength of the school, however highly qualified the staff, unless the management is good, the school is likely to fail eventually in its object. It may be emphasised that a High School is an organised social group on a small scale with definite aims to be achieved. Hence all the fundamental principles, such as sound division of labour, unity and efficiency of management, carrying out or enforcement, if necessary, of the duties of its members, the preservation of the rights of the different constituents, the growth of love between the body of workers and the community and mutual cooperation amongst one another in their daily work—all these apply on a small scale to a High School as much as they apply to a village community, a state or a country with a National Government or an Empire. Hence the High School will contribute maximum benefit to the students and to the mother land in the long run, only when there is efficient management by capable headmasters guided properly by sympathetic and experienced Inspecting Officers; when there is intelligent division of labour among teachers regarding teaching work and extra-curricular activities, helped by earnest parents and local leaders; when there is enthusiastic and sincere work by trained teachers to the best of their ability; when there is the maintenance of discipline of the students by educational and moral methods as far as possible; when there is good relationship between the headmaster and the assistant masters; and when there is the spirit of

harmony among the teachers, united in their work and mutually helping one another. I shall now confine my attention to the general qualifications of an ideal headmaster, only so far as his relationship with his assistant masters are concerned and his tactful methods based upon just principles in dealing with the many situations and circumstances which, if not handled promptly and properly, will in the long run assume huge proportions and ruin the school.

5. The differences in the out-look of headmasters and assistant masters:

All of us should bear in mind that the outlook of an average assistant master is naturally different to a great extent from that of an average headmaster under the present educational system. We are aware of instances, where assistant masters, who were champions of the liberty of teachers, have proved to be thorough disciplinarians to an undesirable degree against the members of the staff when they have been promoted as Headmasters. This extraordinary change is not due to any change in their nature, but mostly to the change in their outlook as they pass from the smaller post to the bigger one. The assistant masters are poorly paid, have plenty of domestic troubles and in addition, have often to maintain large families. But the headmasters are generally above need and free from domestic worries. The assistant master is allotted only a portion of the work of the school, while the headmaster has to look after the interest of the whole school in all its aspects. The teachers are only responsible to the head of the institution, while the latter has to satisfy the rules of the Department, answer the queries of the Inspecting Officers and carry out their suggestions, do justice to the students, guide the assistant masters properly and win the love and respect of the parents. The teachers, who have been trained by the College Professors immediately before they join service, expect complete freedom of action in their class-room work and management of extra-curricular activities. But the headmasters, after long

service and worldly experience, are forced to impose a number of restrictions upon the teachers, being anxious to carry out the rules of the Department and the suggestions of Inspecting Officers. They have to promote the rank and prestige of their schools among the High Schools of the State. The assistant masters will generally be interested in the results of only the subjects they individually teach, but the headmasters eagerly expect a high percentage of passes in the S.S.L.C. Public Examination. A good teacher tries his best only to compete with the other teachers of the same High School, while a good headmaster endeavours as much as possible to compete with all the other High Schools of the Province. The teachers are eager to express freely their views regarding the work and management of the school; but the average headmaster does not like to hear calmly their suggestions, criticisms or insinuating remarks thinking that thereby his prestige will be lowered.

6. The Responsibility of the Headmaster and his Duties.

The headmaster holds the key position in a school, and being the coordinate agent, ensures the development of the whole institution. He must, therefore, be a man of high character and develop good faith in his vocation, his pupils, his staff and human nature. It is also very desirable that he should be a practical idealist, possessing the capacity to inspire pupils to use all the opportunities provided, so as to draw out the best that is in them, his staff to exhibit energy, life and mutual goodwill and the parents to appreciate his wisdom, sympathy and advice. He should also cultivate a sympathetic imagination in his dealings with staff and pupils and see that the principle of cooperation runs through the whole of his dealings with them and in the organisation and work of the school. In short, he must realise that he is a leader of the group, the members of which are all working together to accomplish the noble object of educating the students placed under their charge. Then he will discharge the following duties conscientiously without behaving

himself as an autocrat. He must himself be a good teacher, being up-to-date in the principles and the methods of teaching, so that he may guide well his assistants, especially the new and weak teachers. He has to see that a proper staff is selected for his school and the classes are accommodated well and equipped properly. Personal care may be taken, so that the school building, including the class room, the halls, the verandas and the school compound may be kept scrupulously clean. The science laboratory and the school library have to be kept in such a condition that they may be really useful to the students.

In the beginning of the year itself, he will assign the subjects to his teachers according to their qualifications, prepare the time-table and programmes of work in all subjects satisfactorily and then see that the staff go on with the daily work allotted to them regularly throughout the year. It is necessary that he should periodically check the portions covered in all subjects of all classes, the preparation work of teachers, their correction of exercises and entries of marks, giving suitable suggestions to them whenever necessary. He is also expected to visit the classes often, especially those of weak and new teachers, observe class teaching and note down his remarks for their improvement, if any. It is his responsibility to see that proper questions are set well within the portions suited to the standard of the classes and examinations are conducted on sound lines. It need not be emphasised that he should organise the physical, library, social and other activities for the benefit of students, request capable and interested teachers to manage them, himself generally supervise them and see whether they are conducted regularly throughout the year according to a calendar of activities prepared in the beginning of the year and participate in them also as much as possible. He has to work hard for keeping his office accounts and educational registers up-to-date and for carrying out all the instructions contained in the Departmental Manuals and Circulars. The enthusiasm and idealism of the Headmaster

will be appreciated much, if he is able to enlist the sympathies and support of the parents, local leaders and philanthropic gentlemen regarding the improvement of the finance, the building and the equipment of his school.

It need not be stated that with a view to improve the moral tone of the school, the students have to be controlled effectively and private tuitions of teachers are restricted so as not to deteriorate the efficiency of their school work or promote disunion among the members of the staff. The whole school will be surcharged with an educational atmosphere, if the headmaster studies the latest educational books systematically, visits other institutions which conduct intelligent educational experiments and inspires professional interest among his teachers by arranging frequently his staff and teachers' association meetings, where educational problems may be discussed freely, and useful practical suggestions given to the members. In short the primary aim of the headmaster must be to promote the welfare of the students and the interests of the High School in all aspects at any cost. Without giving up this object, he must try his best to be as popular with the members of the staff as possible. Next, he must try to please his higher officers and lastly aim at winning the love and respect of parents and local leaders. If he should become unpopular with the staff while endeavouring sincerely to improve the school, such unpopularity will continue only for a short period, as the teachers in course of time will come to understand him and his actions. When he is convinced that his teachers are working in the best manner possible and are promoting the welfare of the school, he must boldly support their cause and fight for them with the authorities and in the public bodies whenever he gets favourable opportunities.

7. The Principle of "Prevention is better than cure."

The principle "Prevention is better than cure" must be applied well in the management of a High School. The headmaster may organise the teaching work, extra-

curricular activities and school discipline in such a manner that the assistant masters may clearly understand what is expected of them in their daily work. It would be better if he is able to convince them about the advantages of his organisations as far as possible in the Teachers' Council and in his private conversations. He must move freely with all the members of the staff and the students; yet should retain a dignified superiority over the whole school. This will be possible only when he is himself a good teacher, a good enthusiast in extra-curricular activities, a moralist and a capable educationist. He must understand the innate capacities and interests of his teachers regarding extra-curricular activities, organise them accordingly on sound principles of division of labour and himself personally participate in them in a large measure.

