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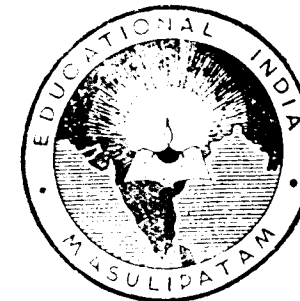
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EDUCATIONAL INDIA

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EDITOR :

Prof. M. VENKATARANGAIYA, M. A.

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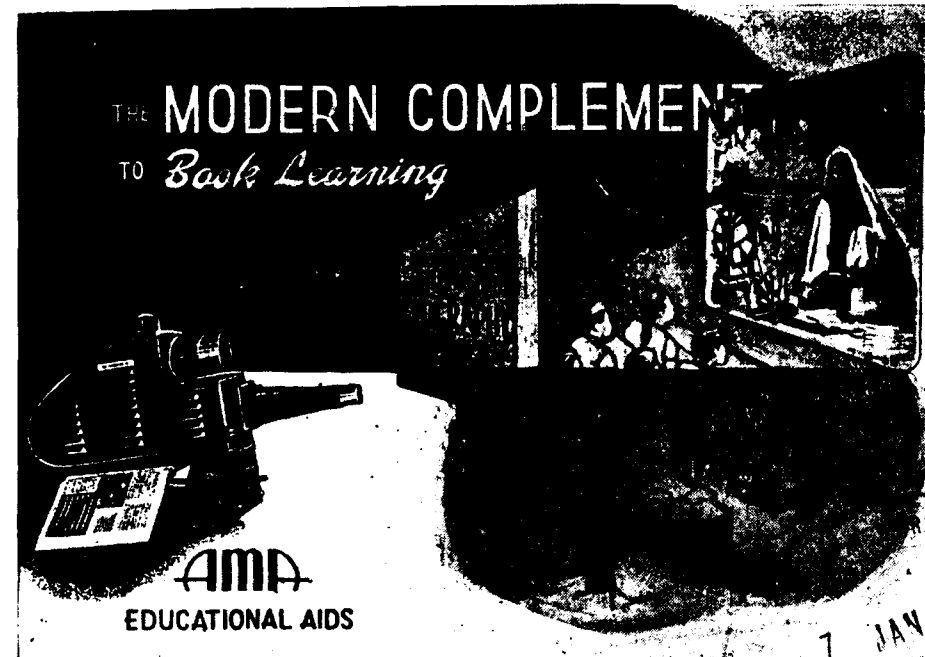
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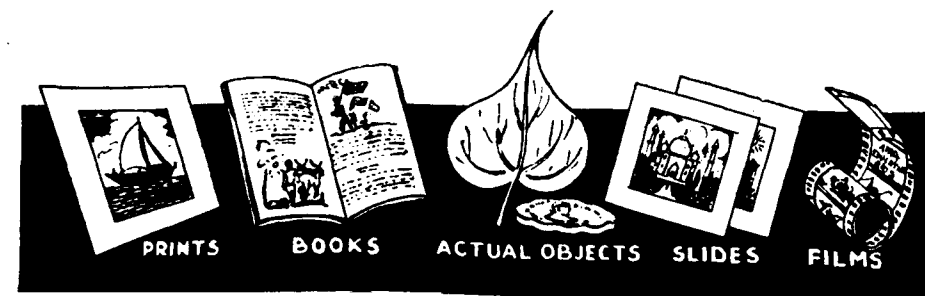
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2. Criticism of the existing courses of study and syllabuses and suggestions for improvement thereon.
3. A critical study of Text-Books now in use in different subjects.
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Editor.

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Message to 'Educational India'

"I am glad to learn that you are bringing out a Special Number of your Journal and wish the venture all success."

—C. P. RAMASWAMI AIYAR.

EDUCATION—SOME SUGGESTIONS

By Rao Bahadur Dr. B. V. NARAYANASWAMY NAIDU,

M. A., Ph. D., B. Com., Bar-at-Law.

IN the war against the dictatorial demons and their destructive tyranny, free peoples have spent practically every ounce of their national resources for the preservation of their freedom. If but a tenth of that



different sets of people at different parts of the day should be adopted. A second suggestion is also to enlarge the size of the class unit. These suggestions are valuable and we may be compelled to adopt them; but they imply abbreviations of the school day and involves the risk of over-burdening and reducing his efficiency. Another suggestion is the reduction in the extent of our immediate objective of free and compulsory education. As in the Russian plan, and on the principle that half a loaf is better than no loaf, it has been proposed by some that, as a beginning, the period of compulsory instruction may be limited to the Junior Basic (Primary) school age. But the main obstacle towards the early achievement of the scheme will be the paucity of teachers.

With every step in the progress of free and compulsory education the demand for an increase in the efficiency and the number of the teachers required must be satisfied, if the ultimate ends of the whole plan are to be reached. Without attempting to weary you with the figures with which you must already be familiar, let me say that, apart from the small body of qualified and semiqualfied teachers we have in this country, unless every citizen with some education is mustered to the task of liquidating illiteracy, the ultimate benefits will be hard to realise. To this end the state must compel practically every well educated citizen to devote at least an hour of his work daily to the teaching of the illiterate and ill-educated; and to ensure this, the state as well as other employers, must

Measures for Speeding-up

One is the suggestion made is that wherever possible the shift system of getting the same teacher to teach two

wherever necessary release their employees for teaching work for an hour until such time when the teacher famine ceases. I have made bold to give this suggestion for its worth, in order that the blind may not be compelled to lead the blind, so that we may effectively face the shortage of teachers which will exist for some time to come.