8. How the Headmaster should get work from his Assistants?

The head of the institution must be impartial in his relations with the members of the staff and act upon principles of justice and not upon personal prejudices, whims, fancies and bad motives. He should not countenance or encourage complaints of one teacher against another, except when the accusations are of such an importance that, if proper action is not taken urgently, the interest of the whole school might suffer. It would not be wise if the headmaster attaches himself only to a few favourite capable assistant masters and entrust most of his work to them, enjoying himself the maximum leisure possible. On the other hand, he must work hard and so attend to details as to make his assistant masters believe that he is doing in all respects much more work than even the best amongst them. He must at the same time hear the good suggestions, if offered by the assistant masters without distinction, reflect well upon them and entrust responsibilities to all teachers according to their capacity and enthusiasm. At the same time, the headmaster must realise that he is paid decently so that he may himself discharge his own responsibilities as far as possible. He must observe the rules of discipline of the school

even more than the members of the staff and the students of the school, so that he may be a model to them in this respect. He should not, except when it is absolutely necessary, delegate office work to capable and obedient assistant masters, as their energies have to be utilised for educational work only. He may also not entrust too many extra-curricular activities to a few teachers only and thus make them work too much beyond school hours. The extra-curricular activities may be so organised that each teacher may feel proud that he too is given an opportunity to serve his school as best as he can. No extra-curricular activity should be entrusted to a teacher who has not the interest and capacity to manage it, and no such activity should be started in the school, if no member of the staff has enthusiasm for it. But the headmaster must by his personal moral influence, try to create interest and develop enthusiasm amongst the teachers as far as possible.

9. How the Headmaster should act in cases of differences of opinion between himself and his staff?

There will be several occasions in the work of a High School, when there may be real differences of opinion between the headmaster and the assistant masters. Then the former must be able to feel convinced that his views are correct or else, he should have the nobility to correct his own views when an assistant master convinces him that they are not correct. If after good reflection the headmaster feels that the policies and organisations adopted by him are right, he may inform his teachers plainly that as long as he is the headmaster, his directions in these respects may be carried out, so that there may be unity between the headmaster and assistant masters. After some time, the headmaster himself may realise the defects of his decisions, or the assistant masters may experience the benefits derived from the decisions of the headmaster. The matter may also be referred to the Inspecting Officer in the next teachers' conference in the school under his presidency, argued well before him

from both standpoints, and his decisions may be taken for future guidance. The headmaster must not think that he is all-wise and he may consider with sympathy the opinions of the assistant masters, even though he differs from them. He should not become angry with the teachers who express their opinions boldly against his conclusions either privately or in the Teachers' Council, provided the ordinary rules of etiquette and due respect for authority are observed by them. When there is honest difference of opinion on certain vital issues, it is better for the headmaster to yield to the decisions of the great majority in the Teachers' Council, unless he is prevented from doing so on account of Departmental Circulars in the matter. When the headmaster, for various reasons, ultimately decides against the wish of the majority, the teachers must carry out the decisions of the headmaster fully, allowing freedom of thought and action to the latter, but expressing to him respectfully at the same time their disagreement. The difference of opinion should not be carried to the pitch of creating a deadlock in the harmonious work of the school and ruining its interests.

10. His relations with the Idealists.

It may be appropriate to refer in this connection to the idealists among the teachers of the school and the first assistants. In every school, there may be among the staff one or more educational idealists, who are sincere workers in the class-room, who spend their leisure hours in educational researches and who have read well the latest educational theories, experiments and organisations of the western countries. These have the noble hobby of safeguarding the fundamental rights of teachers and fighting for their freedom in making their own independent experiments. The headmaster should respect them, even though they express their views so boldly to him as to make him feel sometimes that they have almost insulted him. He should not mistake such teachers; because fundamentally they are sincere workers. Only, they must be made to understand clearly, whenever necessary, that no scope should be

given for shirkers and no disadvantages caused to the students under the grand name of freedom to teachers or "educational experiments". At the same time, the headmasters must encourage the few idealists in their real educational experiments, carefully reflect on their proposals for the welfare of the school before giving his decisions on the matter and change his views, if he is convinced by them that his actions do not contribute to the interests of the school. But if a teacher idealist should go to the extent of organising opposition against a certain action of the headmaster because he differs from him and of inducing breaches of discipline under the cloak of freedom of teachers or new educational experiments, the headmaster must make him understand clearly that an idealist without practical administrative experience and lack of insight into the present social and political environment of India, is doing greater harm to the teachers and the school than good, and take necessary and firm action in the matter.

11. His relations with the First Assistant.

The first assistant of the High School should be the right hand man of the headmaster. He can smoothen the differences by timely advice to the assistant masters or good practical suggestions offered to the headmaster. Or, the first assistant can promote the differences between the headmaster and his staff by carrying tales to the former against the latter or organising opposition against the headmaster, criticising or encouraging criticism against every action and policy of the headmaster in which he differs from him. It is always the best policy for the first assistant not to give up openly the cause of the headmaster before his colleagues, but secretly and politely to suggest to the headmaster the bad effects of his policies and actions. Even though he differs in his views from the headmaster, he must temporarily argue with his colleagues on behalf of the headmaster with a view to promote the interests of the school and gradually influence the headmaster to change his views. The first assistant must tactfully manage the school

during the headmaster's absence, as the assistant masters who are his colleagues may not show proper respect for his authority, and chance may force him to issue memos against them. The more the memos he issues, the greater will be his unpopularity with his colleagues, and this will lead to a split in the High School. Yet, in the interests of the institution, it is necessary for the headmaster to rely upon his first assistant, especially in high schools. He should firmly support the first assistant; whenever his actions are right constitutionally, for he has discretion to act as he thinks best, under the circumstances. At the same time, the first assistant must be careful not to encroach upon the permanent headmaster's prerogatives. Any friction between the headmaster and the first assistant, arising out of a feeling in the mind of the former that the latter is usurping some of his powers, is fatal to the interests of a big school. Hence the exact duties of the first assistant should be laid down in writing, whenever it is necessary, in such a manner that the duties of the headmaster and those of the first assistant do not overlap.

12. The Headmaster is the real inspector of the School.

The headmaster must be the real inspector of the school in a fuller sense than the Inspecting Officers can be. The latter will be only the inspector of the headmaster directly, and of his teachers indirectly through him. After some experience and at the end of the year, the headmaster must be able to find out really capable and enthusiastic teachers, sincere workers with many domestic difficulties, teachers who do only the work entrusted to them on the basis of their salary, according to the terms of contract, weak teachers, shirkers and the very few that sometimes are bent upon mischief. His views in this respect must be based upon positive proofs and not on vague impressions or slender evidence. He must encourage fully the capable and enthusiastic teachers, sympathise with the sincere workers suffering domestic difficulties and getting good work

from them by moral methods; allow freedom to teachers working with a 'contract mind'; discharge his duties completely according to instructions contained in the circulars of the Department; try his best to improve weak teachers by helping them in preparation work, teaching work, etc.; advise shirkers to do satisfactory work, taking disciplinary action himself against them, if advice is not fruitful. Only the cases of the exceptionally few mischievous teachers, if any, who do not care for the headmaster or who defy his authority and are not interested in the harmony of the school, should be referred to the authorities concerned for suitable action. But as far as possible, the headmaster must himself rectify those who are going astray and do everything possible to show a united school to the Inspecting Officers. He should not generally seek the help of the higher authorities, but should settle all the matters himself. This does not mean that he should join hands with the members of the staff against principles of justice, breaches of discipline in the school and deceive the authorities. He must set right everything in the school himself and defend his weak teachers against the undue onslaughts of Inspecting Officers, if any. Then alone will the headmaster, though a thorough disciplinarian, win love and respect from his staff; but not when he secretly writes letters or confidential reports against them to higher officers. If in spite of his best attempts, there are weaknesses in his school, he must openly make the Inspecting Officer understand them and take the full responsibility upon himself, with a promise that he will improve the state of affairs before the next inspection. If the Inspecting Officer finds fault with the work of a teacher even though he has acted according to the directions of the headmaster and carried out his instructions, the latter must hold himself responsible to the higher officer. Under such circumstances, he should not give up the cause of the assistant masters on account of the fact that his directions to them were wrong. In short, the headmaster must feel the confidence that he is the head of the

school and all the teachers are subordinates to him only and not to the management or the Department directly. But at the same time it should not be forgotten that the headmaster is completely a subordinate to the management and the Inspecting Officers and should carry out their orders on his own responsibility after expressing his opinions to them freely, if any. The higher officers will surely like such a headmaster and encourage him fully.