[More Women as Teachers

Another suggestion I venture to make is the employment in ever-increasing numbers of educated women as teachers especially of primary schools. Women are by nature equipped with sympathy and understanding necessary to the teaching of the young; we must therefore, make a determined effort to get every educated woman in the country to shoulder the burden of teachership. Greater facilities for the education of women and special stimulus for their higher education must be given in the state provision for education. There is further a decided advantage to be gained by the employment of women as teachers of Junior Basic Schools. They will help by their increased employment as teachers to relieve able-bodied and educated men from schools for the more difficult trades of agriculture and industry which also will demand the urgent employment of educated men. Our present conservatism concerning the place of the women in social life is inconsistent with our democratic ideals and aspirations and hence it is all the more necessary we should leave no stone unturned to make women the equal partners with men in the post-war life we propose to live. Facilities for the utmost educational development of women must be provided on a generous scale for their benefit and opportunities for their employ-

ment in every possible walk of life should be increased.

Continued Education—the part that Industry plays

Once the first steps to education are laid and compulsion is ensured up to the primary school age, continued progress may not be difficult of attainment. Opportunities for continued education may then be provided at both rural and urban centres where labour may be employed; and, through these facilities for further education, our people may gain in ever-increasing measures not merely experience in social living but knowledge of arts and sciences, skill and capacity for efficient work and the ability to add to the stock of world knowledge through experience and research. Such out-of-school education is not a practical impossibility. Russian experience is in its favour and even the experience of Britain and America would encourage the extension of educational facilities beyond the school room and college hall into the realms of trade and industry.

In fact I foresee developments in the West which will shortly make it possible for industries to play a part not less prominent than those of Universities in the furtherance of scientific research and the advancement of technical excellence. And that is one more reason why in this country we shall lose no time to start an era of Scientific, Agricultural and Industrial progress. The more we develop industries, and the trade which follows with their progress, the greater will be the opportunities both for employment of the educated and the continued education of those who could not be fully developed and improved in youth by any introductory system of free and compulsory instruction. As education is the complement of

democracy, so is industry the complement of education.

Wise and well planned industrial development will raise the standard of our living; and once the standard of living is bettered, the difficulties of financial limitations now threatening progress, will tend gradually to disappear. The dangers which were once said to be inherent to the industrial system may be easily avoided in the post-war plans for industry in this country, if the education of the masses is undertaken simultaneously with the growth of industrial labour and factory employment. The troubles that faced industries in the days of their infancy were largely due to ignorance and to insufficient preparation of the employee for his task on the one hand, and on the other, the want of understanding and humanity on the part of the employer, and the consequent narrowness of outlook that characterised the whole process of industry. Today the employer of labour knows fully the solid advantages that accrue to him from the employment of educated and skilled labourers who have received the benefits through education of a disciplined mind and trained body. That is also why most industrialists today in the west would like to put their own shoulders to the wheel of Higher Education and Scientific Research. We may hope that even in this country the leaders of Industry will rapidly profit by the lessons learned in the west.

Provision for Adult Education

In this connection, I wish to stress another aspect of education which has not been sufficiently emphasised in the Sargent Plan. I have already said that our plans for educational development must be calculated to yield the quickest possible results consistent with efficiency; and if that

is to be our criterion of progress, we must also plan for the rapid education of all those who may be considered to be beyond the pale of the school curriculum. The Sargent Scheme proposes on an average to spend less than five rupees on each adult under forty and to secure educational benefits for all adults within a period of 25 years. I do not agree with certain critics who have described the money spent on adults as an avoidable waste. Without repeating myself, let me say that the greater the number of people who receive the benefits of education, however, imperfectly imparted, and the more quickly it is done, the greater will be the strength of the foundations of our future political and economic progress. Hence I wish to make a plea for a more adequate provision than what the Sargent Plan proposes for the education of our adults in order that the advantages of literacy, the power of thought where there is now none, knowledge and understanding and capacity for self-development, may be brought to the door of those to whom these opportunities were denied in their youth. Every means of education at our command both oral and visual must be utilised for the special benefit of the adults as they stand in need of special treatment. Women as well as men must receive all those benefits in the manner most calculated to be of profit to those who are now steeped in ignorance, poverty and superstition.

Rural Education with Rural Bias

There are many who consider rural education more emergent and important than the education of the urban population. Without under-rating the importance of the education of the rural population it may be said that in any planned development of the future, no class or section of our people should be considered

more or less important than the others except in so far as they stand in need of special development in order that they might be brought into line with the rest of our people. Progress in rural society has definitely been very slow and hence the education of the rural population deserves our emergent attention. Rural education must be so devised as to enable the rural population to benefit immediately by it. One of the primary tasks of education especially intended for a democratic order is to fit the people for a worthy occupation in life. On this basis rural people must be fitted by rural education for a hardy life of agriculture and allied effort in the open air and at the same time given the advantages of a general knowledge of social living and of the sciences whereby their outlook and understanding may be improved, their powers of reason aroused and their outlook widened. But while rural people must be educated with a rural bias, rural workers must not be denied the opportunity of benefiting by industrial advancement; either through training in cottage industries or through a system of continued education, farm labourers must be trained to become efficient and skilled workers suitable for factory employment.