13. The Headmaster must develop a judicial mood, while dealing with breaches of discipline by the staff.

Lastly, the headmaster should make a clear distinction between his official relations with his teachers in the school and his private relations with them outside the school. It is not right on his part to treat a teacher harshly in the school on account of his private disputes with him or on account of bad reports about his private character. At the same time, he should not allow a teacher to be slack or take undue advantage in the affairs of the school, because he is his thickest friend or nearest relation. This is a very important matter, which the headmaster may bear in his mind, while discharging his official duties. His enemy in his private affairs, who is doing good work as an assistant master, must certainly be better treated and respected by him in the school than his intimate friend, who is not doing satisfactory work as a subordinate. The headmaster must realise the domestic difficulties, personal weaknesses and unfavourable circumstances of teachers, who have committed mistakes, before he takes definite action to improve them or punish them. He should never become angry and use vulgar language against any teacher, especially in the presence of the students. Highest respect ought to be shown to the teachers before the students, and the assistant masters should also give no room to provoke the headmaster to such an extent. There is no benefit for the headmaster in taking any hasty action in when the assistant masters commit some simple or even serious mistakes. The headmaster must be calm,

learly make the teacher and the other members of the staff understand his mistakes and rectify ordinary cases of breach of discipline without passing memos as far as possible. If the same breaches of discipline are repeated or if the mistake committed is a serious one, the teacher must be allowed full opportunity for his self-defence before any definite disciplinary action is taken against him. Such a calm and judicial procedure in order to prove the mistake is itself a greater punishment than the actual punishment itself; because our teachers being highly educated, are very sensitive in their nature. In such cases, the headmaster should not take action against the teacher merely on personal impressions or hear any evidence. Unless a case is definitely proved by tangible and real evidence, the principle of the benefit of doubt must be applied, though the teacher may be warned to be careful. Sometimes, even when serious mistakes are definitely proved against a subordinate officer, drastic action may be postponed, if the headmaster is able to rectify his mistakes and improve the teacher by other humane methods. But under no circumstances should a case against a teacher definitely proved be kept in secret by the headmaster; because such an attitude will create the impression that the headmaster is partial to the teacher, that he is not interested in the welfare of the school or that he is so weak-minded as not to enforce discipline against

one who has committed a serious mistake. This may lead to further mistakes in the school. It would be interesting to examine the various kinds of occasions which will cause friction between the headmaster and assistant masters in the daily work of their school, even though they have no idea of quarrelling with one another. The headmaster should tactfully handle such situations without giving up the interest of the school and at the same time not wounding the self-respect of the teachers as far as possible.

15. Conclusion.

The growth of personal love and respect between the headmaster and the teachers ultimately promotes their good relationship. The headmaster should have no suspicion regarding the work of the teachers, except when he has positive proofs against a teacher and at the same time, the assistant masters should not misunderstand the attitude of the headmaster when he discharges his supervision duties of going round the school building often to find out if the classes have their teachers, and of issuing general memos regarding the general work of the students and teachers of the school. Such an action of the headmaster should not be interpreted to mean that he is suspecting the teachers. It will be possible to develop the love between the headmaster and the assistant masters only when they work in the same institution for a sufficiently long time.

GIRLS' EDUCATION III

By S. P.

(The first two articles appeared in the issues for August and October 1945.)

AS I wrote last time, I have begun to write down a few ideas about the art of child up-bringing.

The education which is nowadays given to girls, does not in any way enlighten them about domestic work or mothercraft. No doubt physiology is taught and they learn something about their health and the growth of children and so on. But they are ignorant about how they ought to take care

of children, how they are to bring them up. This involves not only their proper feeding, clothing and nursing, but also the training of the child. All women, including poor uneducated women, rear their children. But that is not the kind of rearing we want. We want really properly brought up children, ideal children, so that they may grow up to be like Pandit Nehru, Rajaji, Mrs. Vijayalakshmi Pandit and other great

leaders. Thus if all children were brought up well, India will be nearer her goal.

A mother must have a lot of patience to look after a baby. It is not an easy time for her. All day and night she will have to attend to it. Some babies sleep peacefully at night, but some cry continuously. So a mother might lose her patience, which she must not do. She must learn to control her temper (which is easier said than done). If the baby develops any illness, the mother ought to be extra careful and tend it and nurse it through. After this infant stage is over, the child begins to learn things. Its mind begins to develop by degrees. At this stage, a mother should be very careful. If she is always angry, impatient and gets into a temper, the child also will become surly and nasty-tempered. If on the other hand the mother is always smiling and gentle, the child without doubt will turn out to be quiet, courteous and sweet tempered. If the mother is moody and dull, the child also becomes so. The mother therefore ought to control her feelings and must always be cheerful, gentle and happy so that her children may be happy, and her whole household could be happy too.

Children, until their 4th year, are entirely under their mothers' control. The father partakes of his share of upbringing only after the child begins to talk and walk. The child's mind has already been moulded by that time to a certain extent. So it is the mother who puts the child in the right way.

A child's mind grows very rapidly. Mothers ought to be very careful during that period. Rough words and scoldings are very dangerous, as they will stick on to young minds and sometimes ruin them.

The child must be brought up with discipline. Lazy habits should not be allowed. It should be very strict in its meals up to its hours of sleep. A mother should be very strict in these things. Though they seem to be trivial things now, these help to form a man's character. Regular habits and punctual meals make people healthy also.

Some fashionable people nowadays think that it is beneath their dignity to take care

of children themselves, and so they arrange for an *ayah* to do so. But how much can we expect of a paid servant, when the mother herself shirks her duty? The child is not minded properly. It does not know a mother's love. It has only a fear when it sees its *ayah*. It grows up without discipline. On the whole, it won't turn up to be a cheerful and intelligent child. A child naturally is fond of asking numerous questions. An *ayah* will not be able to answer all its questions on account of ignorance as well as laziness. The mother should answer these questions truthfully (as nearly as possible), and by so doing she can help the child's mind to develop in the correct way.

Frightening children to quiet them is a habit among most mothers. But that is very dangerous, as the child gets frightened easily. Now is the time when we want brave children, ready to fight anything and not weak and puny children.

Love works wonders. A mother's love is not got easily. If both the mother and the child love each other, there will be no difficulty at all about the upbringing. But mostly when all the mothers love their children, they in return do not get what they expect, as the children either by fear or by indifference do not love their mothers as they ought to. This is due to ignorance. Mothers should learn to look after the babies themselves. They must bathe them, dress them comfortably, nurse them, and play with them so that the children get to know that their mothers could be their playmates when wanted, nurses when wanted and that they could be free with their mothers whenever they wanted. If this idea forms itself in the minds of children they begin to love their mothers.

The proverb, "The hand that rocks the cradle rules the world", is quite true. All our great men got their cleverness and ideas from their mothers. Careful training and skilful handling can make any child great. So one and all of our girls should learn the art of mothercraft so that all their children can be great and famous and thus enable India to get her long wished for freedom.

VERSE WRITING

BY F. K. BARTON.