Emphasis on Games needed

The Sargent Plan of development is as perfect as it can be in most respects. In the many provisions it makes for pre-primary education in Nursery Schools, for the Education of the handicapped, for Higher and Technical Education and Research, for the Health and Recreation of the School child and the training of pupils in social and corporate activities, there is little left to be desired except to wish that a section had been included

on Parent Education. Perhaps Parent education will not differ very much from Adult Education, barring the content, and I do not therefore, propose to discuss it. In so far as the provision for the health of the school children is concerned, we have to devote our earnest attention to the questions that have been raised in this connection by the framers of the Sargent Scheme and the valuable provisions made in the plans for the establishment of a School Medical Service, for Physical Education and for corporate activities by which public and parental interest may be secured for institutions of education. Owing largely to bad tradition and the poverty of our equipment, our progress in physical education has not been as rapid as it should be. With able direction and strict control Physical Education will yield a valuable harvest of health, physical skills and bodily efficiency and also a welcome capacity for the worthy use of leisure. Games properly controlled and ably directed also offer an excellent field for the cultivation of character the like of which we cannot find elsewhere in the school curriculum. Physical education may not be a subject of study but it should receive the attention of every teacher in the school who should himself be capable of joyful participation in organised play activities. Teachers should be, however, warned against the dangers of over emphasising physical qualities at the expense of moral and ethical qualities.

Moral & Ethical Training

Moral and ethical training must form an integral portion of our educational endeavour. We are all agreed that our education is for freedom and freedom implies restraint. Where there is no discipline of the mind, there the emotions go uncontrolled and in the place of reason we have blind

faith and base bigotry and rank passion. Where there is bigotry and blind belief, there can be no understanding and no agreement. Accordingly it becomes our primary duty, in the education of our people for a free society, to see that all those qualities which help to integrate human society into a happy organisation called the Democratic Order are developed in the people through every possible means. The history of those people who have suffered by disintegration through bigotry and blind faith should be brought home to the minds of the young. The recent cataclysm that has nearly destroyed the world will prove an eye-opener to those who fail to exercise those great qualities, that raise man above the level of the beast and ennoble him and make him akin to the God-head that he has to believe in. In a country like India, diversified so widely as it is by religions and many faiths, and sad to say, even by the lack of Faith, the introduction of religious instruction may not be a feasible proposition. It may, therefore, be deemed, in the present circumstances of our society, undesirable to impart religious instruction in the schools on any general basis. This deficiency, if it be a real deficiency, can be made up adequately by the adoption in all our schools of some system of moral and ethical instruction through which a just and humane outlook may be developed even in the young and the child made to realise the broad basis of social happiness and enabled to practise the ideals of friendliness, love and toleration.

SIR C. V. RAMAN will be the guest of honour at the opening ceremony of the new laboratory of the Willingdon College, Sangli, on December 21. His Highness the Rajah Saheb of Sangli will preside over the function.

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Reorganisation of University Education

By Prof. M. VENKATARANGAIYA, M. A.

It is learnt that some of the Congress Ministries are contemplating the enactment of new legislation with a view to reorganise the machinery of the Universities within their jurisdiction and through it the system of



special committee appointed by the Syndicate of the University of Madras. A similar work was done by the committee appointed by the Government of Bihar in 1939.

The purpose of all reconstruction is the removal of existing defects and the carrying out of positive improvements in all desirable directions.

This work is to be undertaken partly by the Universities themselves on their own initiative and partly by Government. It is not necessary that in every case, Government should interfere. It is therefore desirable to keep in mind the distinction between the part that Government has got to play and the part that the Universities have got to play in the matter.

Existing Defects

The Sargent Committee on Post-War Education gave a pretty long list of defects in the present system of University Education. The most important of them are as follows. (1) The activities of the Universities are not sufficiently closely related to the practical needs of the community as a whole. This is illustrated by the large volume of unemployment and unsuitable employment found among university graduates. (2) Universities are not producing either in quality or quantity the leaders and experts needed for all phases of national life. The standard of scholarship and research is low. This is indicated by the opinion generally held that Indians who are graduates of foreign Universities are somehow superior to those who are graduates of Indian Universities. It is because of this that there is a tendency for many

young men to go abroad to pursue even those courses for which provision exists in India. (3) High school education as is imparted now is an inadequate preparation for a university career. There are in consequence of this many students in the University who should not be there. (4) The position of the Intermediate stage in University education is anomalous. (5) There is little personal contact between Teachers and students. (6) The tutorial system is still in an embryonic stage. (7) Too much importance is attached to examinations and these put a premium on book learning. (8) The number of Women-students in Universities is small. (9) Universities have been brought into existence without any plan. It is essential that in the interests of economy as well as efficiency their activities should be carefully co-ordinated in order to eliminate overlapping and dispersion of effort. (10) Universities do not have sufficient finances.

The defects pointed out by other committees are more or less of a similar character, although in respects of some details there is a difference of opinion.

University Action

An analysis of these defects shows that even without governmental intervention it is possible to remove a number of them, provided that the Universities are sufficiently public spirited and alert. It is open to them to take effective measures to raise the standards of scholarship and research. This is a matter which lies wholly within their jurisdiction and it may even be inappropriate for Government to intervene directly in a question like this. Similarly in respect of the selection of a better type of students entering the University it is open to University authorities to adopt better methods than they are doing now.