IN asking children to write verse, we don't aim at producing poets, though from time to time a child will write a real poem. But we can expect to get a fair amount of good verse, much passable verse, and enormous quantities of doggerel and of abortive attempts. And I believe that all this (even the abortive efforts) has a real educational value, a value that lies in the effort. This value is well expressed in a letter I recently received from a teacher who has just begun listening to School Broadcasts and in particular to those given by myself on verse writing in the Classroom of the Air. He says: "Verse writing makes them (the children) more appreciative of other verse. They look for schemes, metre, plans, run-on lines, choice of words, mood, humour, pathos, etc. at an earlier age than usual." And again: "They certainly have sharpened up their vocabulary. It is recognized that children have two vocabularies. One they use normally and the other which is only uncovered when something 'out-of-the-box' is called for. Herein lies one of the chief values of verse-making. The second vocabulary is brought out and further developed to become finally (I hope) the real vocabulary."

There is, I believe, a further value. Children instinctively love rhythm and the music of rhyme and most have some ability to write verse, and it is a sound educational principle to use any such natural interest or faculty before the shades of the prison house descend. It is moreover a matter of faith with me that the exercise of verse-writing frequently postpones (and possibly sometimes prevents for a long time) the descent of these shades.

In the first three broadcasts on verse writing recently given, I used a small group of pupils in the studio, mainly to represent their listening fellows emotionally, rather than intellectually. In the first lesson it was necessary to ask them and the listeners

to use their minds critically while I dealt lightly with two simple elements of verse—rhyme and rhythm. These, with sense and grammar, were likened (following the analogy of R.L.S.) to three oranges being tossed and caught by a juggler. To achieve mastery of all three at once requires practice, and failures should not disappoint.

In the next two lessons we appointed Rhyme-Watchers, Rhythm-Watchers, and Sense-and-Grammar-Watchers, and listening schools were asked to do likewise, mainly as an aid to concentration. The whole of the lessons consisted of reading verses sent in by listeners with a minimum of critical comment after each and a rough and ready marking. Verses had poured in from schools so quickly and in such quantities that I only chose for reading on the air those in which the three oranges were kept well under control. The main object of the studio group was to express appreciation. Some reports from schools said that as the boys often spoke two or three at a time, it was impossible to hear what they said. One teacher, however, noted (with justice and shrewdness) that the general sense of their remarks was always plain. I felt that the momentary babel of speech indicated eager interest so clearly that it must prove infectious in the classrooms. The boys gave an example of the generosity of children for good work by other children quite unknown to them. I would claim this is a valuable moral by-product of these lessons.

There was only one technical point which I really stressed even in the first broadcast and that was in the matter of rhyme. I analysed the rhyme, rhythm and patterns of two quatrains from *Child's Garden of Verses*. The children were "The Rain".

The rain is raining all around
It falls on field and tree;
It rains on the umbrellas here,
And on the ships at sea.

In the first two lines the rhythm pattern is established and it coincides exactly with the natural speech stresses. The tendency of children in reading or reciting is to carry on the rhythm pattern strictly into lines three and four by putting stresses on "the" in line three and on "on" in line four. This is wrong and children must be told it is wrong AT ONCE, before they go any further either in reading or writing of verse.

In choosing the poems to be read on the air, I avoided the usual conventionally "pretty" and "poetical" stuff. There were, in fact, surprisingly few verses on flowers, sunsets, fairies and such like, though one outstanding piece of work had some pixies. But the rest of the poem justified them (see below, "A Cherry Tune"). There was a most gratifying number of verses on things the writers had really experienced in one way or another and there was plenty of humour of the best kind, neither rowdy nor silly nor facetious, and there was some delightful nonsense. Wordsworth's "endless imitation" in childhood is true of the beginner's attempts in writing verse.

The problem for the teacher is what models, he will put before the child. Give them slush and you will get slush; give them nothing but the best, and you have a chance of getting something worthwhile. Children will imitate in two matters; subject and technique. Subject is the more important. Feed them on fairies, dawn and morn and sunsets, and you will get back nothing but hackneyed themes with inferior technique. Give them humour, action and verses dealing with things within their own experience, physical and emotional, and they will give you this back, with surprising originality of subject, and sometimes sufficient technical competence at the very first attempt. The best of favourite poems are ringing in the ears of many children and many children have an aptitude of adopting and varying them. There is no doubt that the writer of "The Little Gray Mouse and His Friend" is familiar with some Lewis Carroll.

In what spirit should children write verse? Certainly not with self-satisfied

priggishness. But this seldom happens, and when it does, I fancy parents are usually to blame. Caldwell Cook heard a boy express admiration of a poem which the class was reciting in chorus, and the boy was astounded when reminded that he had written it himself. The teacher quoted above says: "The children do not take their versifying very seriously, but approach it in the same manner as they would approach a puzzle." The versifying of these children is a community effort, and I believe this spirit is a healthy one for a community effort. But I would not like to see nothing but community efforts in school verse writing. And for the individual versifier, "These be good verses" (Caldwell Cook again) is enough to say, and not enough to make the child a prig. And there is little fear of priggishness in a school or class where verse writing, individual or community, is regular practice and regarded as good fun.

As a result of three broadcasts, 210 individual contributions were received from twenty-eight schools. The following examples are chosen from among the best, partly for the variety shown and partly for their brevity. There were several longer and more elaborate poems sent in, and there were at least fifty that showed originality and remarkable technical competence.

COMPOSERS.

5th Class Boy, Table Top.

I think I know how composers get on,
Trying to think up a happy new song;
They scratch their heads, pull their ears,
stamp their feet hard,
Then get so vexed they stamp out in the yard.

(Line 3 is far too long for the pattern by strict standards, but this emphasizes the struggle and exasperation. Why confine such liberties to the Great?)

CONCERNING BEARS.

6th Class Boy, Woollahra.

Concerning bears is an awkward thing,
When you come to think of it.
Some have tails and some have not,
Others have only a hump.

Some have long, long, shaggy manes,
Some—have bristles and hairs;
It's a very awkward thing, you know,
When you come—to Concerning Bears.
(An echo of Belloc? No oranges dropped—
it is meant to be Nonsense.)

MY FOOD,
6th Class Boy, Woollahra.

I love my daily dinner,
I love my morning tea,
My breakfast and my supper
I eat with ready glee.
My food consists of icing
Spread thinly on red ham,
And now and then some butter,
With bread and melon jam.
(Probably inspired by a Perse Playbook
poem read in the first broadcast.)

A CHERRY TUNE. •
5th Class Girls, Woolgoolga.

There was a little man,
Who played a cheery tune,
He sat upon a fallen tree.
And played it to the moon.
The moon cried, "How entrancing!"
The moonbeams cried, "What fun?"
And the pixies fell a-dancing
Until the tune was done.

(This seemed too good to be true, but
searching inquiry has discovered no plagia-
rism.)

THE LITTLE GREY MOUSE AND HIS
FRIEND.

5th Class Girl, Bega Intermediate High.
I have a paper doll with a little red nose,
And a little red nose has she;
She lives in a house with a little grey
mouse,
And they live by the edge of the sea.
Now the little grey mouse that lives in
the house,
That little grey mouse, has he,
A bow and arrow to shoot at a marrow,
To have for their afternoon tea.

(It is very common for a second stanza to
elaborate on the rhyme scheme set by the
first by the use of internal rhymes.)

THE FOREST.

7-year-old Girl, Lawson.

All the dark and all the night,
The forest is alighted.
The silver moon is glistening,
The wind comes blustering by,
The sun has gone,
The forest creeps
(All through) the darkened night.
The dawn comes,
I get out of bed,
And lift up the blind
And watch the lovely mist,
Come over the sea,
Come over the hillside,
Until at last it reaches us.
The mist is lovely and grey.

(This came in without any punctuation at
all, and the words in brackets were substitu-
tes for "and all" by the studio group, who
also decided that the writer meant this line
to go with the one before and not the one
after. This child comes from a literary
home, and was not interested in juggling
with the oranges of Rhyme and Rhythm
(or Metre). Imagination and Cadence are
hers by nature—it remains to be seen if
the gift is permanent. But here is the poem
a child will sometimes write).

(From an Australian Broadcast talk
reproduced in the *Education Gazette*, New
South Wales).

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A GLIMPSE INTO SHAKESPEARE'S DICTION

By SRI BEPIN B. BANERJI, Calcutta

IT has been well said that no body can
write English tersely and forcibly, or
in anyway which can be described as good
unless he has read and re-read Shakespeare
and the Bible and mastered them so
thoroughly as to make them almost a stuff
of his being. In these days of tremendous
locomotion, no one can afford or care to
con over the subtleties of Vedanta Philo-
sophy or dilate upon the niceties of the
logicians' conundrums, while waiting for the
train or bus, or running for the train
whistling with the station yard. Yet we
must have something to appease their
intellectual hunger. If words, phrases and
terms of expression do not at once catch the
eye and send something like a shock through
the mind, they will be left alone with a
wink. Johnsonese and the bullock cart
have had their days; they flourished when
300 miles an hour was not the rule. Liter-
atures in those days could spin out at leisure
in their lodgings verbose platitudes to weary
length and giggle over them at night in the
coffee-houses till the cock crowed, but who
can drowsily linger over them now amidst
the whirl of the planes or cares to ponder
over them when the radio and the wireless
with their mighty speed bring the world's
news to his door in the evening? Something
short, crisp and learned with a little humour
regales the human mind now. And where can
we get these scintillating sparks, except in
Shakespeare and the Bible that have enrich-
ed the English language and made it one
of the nobler vehicles of human thought?

"Language being the dress of thought",
its verb and gorgeous vestment does not
it show the heart as the little pinafore does
be very put the innocence and simplicity of
seem to be Wonderland. Not the ponderous
to form a mass but the sharp creak of the
unhappy wheel overwhelms us now. And
what is most wonderful and unique in the
world is that Shakespeare's language is as
telling today as it was when he "spake" it
five centuries ago. Both the age of machine

and the Renaissance have found in Shakes-
peare an apt exponent of their virtues and
vices. Nature in her mad freaks made a
Shakespeare, who has spoken through so
many ages and will go on speaking for ever
to the delight of men.

"He was not of an age, but for all time,
Sweet swan of Avon",

so said Ben Jonson, and Ben Jonson was a
contemporary and rival.

And how could Shakespeare win this
immortal glory and renown? The reason
is that he was a born psychologist; he
studied the human mind as minutely and as
clearly as the bacteriologist does the microbe
under the lens. With him the whole
firmament of the human mind is lit up
with light "that ever shines." Even the
darkest nooks did not escape his keen gaze.
Can anything be more crisp, more terse and
more revealing of the knowledge of human
nature than Polonius's advice to his son,
Laertes:

Give thy thoughts no tongue,
Nor any unproportion'd thought his act.
Be thou familiar but by no means
vulgar
The friends thou hast, and their
adoption bind
Grapple them to thy soul with hoops
of steel;
But do not dull thy palm with enter-
tainment
Of each new hatched, unfledg'd com-
rade. Beware
Of entrance to a quarrel, but being in,
Bear't that the opposed may beware of
thee.
Give every man thy ear, but few thy
voice;
Take each man's censure, but reserve
thy judgment
Costly thy habit as thy purse can buy,
But not expressed in fancy; rich not
gaudy;
For apparel oft proclaims the man.

are urged to keep their technique up to date by occasional substantial periods in industry.

Britain during the war produced every year about 2,700 men qualified for senior engineering posts, of whom about 35 per cent were university graduates and 65 per cent qualified at technological colleges. The Committee estimated that this figure of 2,700 must be maintained for the next ten years, and that half of these should be graduates of universities.

BOOK CONSCIOUSNESS IN SOUTH INDIA

War has created in the South Indian public a great book consciousness which is likely to be at least partially maintained in the years to come. This is one of the points emerging from interviews with a cross section of publishers and booksellers in Madras. They estimate that even after the departure of the large numbers of English-speaking population for whom India has been a wartime home, 150 persons will be asking for books where 100 asked before the war. Some of the booksellers aver that the library-building habit has yet to develop in this part of the world even among those who can afford it and that the disparity between the number of book readers and buyers is disproportionately large. Foreign publishing firms are enthusiastic over the standard of books written by Indian authors, whom they place on a par with any in the world. Some of their books have proved very successful in Britain and the United States.

Contrary to the popular notion that fiction is the most popular type of literature, it is found that it is the educative book that appeals to the South Indian. The classics, although expensive, have a certain buying public. Fiction is welcome if it is cheap, it is stated, but the rather expensive type of novel now available finds few indigenous buyers. Some fiction is bought by members of the Forces and European civilians now in India, but this demand is temporary.

Treatises on political and social sciences, economics and world affairs, as also technical publications on scientific, engineering, legal or cultural subjects are all grist to the

South Indian reader's mill. Children's books, particularly picture books, are also bought.

Unhappily, the immediate prospect before the book lover is not too bright. It is feared that during the next year or two there will be a greater dearth than ever of books from abroad. Publishers in England have all but exhausted their stocks of paper, and there is no likelihood of immediate replacement. With thousands of technicians still in the armed forces, printing labour is in short supply, and the revival of the publishing trade will to some extent depend on the pace of demobilization. Until then, the reader must needs seek more and more "books in the running brooks".

BRITISH INDUSTRY

Wartime improvements in the technique of production will enable workers to turn out greatly increased quantities of high quality goods. "The fundamental need is the highest degree of efficiency in our production. No exporter can win markets unless the quality, price and design enable him to sell the goods. We have won and hold our reputation for that. Price is a measure of our efficiency. We cannot and must not try to attain a low price by cutting wages; we must attain it by increased efficiency and cutting the costs."

Meanwhile, Britain's factories, still getting into its per centime stride, are not yet able to produce the full volume of goods which overseas customers desire. To those buyers, Sir Stafford Cripps made a special plea: "We value immensely their goodwill, we know their friendliness and we ask for their patient understanding of our present difficulties. We are making the most determined effort to enable us to satisfy their needs at the earliest possible moment. Our own people are sacrificing comforts to that end; and it will be long, if the present signs hold upon, before they will again be supplied with British goods with comparative ease. Even if we can at the moment only make token deliveries, they are tokens of our goodwill and our desire for a rapidly expanding trade."

ALL INDIA EDUCATIONAL CONFERENCE XXI SESSION AT MADRAS

(From Our Special Correspondent)

The proceedings of the twenty-first session of the All-India Educational Conference began with the opening of an Educational Exhibition at the venue of the Conference—the Pachaippa's College,—Chetput, Madras,—on the evening of 27th December 1945 by Dr. S. R. U. Savor, M.A., D.Sc., I.E.S., the Director of Public Instruction, Madras. The Exhibition was declared open in the presence of a large gathering. Rao Bahadur N. Sivaraj, B.A., B.L., Mayor of Madras, presided on the occasion. In his introductory speech, he pointed out that our present system of education had failed to produce citizens with large vision, wide outlook and generous impulses. Dr. Savor drew attention to the wide range of the exhibits, from psychology to music. The exhibition showed that work and play were indistinguishable at the highest level. It showed how learning could be made creative and interesting and full of joy.