They can on their own initiative bring about a closer contact between teachers and students and develop a sound tutorial system. It has been suggested in several quarters that the best way of accomplishing this reform is to limit the maximum strength of students in a college, to reduce the size of classes, to increase the number of teachers employed and reduce the amount of routine teaching work done by them so that they may have more leisure and establish closer personal contacts with students. All these are matters which are already regulated by rules framed by university authorities. They have only to modify them or alter them suitably to achieve these objects. They have the necessary statutory powers for framing such regulations and no new governmental legislation is needed for the purpose. The same has to be said regarding the defect that too much prominence is now given to examinations. Here again the Universities are free to take the initiative and carry out the necessary reforms.

If Universities have not already taken all the steps required in these directions it is to be attributed either to their having failed to recognise the existence of the above defects or their negligence and indifference or perhaps to the inadequacy of their financial resources. In some cases at least not only are more finances required if the needed reforms are to be carried out but the institution of such reforms may bring a financial loss also. For instance the reduction in the number of examinations will diminish the revenues of Universities. At present examination fees are a lucrative source of revenue.

Public Opinion

Wherever it is found that it is negligence or lack of interest on the part of University authorities that

University education. In evaluating the steps that may be taken in this direction it is desirable to keep in mind the distinction between (a) reorganisation of Universities and (b) reorganisation of University education. It is quite possible to bring about a reorganisation of education without necessarily altering the constitution of existing Universities if only the Universities do their work with greater interest, zeal and effectiveness and if they are endowed with the financial resources required for the purpose. This does not however mean that there is no case for the overhauling of University machinery. What is put forward here is the distinction between the two.

All recent reports on Educational reconstruction have drawn attention to the need for reorganising University education. The Sargent Committee has done it; so also the

stands in the way of reform public opinion as expressed in newspapers, journals and on platform can do something to set matters right. But in our country it is to be regretted that as yet there is little of enlightened public opinion on educational matters. Educational questions do not excite the same amount of interest among the public as political and other matters do. A comparison of the space devoted to educational questions and to other questions in newspapers and journals that cater to the tastes and needs of the general public makes this point clear.

Governmental Action

Government therefore has in these circumstances a duty to perform, a responsibility to discharge. It must take measures to set matters right. This can be done in most cases through administrative action. Sometimes legislative action may be necessary.

Administrative Action

Administrative action of the Government may take two forms. One is mere persuasion. The other is to instruct the Government officials who are on the various university bodies as ex-officio members to move in the matter and to bring all their influence to bear on the subject of reform. In almost all universities the Directors of Public Instruction and several high-placed officials are ex-officio members. They have been put on the University bodies to promote public interest. But it is only in very rare cases and where perhaps high questions of policy are involved that they take some interest. Otherwise they are indifferent to what goes on in the Universities. Moreover they believe in the theory of "the Man on the Spot" and are always prone to fall in with the views of the Vice-Chancel-

lors without examining the details of several questions coming up for consideration. It is this attitude that should be abandoned. Government officials should take their work more seriously. They should also be quite ready to take the initiative whenever it is necessary. If this is done some of the reforms can be easily achieved.

Action through Grants

Another administrative method by which Government can influence the work of the Universities is through its grants. Every University receives both recurring and non-recurring grants from the Government of the province in which it is located while the All-India Universities like the Benares Hindu University and the Aligarh University receive grants from the Central Government. In cases where Universities hesitate to undertake the necessary reforms because of inadequacy of finance government should come forward with its grants and call on Universities to take appropriate action. This is the purpose of Government grants-in-aid to all institutions educational and non-educational. Whenever Government thinks that in public interest certain new courses of studies are to be introduced or a certain type of specialists and experts are required it may make grants to Universities on condition that these are spent for the purposes specified.

Other Types of Action

There are however other aspects of reorganisation where intervention of Government should be more direct. Take for instance the question of admission to Universities and the anomalous position of the Intermediate stage. At the present most of the students that complete the secondary course of education proceed automatically to the universities with-

out considering in the least whether they possess the qualifications and the abilities required for pursuing higher studies of the university type. They do this because of two powerful influences. One is that the possession of a University degree is still a qualification for admission to public services. And Public services in India are far more attractive than other professions like industry, trade and business. They are better paid; there is greater security of tenure; there are more liberal rules regarding leave and there is a guarantee of pension or provident fund at the time of retirement. All these are advantages which members of all grades of public services possess and they are advantages denied to those that enter other professions. It is this disparity prevailing between conditions in public and private services that is responsible for most educated people rushing into the former and avoiding the latter. And because admission to public services is open mostly to holders of university degrees, there is a rush of students to Universities. It is this that has to be prevented and Government alone can do it.

It has been suggested years ago by those that made a special study of this subject that the remedy lies in Government lowering the age of entrance into public services of the clerical grade to 16 or 17. If this is done most of those whose ambition is to enter public service as clerks and who value university education only as a means to it will no longer enter the University. And the problem of youngmen not fit to receive University education overcrowding the universities will be automatically solved.

Such a thing will also happen if private services become as attractive as public services. But there is no

prospect of similar conditions prevailing in both these spheres in the near future. It is only when Government becomes quasi socialistic that such similarity will prevail and this seems to be a remote prospect.

Another course that Government has to adopt for preventing overcrowding in the Universities is to establish vocational, technical and art schools. With such an alternative before them some at least from among those that are now entering the Universities will be diverted to these schools.

The question also of the Intermediate courses being transferred to Higher Secondary Schools requires direct governmental action as secondary education is now entirely controlled by Government.

It may therefore be concluded that a part at least of the reorganisation of University education is possible only when these administrative steps are taken by Government. These do not require any legislation affecting the Universities. They merely involve in the first place a decision by Government regarding educational policy and in the second place appropriate administrative and departmental action to give effect to this decision.