The exhibitors include the Governments of Madras and Travancore and the University of Madras. The Government Textile Institute, Washermanpet, display bending and winding machines and warping mills. The Department of Education, Travancore, are exhibiting samples of woodwork etc, by the pupils of the Model High School, attached to the Training College, Trivandrum. Dr. P. V. George, the Assistant Director of Public Health, has arranged for a projection of health films. There is a section devoted to teaching aids, ranging from the didactic materials used in pre-primary education to the models, pictures and very good in secondary schools. The seem to be arts and crafts includes a wide to form a museum. Exhibits in drawing and painting, stenciling, woodwork, rattan work, leather work, pottery, needlework, embroidery, button making etc. The importance of physical education is brought out in the

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exhibits arranged by the Y.M.C.A. College of Physical Education, Madras. The Music Department of the University of Madras has exhibited a number of charts and instruments and aids to the teaching of music. The Madras School Book and Literature Society have organised a section on children's books. All the books put on show are a present from the Government of the United States of America to the people of South India and illustrate the development of the American child both in and out of school. There is also a Safety First Section, one devoted to psychology and educational measurements, one showing the progressive trends in education today and one demonstrating a unit in elementary education. On the whole over 5000 exhibits were received from the different districts of the Presidency.

In the forenoon of the 28th, the Conference began its formal session. Dr. Sir A. Lakshmanaswamy Mudaliar welcomed the delegates and requested His Excellency the Governor to open the Conference. He drew pointed attention in his speech to the need to carry education to every corner of the land and to every class of the population. Neither the Central nor the Provincial Government could absolve themselves of this responsibility, though the state should not interfere with academic freedom.

His Excellency the Governor elicited applause by describing himself as a Madras-see. He pleaded warmly for raising the status of the teachers and promised to do his best in the matter, so far as the Madras Presidency was concerned.

Sir C. P. Ramsay Iyer was proposed to the chair by Dr. Amarnath Jaha in a felicitous speech. Dr. B. V. Narayanaswamy seconded the motion. Sir C. P. Ramaswamy Iyer then began his speech amid tense expectancy. His able survey of the con

temporary educational problems was well received. There was a stimulating freshness about both the manner and matter of the speech. There was nothing of the musty academic atmosphere one generally associates with educational conferences about it. It was delivered extempore, though Sir C. P. Ramaswamy Iyer was careful to add that his statements were supported by authorities. It was also a challenge to all the advocates of *laissez faire*. Education in Germany, Italy and Japan had showed that it could lead to results. Why should we not try to use education to get different and better results? In this vital matter, the state could not disclaim or delegate responsibility. As was to be expected, the president's authorities ranged from the *Taittiriya Upanishad* to the latest report of an American psychologist on child education!

Among the resolutions to be taken up for consideration, some are semi-political, some deal with various aspects of post-war reconstruction and many deal with fundamental principles of teaching, administration and formulation of ideals. The arrangements for the delegates and for the general public are generally well done. Teachers are usually supposed to be quite incapable of managing affairs, and *prima facie* they should be expected to bungle at all the practical arrangements necessary for such a conference as this. How well the Conference has been organised shows that this libel on the character of teachers is absolutely unfounded. Not that there is no room for improvement anywhere. On the opening day there was not adequate room for all the inevitables and the delegates and the members of the reception committee in the Pachaippa's Hall. Many, including some ladies, were stranded on the verandas. A few rather regretfully left Conference, observing that they had done their duty by coming to the Conference. Loudspeaker arrangements could also have been better. But these are all difficulties which are practically unavoidable at some point or other in organisation. The fact that there was so little room for complaint and

much for appreciation is sufficient tribute to the ability of the organisers.

WELCOME ADDRESS.

Sir A. Lakshmanaswami Mudaliar, Chairman of the Reception Committee, after welcoming those present, dealt with a few salient features of the educational problem. "The policy pursued in British India in the past was not one based on social justice and equal opportunities for all. In educational as in some other spheres, there was not that urge to serve the needs of the poor, of the rural population and of the underprivileged. Although in recent years some attempts had been made in this direction, the fact that nearly 85 per cent. of the population was still illiterate could not but give rise to qualms of conscience in all those interested in or responsible for the educational progress of the country."

"It is our hope," he added "that in any scheme of post-war planning, sufficient attention will be devoted to this aspect of the question and instead of being content with introducing or advocating free and compulsory education up to a certain standard for all, the State will assume direct responsibility, not only to give such facilities as are made available to all, but to ensure that special facilities are available to those who have been neglected for long both in the sphere of compulsory education and in higher education in all grades.

Another question of prime importance was to what extent the responsibility of the State implied control by the State in educational activities. State control was needed to ensure the compliance with the minimum requirements regarding school buildings, care of the children, qualifications of teachers, adequate scales of pay, and in general the efficient running of educational institutions. The main point to ensure was that this State control did not extend to the academic field, that it did not force on educational institutions certain curricula of studies or methods of teaching, that by one stroke of the pen the State did not introduce what it considered were the proper lines

along which the future citizen should be educated. "Herein lies the gravest danger to society and the experience of the Nazi and Fascist regimes in Europe should be an object lesson to the democracies to avoid such pitfalls."

GOVERNOR'S SPEECH

H. E. the Governor, opening the Conference, welcomed the delegates from all over India to Madras as a proud Madrasite, and hoped their deliberations would be very fruitful for the whole of India. Referring to education, His Excellency pointed out that in Great Britain they were now extending the school age to 15 and in the public schools the age at which normally the pupil left was about 18 or 19. He hoped that in this country also it would be the case.

"I feel that the status of teachers of all kinds, University, aided schools, District Boards etc., should be raised to a very considerable extent.

"It was only a couple of days back that I attended a Cabinet meeting and we discussed that point. I am quite certain that unless you raise the pay and status of teachers, you are never going to get really good education in this country (Hear, hear). We are trying here in Madras to revise our former notions which I think were wrong. We are trying to raise the status of teachers and to see that teachers are properly paid and their status is such that they will get the respect of their pupils and of their fellow people in the villages and in the towns."

His Excellency added: "I am quite convinced that whoever is in charge of Government here—I can only speak of Madras, but I think it applies to all India—will realise that the sooner we get on with our plans of education, the better. The world is changing and is changing very rapidly. Every country in the world has been through the turmoil, of the war, which I think has been largely due to illiteracy, to non-understanding of each other and to bad teaching which made

people to get into a bad frame of mind—Nazism or Fascism or whatever it may be.

Mr. T. P. Srinivasavaradan, Secretary, then read messages to the conference. H. E. the Viceroy in a message said: "India's prosperity and happiness depends upon education" Among others who sent messages were Sir J. P. Srivastava, Sir Jogendra Singh, Sardar K. M. Panikkar, the Hon. M. R. Jayakar, the Nawab of Chhattari, Mr. K. M. Munshi and Sir Sultan Ahmed.

Dr. Amarnath Jha, President of the All-India Federation of Educational Associations proposed Sir C. P. Ramaswami Ayyar to the chair and referred to his eminence in the educational and administrative fields.

The proposal was seconded by Rao Bahadur B. V. Narayanaswami Nayudu and supported by Prof. M. S. Sabesan.

PRESIDENT'S ADDRESS

Rising amidst loud cheers, Sir C. P. Ramaswami Ayyar first thanked the Federation for the honour done by inviting him to take part in the deliberations of that great and formative conference. He was in a position to speak to them as one who hailed from a State, Travancore, which started a programme as far back as 1801, 69 years before England started her programme—mainly on account of the stimulus and encouragement given by a great Maharani, Maharani Paravathi Rani, who laid down that for every village there must be a school and for every three villages a dispensary or a hospital. Having pursued that programme for over 100 years, Travancore to-day had 60 per cent. literacy among men and 50 per cent. among women. In Travancore today it was not an uncommon feature to see even a fisherman or fisherwoman reading daily newspapers. What had been done in Travancore could certainly be achieved in British India, with proper efforts.