Overlapping to be avoided

The Sargent Committee has pointed out that Universities have been brought into existence without any plan and only with a view to satisfy popular clamour in many cases, and that this has resulted in a good deal of overlapping and waste. This should be taken as a warning in connection with the establishment of Universities in future. Government should start them only when a clear necessity for them is established, and the Universities to be started in

future should not be mere replicas of those already in existence. Overlapping should be avoided and provision should be made for new courses for which provision does not exist in the older universities.

Even in respect of the existing Universities Government should see that overlapping is prevented as far as possible. This can be done through its system of grants. It should not make fresh grants for any and every course of studies that a University proposes to start. It must satisfy itself that the proposed courses do not exist in other Universities for which it is making grants.

Applications for grants to open identical courses are often made to the Government on the ground that though such courses exist in some other University in the province students of the area subject to the jurisdiction applying for the grant find it difficult to obtain admission into the other University. In such cases Government should use its influence and its power to secure admission to such students into the other University. It would be more economical to give scholarships to such students and send them to the other University than to give a grant to the applicant University for opening identical courses.

A proper use of the system of grants will also enable the Government to see that Universities make due provision for such new courses and studies as are in its opinion required for the promotion of national welfare. At present there is no co-ordination between the economic policy of Government on one side and the academic policies of the universities on the other. The latter go on starting new branches of study whether there is from the public and na-

tional point of view any need for them or not. They proceed on the assumption that they are not concerned with utilitarian considerations and that their motto is and ought to be, "knowledge for its own sake." But in days when Government is embarking on a system of planned economy and when it requires for the proper functioning and administration of this economy specialists and experts in particular branches of study and research, it should be the duty of universities to provide for the training of such specialists. And such co-ordination between the activities of Government and of the universities can be facilitated by a wise use of the system of grants.

Legislative Action

There is one last point to be considered. There is a widely prevalent opinion that the constitutional machinery of universities requires drastic reform if they are to carry out their functions efficiently and economically. This requires legislative action on the part of Government. Some of the directions in which this machinery requires reform are indicated below.

1. *The Senate* — The Senates of universities are at present unwieldy. They also contain elements which are not connected even remotely with academic education. Because of their large size top-heavy expenditure is being incurred on the travelling and halling allowances of members attending their meetings. It is also more or less a truism that the larger the membership of a deliberative body the larger is also the proportion of members who are passive and who are satisfied with mere attendance at meetings. There is thus a strong case for reducing the size of the Senates of Universities. For the business to be

transacted in them it is not necessary to have more than 50 or 60 members. In such a senate all the varied interests that need representation on an academic body can secure representation.

From this it follows that there is no case for the system obtaining in the province of Madras under which local bodies—municipal councils and district boards—elect representatives to Senates. Not only have they no academic interests but it is also through them that undesirable party politics are introduced into Senates. They are in a way a source of corruption.

Donors also need not be given a place on the Senates unless the donation is substantial—amounting to at least a lakh of rupees. Corruption has crept into the Senates of some universities as a consequence of donors of small amounts becoming members on them. It is during elections that this corruption chiefly manifests itself especially when it is the Vice-Chancellor that has to be elected. People who make large donations do so not because they covet membership in the Senate but because they have a real and genuine interest in higher learning. They will continue to make their donations whether they secure a place on the Senate or not.

There are only two interests that require representation on a University Senate. One is the educational interest and the other is the public interest. A university is primarily an association of teachers working together for the advancement of learning and knowledge. It is therefore teachers engaged in this advancement that require representation. But the interests of the public have also to be looked after as the learning and knowledge that are advanced should have an intimate relation with the needs of the community. Teachers are pro-

ducers of knowledge; the public are in a way its consumers. No body else need be there. The public interest is best represented in three ways. One is by the election of 10 to 12 members by the graduates of the University; the other is by the election of a similar number of members by the legislature of the province through a system of proportional representation; and the last by the nomination of 8 to 10 members by the Government of the province. It is on these lines that the Senates have to be reconstituted.

There should be no life members.

2. *The Academic Councils*.— These also have to be small and compact in size. Here the teaching interest alone requires representation, as the councils have to deal primarily with courses, syllabuses and examinations. Assisted by appropriate Boards of Studies they can look after all the academic needs of the Universities.

3. *The Syndicate*.— This is the chief executive body in all Universities. It must have members elected by the Senate and the Academic council and some nominated by the provincial Government—not exceeding one third of its total strength.

4. *The Vice-chancellor*.— He is the administrative head of the University. Most of the patronage is in his hands. The danger against which precautions have to be taken in connection with this office is that it should not be monopolised by any one individual for decades. Such a monopoly results in nepotism, jobbery, and the adoption of highly rigid policies in academic matters. It assumes a type of fascism or dictatorship. It is therefore necessary that legislation is introduced to the effect that no person should be elected Vice-chancellor for more than two terms of three years each. In the absence of such a provision it is difficult to prevent the

monopoly of the office by a single individual—a monopoly which it is easy to secure through the distribution of patronage which is in the hands of the Vice-chancellor. It should also be made a condition that teachers of the University who are the direct subordinates of the Vice-Chancellor should not vote at the

elections of the Vice-Chancellor. This is necessary not only in the interests of the purity of elections but also as a safeguard of the interests of the teachers themselves.

It is on lines like these that University education requires to be reorganised.

EDUCATION: AN ACHIEVEMENT IN CONSCIOUSNESS

By Prof. B. S. MATHUR, M. A., B. A. (Hons)

D. A. V. Collage, Cawnpore.

Venerate the Child

DR. MARIA MONTESSORI has written a very useful and informative book on education of children. The name of the book is *The Secret of Childhood*. The book begins with a quotation from Alice Meynell: "It is too often required of children that they should adjust themselves to the world, practised and alert. But it would adjust itself to children in all its dealings with them." This idea of granting perfect freedom to children to expand in a spacious and congenial garden of the world seems to be the kernel of her movement for the veneration of childhood. Perhaps she thinks that no progress, no true education of children is possible if they are not completely free to develop their personality. This idea is in direct opposition to the idea of a great educationist, Herbert Spencer. He, in his book on Education, described education as a 'preparation for life'. He was not all alone to define education as such. Thomas Dewey, that great American educationist who was attached to a school to make experiments in education considered education 'life itself'. It may be proper,

here, to point out that according to some the idea is that Mahatma Gandhi took his idea of 'Basic' education from him. A little study of Dewey's method will reveal that he, too, wanted to make education craft-centred. Anyway he also considered education life itself. That view may be regarded as an old view. But now the thing is apparently different. The world has to adjust itself to the child not the child to the growing world. Actually education is now child-centred. That is good so far as it goes. But this is not a new idea. Long ago before experiments were made in education, the Greeks emphasised the development of the personality. No longer the conception of personality should be a riddle. Personality implies all that an individual has, is capable of, and is expected to do according to his natural inclination and disposition. So in ancient times also there was the veneration of childhood. But how far this emphasis is desirable or congenial? The quotation, as a whole, emphasising both the sides that the world must adjust itself to the child and the child must adjust itself to the growing world, is sound. A picture has two sides, and in this context education may be taken as a

compromise, an adjustment between the child and the world. In fact it has to be a harmony between the two. In a successful system of education both things must be duly considered: otherwise our education will be a dead thing that will kill, and not create. It will kill because in one case the child will not be understood, and in the second case the world will be considered a dead thing, with no lessons for the child.

Why Venerate the Child?

This is the question. Dr. Maria Montessori has started this campaign for the veneration of childhood as a result of a consciousness of the powers latent in a child. These powers require a congenial atmosphere to grow, to prosper and to fulfil themselves. Hence this veneration. There is a deeper idea behind. The child is a spiritual being. Here Dr. Montessori seems to have combined a poet with an educationist. Here are the lines from poet William Wordsworth, and these lines indicate the intensity of divinity a child has at his birth, and which, however as a result of his contact with the world gradually disappears:

"Our birth is but a sleep and a forgetting;
The soul that rises with us, our life's Star,
Hath had elsewhere its setting
And cometh from afar;
Not in entire forgetfulness,
And not in utter nakedness,
But trailing clouds of glory do we come
From God, who is our home:
Heaven lies about us in our infancy!"

This is the thing when a child is born. Certainly the child has spiritual capabilities, but this cannot long continue, and there is no question of their development. That atmos-

phere so necessary for a spiritual life is entirely lacking. That is why Dr. Montessori wants the world to adjust itself to the child. How the world is a bad place for the real progress of a child is indicated in these lines, written by Wordsworth:

Shades of the prison-house begin
to close

Upon the growing Boy,

Rightly she has said: "No one could have foreseen then that the child held within himself a secret of life, able to lift the veil from the mysteries of the human soul; that he represented an unknown quantity, the discovery of which might enable the adult to solve his individual and social problems. This aspect may prove the foundation of a new science of child study, capable of influencing the whole social life of man. "What a wonderful latent power a child possesses? If it is so, certainly all efforts must be made to exploit these powers for the uplift of the entire humanity. Behind this idea seems to be the conception of an accumulating wisdom and experience of ages of progress made by mankind. The child is not an *empty being*. We cannot cancel the child's personality. The child has to be taken as a being full of expectations, a being who has enough for the progress of mankind but who needs a proper atmosphere to fulfil himself. Essentially all development is an achievement of consciousness. The universal library of the world is within us: but it will remain unexploited if suggestions and hints are not forthcoming to take that knowledge out for the use of the child and the world as a whole alike.

This Inner Knowledge!

This idea of inner knowledge has been clearly given by Swami Vivekananda in his book entitled "Karma-

yoga". These are the words: "Now this knowledge is inherent in man; no knowledge comes from outside; it is all inside.....All knowledge that the world has ever received comes from the mind; the infinite library of the universe is in your own mind. The external world is simply the suggestion, the occasion, which sets you to study your own mind.....All knowledge, therefore, secular or spiritual, is in the human mind. In many cases it is not discovered, but remains covered, and when the covering is being slowly taken off we say "we are learning", and the advance of knowledge is made by the advance of this process of uncovering." I think Swami Vivekananda has very beautifully described education has a *certain* uncovering. That is why there is the need for a harmonious and encouraging atmosphere to make this process of uncovering possible. A man who has undergone successfully this process of uncovering is called educated, and one who has not been fortunate to be enlightened in this fashion is called ignorant and uneducated.