He reminded teachers of a great saying in the *Taittiriya Upanishad* which summed up ideal education. In that *Upanishad* was

stated: "Let the student who comes for instruction be good, let him be diligent in his studies, let him be disciplined, strong of body and firm of mind." That was the ideal of education indicated in the forest hermitage 3,000 years ago, but it was as profoundly true today and was eternal.

"If our education, whether as part of a post-war reconstruction scheme or otherwise, is to serve its purpose then it must proceed on those lines, stressing physical education first and foremost. . . ." It should be the aim of every educationist to see that no pupils were promoted unless there was a certain physical standard kept up. It was undiluted cruelty to allow a pupil who was not fit to stand the intellectual and moral strain of higher education to go up to it, if he was not up to the mark physically.

"In Travancore, we are trying to bring forward as one of the conditions essential for promotion of a pupil from one class to another that a doctor should certify that he is good enough to conduct further studies. We have realised that there should be special schools for defective pupils, where proper training can be given and the pupils can also be properly fed. We have found that one of the main troubles in elementary schools is the great number of little children coming half drowsy because they had not enough to eat. Feeding of the children and then clothing to maintain their self-respect have to be provided for.

"Another trouble in India today and even in fairly educated localities is the tremendous wastage involved in permitting pupils who had no right to be thus permitted, to go to secondary schools from primary schools, and from secondary schools to go to the university. At every stage there should be alternative courses for the pupils.

"Unless pupils were enabled to have training for some trade or industry or art in addition to literary training according to their aptitudes at every stage, they could not prevent wastage and stagnation in education."

Governments were first and foremost responsible for primary education, because that affected the largest number of people. But the State's responsibility did not cease there. The State had the responsibility to see that at every stage a deflection was made so that some pupils could choose vocational and career aspects and others the learned aspects of education. University education was by no means the best test of what was wanted for the various careers people selected. He did not decry university education which had made modern India what it was and given them the idea of unity, but he wanted to say that the university education was not the passport for all kinds of work.

The State could not abdicate its responsibility to see that there was no boy or girl who was illiterate. Side by side with primary education, there should be a well-designed system of secondary education. He was glad to say in this connexion that in Travancore and Cochin there was no distinction between one community and another and all communities had equal opportunities for coming up.

Quoting from American and British authorities on education, Sir C. P. Ramaswami Aiyar said that the troubles and handicaps afflicting them were not peculiar to India alone, but were found in Britain and even America which was considered "the last word on all matters" (laughter). Primary education should be universal. The Middle School would be a logical continuation of it, developing the tendencies and possibilities in each pupil. The Secondary School would give instruction impressing the background and environment of one's own locality and country and its history and ideals and at the same time give a practical bias, so that at the end of the secondary stage it would be possible to determine whether the pupil should be sent on to the vocational training or the University. There was urgent need for India to go forward, to intensify agriculture, increase production, enhance industrial output so that she could compete with the rest of the

world sooner or later—sooner, he trusted than later—on equal terms.

Perhaps, Sir Ramaswami Aiyar added, for the time being a certain amount of neglect of the usual curricula even might be an inevitable concomitant. For nobody was going to wait for India to finish re-education in her own leisurely way. She must work against time. Had not Australia and Canada forged far ahead during the last few years? India had been dreaming and thinking of development for thirty years. To-morrow needed a different programme and a different pace, which could not be achieved without "a diversified, variegated and at the same time one-pointed scheme of education" integrated from the first to the last stage, carefully watched and supervised by the state, but not ruled by the state (cheers). No intellectual freedom or

great intellectual gifts or accomplishments would be possible, where the human mind was cabined and confined. The University must be completely free, but in earlier stages the shepherding and watchful and guiding care of the State might be the *sine qua non*. So proceeding, let them all hope that they would be worthy of the charge and work for the great India for which they were all yearning, dreaming, hoping and expecting (applause).

Dr. Lakshmanaswami Mudaliar proposing a vote of thanks to His Excellency, thanked His Excellency for the indication given by him of a liberal policy calculated to improve the status of the teachers, and for giving them that message of cheer for the morrow.

The session then adjourned till the afternoon.

BOOK REVIEWS

OXFORD PAMPHLETS ON INDIAN AFFAIRS. TIBET BY DAVID MACDONALD. THE UNION OF SOUTH AFRICA BY P. P. BALSARA.

Mr. Macdonald, who is versed in the language and script of Sikkim, has lived for twenty years in the Chumbi Valley as British Trade Agent. He accompanied the British Mission of Younghusband in 1904 to Lhasa and is the author of two notable works on Tibet. After describing the climate, geography and trade routes of Tibet and detailing the various stages of its history, he describes the people and their customs and indicates the importance of etiquette and ceremony in the everyday social life of the people. He thinks that modern Lamaism is not a radical transformation of Indian Buddhism, but is a priestly mixture of Shamanist cult, Tantric mysticism, devil-worship and Indo-Tibetan demonolatry, touched here and there by the brighter lights of the teachings of the Buddha. The Dalai Lama is deemed to be the most autocratic ruler in the world to-day. His adviser, the Silon, is the intermediary between him and the Council of Ministers.

There is also a national assembly which is occasionally summoned to discuss questions of importance and consists mostly of state officials. The account of trade and industries and of the language and literature, is supplemented by a survey of European explorers into the land.

Mr. Balsara who was Agent to the Administrator-General of Zanzibar, gives a plain and matter-of-fact account of the geography, the products and the towns and communications, as well as a short sketch of the history of the Union of South Africa. The race problems, the problem of gold and the demand of the Dutch Nationalists for a Republic, are the three main difficulties to be solved. The Dutch attitude towards the natives is defined as one in which there could be no equality between the Black and the White, either in Church or in State. Segregation has been increasingly adopted as a solution of the race problem. The problem of gold is not so urgent; but the prosperity of the Union depends upon its gold. The demand for secession from the British Commonwealth has been steady and intense. The Dutch

Nationalists are not only anti-native, anti-Indian, and anti-Jewish, but are also anti-British. The author concludes: "There broods at present over all the Union a spirit of fear—fear for the future of gold, fear for the success of its industrial programme, fear

which separates the white races, fear of the white men of being outnumbered and ousted by the non-whites if they are given equal political power, and fear of the non-whites of being pushed aside by the whites."

EDITORIAL NOTES

THE Deccan Education Society which was started in 1884 and the Fergusson College, Poona,

I. The Record and Examples of the Fergusson College.

which was founded in the following year, have served as landmarks in India's progress towards freedom of thought and culture. Dr. Sir Tej Bahadur Sapru has well remarked in his striking foreword to *Fergusson College Through Sixty Years*, a well written and ably presented account of that College by its talented Professor of History, Shripad Rama Sharma, on the occasion of the celebration of the Diamond Jubilee of the College and Society—that the Fergusson College has a special significance as it has been the radiating centre of culture and has taught men what it is to serve the country, and, above all, has summed up in its career "the wisdom of educating the youth of the country through Indian instrumentality." Also, while it can be held to be the precursor of the Hindu and Muslim Universities, it has carefully avoided throughout its career all communal affiliations. Dr. R. P. Paranjpye, one of the former Principals of the College, is proud that "the seed sown by great men like Agarkar, Tilak, Apte, Gokhale and others has produced and is producing a rich harvest of patriotic, intelligent, capable, energetic and thoughtful citizens of our country."

The founders of the New English School sowed their seeds on very good soil; the plant grew as a national institution for cheapening and facilitating education and not as a mercenary enterprise. The College was opened by Principal Words-

worth, grandson of the great poet, and greatly helped by the Governor, Sir James Fergusson. It has been aptly pointed out by Prof. S. R. Sharma that the institution of life-membership is the keystone of the ideology of the D.E.S., and also the greatest contribution of the founders to the task of nation-building. "Though the purpose of the Congress was allowedly political and that of Fergusson College essentially educational, the aim and objective of both was national regeneration. The spirit in which both worked for that common goal was identical, though in their methods and fields there was to be increasing and radical divergence."