Hence this task of education is a difficult one. People who are entrusted with this work of educating children must have a special aptitude and training. In the absence of this training along with a congenial aptitude there is no hope for mankind. This training will imply a huge knowledge of the child. That is one thing. Then there is such a thing as the care of the child. The child has enough: he simply needs an atmosphere to develop: he does not need filling in. This task can be achieved by right type of teachers. A certain "realisation" must be owned by teachers. What is this realisation? How can it be owned? Realisation implies a definite consciousness of the material that has to be worked upon. Here

I am not fortunate in the use of the "material to be worked upon"; because these children are not to be passive; they have to be ceaselessly active both mentally and physically. Then alone that uncovering so devoutly wished is possible. So realisation really means a consciousness of the idea of the child who is to be educated and of the thing that has to be taught. Here one will not be wrong if one were to liken teachers to religious and holy persons who have seized the idea of God, and who, therefore, feel themselves face to face with Him. Exactly in the same fashion and measure teachers must have their ideas, clearly worked out in their mind so that they may be soon digested by their pupils.

This realisation is possible if teachers remain students all their life. Take this idea from Dr. Ravindranath Tagore: "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his students, can only load their minds; he cannot quicken them." This is a strong idea, and needs no supporting. It has come from one who had so much to do with education. There is a certain knowledge that has to be passed from generation to generation. This knowledge can be comfortably transferred if teachers are constantly trafficking with it. Hence the idea that teachers must be ceaseless students. Learning and teaching must go hand in hand. Learning is used with a great meaning. Learning implies a process of acquiring more knowledge on the part of teachers. Then it can imply their stored-up knowledge. Here the word is used in the first sense so

THE TEACHER AND THE PARENT

By Sri V. R. SASTRY, B. A., LL. B.,

THERE is a very close intensive relationship between the school and the home, in as much as both influence the learning and character of the children. The daily life of a pupil is spent either in the one or the other, being influenced by the atmosphere of both these social institutions. A school life influences the home life of a pupil and is in turn influenced by it. If a school trains the pupils in physical and mental aspects, the home helps the behaviour and character of the children. For an all round development of the children, the teachers and the parents should cooperate.

The home is the training field for a child. In it, all its primary instincts are fully developed. The behaviour is moulded by the type of atmosphere that is present at home. The children who grow in an atmosphere of harmony, cooperation, freedom, sympathy and fellow feelings at home get those very characteristics. No one can expect children of drunkards and illiterates to be good and cooperating. A good home produces a good child and a bad home, a bad one. Psychology tells us a child learns by observation and imitation. The seeds of all behaviour and character are sown

Continued from preceding page.

that these teachers may be in a position to quicken their pupils to new knowledge. They have to be perfect examples of hard work for the sake of new knowledge. They must be inspirers of knowledge to them, their pupils. All this is possible, if it is realised that education is an achievement in consciousness. Let us venerate childhood.

at home. The children are the images of the parents in their behaviour and outlook.

The different kinds of homes good, bad and indifferent send forth different kinds of children good, bad and indifferent both in behaviour and character. So much so, a teacher has to handle these youngsters of all types, the mischievous, the clever, the normal and abnormal. So he should not expect the same kind of progress in his students. If parents have failed in their duties regarding children, the teacher should train them in matters of good behaviour and character. It is in the school, the pupils should be made to learn and realise the great value of friendship, affection and cooperation.

The school in its turn tremendously influences the home life. The students learn here the value of cooperation, cleanliness, duty, reverence to elders and the like. The good students in their future life become good citizens and build up good and happy homes upon the ideals set before them in their younger days in their school life. The homes of the educated are in almost all cases are happy and peaceful and are free from ignorance, poverty and disease. The school then shoulders the responsibility of turning children into happy and perfect men and women of the state besides imparting them a knowledge of sciences and arts. The teachers are supposed to check up conduct and character of the pupil periodically.

A school is an institution in which all the younger minds of our society irrespective of caste, creed or sex flock

together for getting knowledge. Hence the school is the only place to guide the young one into proper channels of thought and action. Hence the school should breathe a clean and healthy atmosphere of freedom of thought and of discussion. No sectional views, either communal or otherwise, should be allowed to enter the school area. It should be free from party politics and aim at the ideal of spreading knowledge to one and all to become fellow citizens of the world.

This ideal can be realised by the cooperation of the teachers and the parents who are the alternative trustees of the children. The parents and teachers should consult and arrange circumstances giving full scope for the development of abilities of the children in learning and play. All the healthy activities of the children should be sympathised and given full support. But in India this cooperation is wanting.

The present school afford no such opportunities for the mutual cooperation. The home and the school are working independently. Hence the objects of education are not fully realised. The parents in India in many cases have indifferent attitude towards the education of children. They train their children so that they might become able to earn money by getting some employment. The behaviour and character training are set aside or neglected by the parents as well as the teachers. The teachers are contended in training the students for the examinations. The tremendous influence or the scope of both these institutions have not been fully realised in India. In America and England, for example, as the home and the school work hand in hand the schools turn out able citizens, who become the builders of happy homes and cultured societies.

The boarding type and residential type of schools fulfil the objects stated above. The pupils in such schools learn the practice of thinking and acting independently for the benefit of all others round them. There they understand the value of self-sacrifice, friendship and mutual help, the fundamentals for the making of good home in their future career.

Let us consider the relationship between a teacher and a pupil. A teacher occupies a very important position in our society. To him is entrusted the physical and mental development of our children, the future citizens of our society. Naturally a teacher should be such as to train the pupils in learning and character both by his precepts and practices as to make them the model citizens of state both useful to themselves and to society round them.

The object and methods of educational system are undergoing rapid changes along with political and social changes. Along with the new ideas, the teachers should move, correct their opinions and methods of teaching. A teacher should cast aside the idea of training his pupils merely for the sake of examinations and degrees. More than examinations, training in character and good citizenship of the pupils is important.