The New Poona College started in 1916 and the more recently established Nowrosji Wadia College have both profited by the exertions and examples of the old Fergussonians—not to speak of the Ranade Industrial and Economic Institute and the Indian Women's University, both founded by the retired workers of the D.E.S.

One remarkable feature in the life of this ever-expanding institution has been that the Managing Society has never surrendered its ideals in essentials, though it has, on several trying occasions, submitted to compromises. "While accepting wholesome and desirable controls not inconsistent with autonomy, they have successfully resisted the introduction of Government or even Local Bodies' nominees in our institutions and preserved their right of participating in the public life of their country as citizens." It may be useful to remind our readers of Gokhale's wise dictum as

to students' participation in politics, which has been consistently followed by the College at all crises from 1905 to 1942. College students are entitled to enjoy every possible facility for acquiring an accurate and sound knowledge on political matters and form sound views on them; but as to their active participation in political agitation, he declared: "The active participation of students in political agitation really tends to lower the dignity and responsible character of public life and impairs its true effectiveness. It fills the students themselves with unhealthy excitement, often working in them a bitter partisan spirit, which cannot fail to interfere with their studies and prove injurious to their intellectual and moral growth. Gokhale was careful to add that he attributed the students' precocious interest in politics to the exceptional political situation in the country, and it would disappear only when Indians should come into their own, when politics would advance from the sentimental to the responsible stage. How true is the advice even at the present day!

The Central Advisory Board of Education in India have put forward certain salutary recommendations to the Provincial and State Governments and Universities, regarding the training, recruitment and conditions of service of teachers in Universities and other institutions of higher education. The special committee of the Board appointed for the purpose naturally stress the old truth that all educational reform must begin with teachers and their conditions of service, and they rightly affirm that the best method of their selection is through a properly constituted selection committee whose personnel should be marked by high character and academic qualifications: and they are satisfied that "a strong belief exists among teachers, whether well-founded or not, that appointments are

not always made upon merits, and that canvassing, even where forbidden in theory, is not always discouraged in practice." The selection committee should be small and should contain, as its permanent element, the Vice-Chancellor and two persons, preferably outsiders, appointed respectively by the Executive and Academic Councils, with perhaps one more person to be appointed by the Chancellor. This permanent element should be reinforced by one or two members, according to the nature of the appointment for which the selection is being made. When the appointment of a University professor or reader is under consideration, some distinguished authority in that particular branch of learning might be appointed to the committee by the Chancellor. Canvassing should be strictly prohibited, and where it persists, it may be necessary to publish the names of candidates who have been disqualified for this reason. The Selection Committee should recommend only one name for a vacant post, and the appointing authority should have no right to expect any recommendation in favour of any other candidates. Appointments for technical posts should be made by a special selection committee. Appointments in affiliated colleges require another angle of approach, and the practice of leaving the appointments of teachers in the hands of lay governing bodies entirely should not be tolerated in the case of colleges receiving government grants. Every college governing body should contain two representatives of the University and its committee for making appointments should contain one at least of these representatives. These general bases may be given proper sanction for their enforcement throughout the country.

Mr. Durjate Prasad Mukerji, in his thought provoking publication, *On Indian History: A Study in Method*, (Hind-kitabs, Bombay stresses the need for understanding the significance of the contact between the different races.

and would not put any value on the writing of our history for the sake of flattering our national, communal or sectarian prejudices. He would also set some value on dreams, traditions and myths as data for use, and hold that if chronology or archaeology be termed the vertical co-ordinate, myths and mythologies from the horizontal one of the history of the past. While he would reject alike the theory of the Explosive Herof and of the common Man—"the geology of the former has faults; and the zoology of the latter is parasitical"—he would attach importance to the track of social development of each culture in each epoch and to the integrating of them together. The connection between the sense of history and the role of personality and leadership has got to be made very clear. The historian should not be content with mere accuracy of observation, which can only constitute the barest minimum of his function, and to convert *facts* into *events*. He would suggest "the writing of a history of the Indian people, not exactly on the model of Green of hallowed memory, but on the lines laid down recently by men of lesser renown, Young on Victorian England, Morton on England, Oliver on Germany, and L. Huberman on the U.S.A., to take only a few examples.

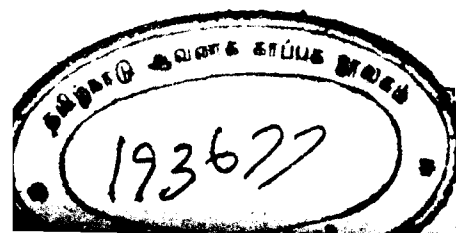
The sociological approach to History is most important in India where the people and their life have had more of society than of the state. Hinduism itself has been more of a culture than of a religion or of a philosophy, and the other religions have survived more by diffusion than by political prestige.

We can well repeat the lesson urged by the author:—

"It should be one of the primary duties of our historian to explain why how our traditional preoccupation with the conquest of natural necessity and of the baser elements of human nature has changed over into what may be called an obsession with other necessities like those of political freedom, social flexibility and economic betterment. He should also enquire how far this shift in emphasis has been to the good of Indians and if good, how it can be augmented; if bad, how it can be controlled.....Indian culture, being essentially humanistic is one of the grand experiments in unfolding the meaning of Universal History, viz., the freedom of the human spirit and the working out of the destiny of man. From the *Vedas*, passing through the Muslim period's magnificent synthesis, down to Gandhiji's non-violence, Indian culture has been doing nothing, but performing History's own task."

BOOKS

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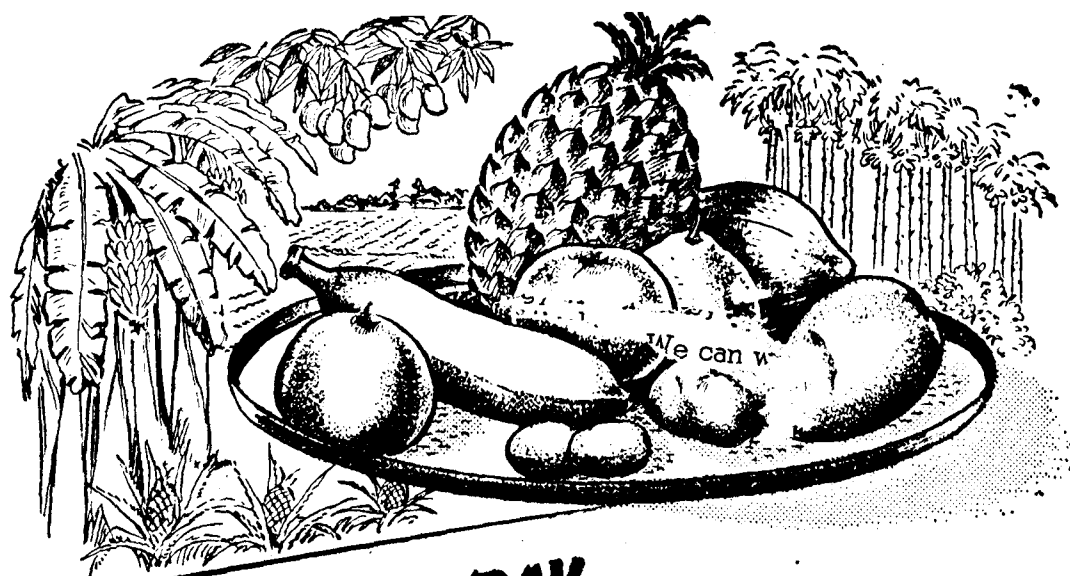
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A. D. S.

N. S. 14



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