The object of education, a teacher should realise, is to make his pupils think independently and act independently; it is to strengthen their creative ability. A teacher's sole business is not to impress his ideas, but to place before his pupils the facts of the case or subject and guide them to draw their own conclusions in the matter. It is to show the way, but not to compel them to follow a particular way. This demands on the part of a modern teacher a new and a broad out-look in his profession.

The relation between a teacher and a pupil is that of a good trusteeship, not like that of a despot and his subject. There should not be undue influence on the part of the teacher regarding his relation with the pupils. Threatening, coercion and command in teaching defeat the objects of education. On the other hand, sympathy, cooperation and guidance with the pupils yield in the best results. More can be achieved by love than by force.

Till the advent of the News-paper, Cinema and Radio, teaching was occupying a high place in the education of the people. The press has

taken the function of a teacher, as far as it imparts to the public the daily affairs, current problems in its columns. The cinema also teaches the public on the silver screen about men and affairs in more impressive way than in the class-room. The Radio likewise instructs and entertains the people by broad-casting the news, music and speeches. The school should likewise advance on the most modern lines regarding the imparting of knowledge. The teachers should be in advance of others in society regarding the fund of correct and accurate knowledge. A modern teacher should have scientific outlook and a broad vision to carry out his functions.

National Scheme of Physical Education *

By The Hon. Mr. Justice W. R. PURANIK, B.A., LL.B.

TODAY when we stand on the threshold of our freedom, it is our duty to see that in the plans of our colourful national life that we draw up for ourselves, the disciplined freedom and agile strength of our bodies are accorded their rightful place. Basic education, as I see it, will no doubt be the real base of all our future plans, but we shall have to see that physical education is vitally integrated with academic and technical education. This has no doubt been recognised in theory in Europe and now in India, but our practice still seems to be a considerable distance away from that conception of organic education in which physical education is regarded not merely a matter of *perspiration* and *respiration* but of *inspiration* and *joy*, not so much as an opportunity for *recreation* as for *creation* of the

personalities of our young men and women. Even that excellent report of Dr. Sargent which is deservedly becoming a classic of educational literature seems to proceed as if physical education is merely something *supplementary* to literary and technical education. We have yet to create the public opinion which will view physical illiteracy with the same indignation with which we now look upon academic illiteracy. The balanced, graceful, masterly control of our muscular systems is at least as essential for our national life as the numerous controls that have invaded it in recent years.

Exercises in Ancient and Modern Times

In fact, our ancestors were not satisfied merely with controlling the voluntary muscular system that moves our limbs. On their physical side, our Yogic exercises sought to acquire control over the involuntary organic processes such as respiration, digestion

* Extract of the speech delivered as Chairman of the Reception Committee of the First All-India Physical Education Conference at Amraoti on 13th October, 1946.

and circulation of the blood. The problem then was not so much of regulating and finding work for our limbs as that of checking their perpetual motion and of extending the jurisdiction of our control over the autonomic systems of our bodies. Times change and with them the minds of men. In the Buddhist literature we come across a fairly long list of games and sports such as "tossing up, hopping over diagrams formed on the ground, . . . removing substances from a heap without shaking the remainder, . . . tossing balls, blowing trumpets, having matches at ploughs with mimic ploughs, tumbling, forming mimic windmills, having chariot races and archery matches, . . . elephant riding and horse riding, carriage driving and swordsmanship, . . . to run to and fro in front of horses and in front of carriages, . . . to exhibit signs of anger and to ring their hands and to wrestle and to box with their fists," . . . and so on. But these games are mentioned not so that they may be played but rather to indicate that they should *not* be played. In any case, when men led a natural life, they did not have the problem with which our present-day artificial life presents us. We work sitting in the office, move sitting in the cars, and relax sitting in the picture houses and I sometimes feel that there is a real danger that a time may come when some part of the human race might by sheer disuse be deprived of its great heritage of two legs received from its remotest ancestors.

National Scheme of Physical Education

In considering the problems of physical education, we must, of course, keep in view the special needs of our country which has, in the first instance, to face the great problem of maintaining the body and

soul together and cannot therefore be expected to spend too lavishly on the instruments for developing the body. I hope that with the great concourse of wisdom that we have in our midst today, we shall succeed in evolving a preliminary scheme of physical education such that while it will absorb all that is best in the great systems of physical education in the West—it will at the same time avoid their pitfalls, give the fullest scope for developing our national genius in this direction and work within the limitations of our national resources. And I hope that as in ancient Greece, so in modern India, our sports and games will not be regarded merely as educational tricks for keeping young men out of mischief, but as integral parts of the daily routine as well as the national festivals of India.

Institute of Physical Education

I would suggest in particular that it is necessary to establish and maintain on a worthy scale a central institution where our young men can obtain their physical training with the same natural ease with which our science students walk over to their college laboratories. It will be best if we can have a national institution of this kind, adopted to the needs of India as a whole and I have no doubt that this will receive a high priority in the post-war plans of our national Government. So far, however, as the Central Provinces and Berar are concerned, Nagpur University has already submitted to the Provincial Government a proposal for establishing a Provincial institution for Physical Education and I trust it will receive full and sympathetic consideration at the hands of our Government. In the meanwhile, with a view to take the fullest advantage of the experience of other Provinces, the

University has deputed a Committee to visit the other physical training centres in India and, after completing its survey, to prepare a detailed plan for establishment of a College of Physical Education.

Words of Command in Hindustani

While referring to the revival of Indian games and sports, I am reminded of the schemes for adoption of Indian languages as media of instruction at the highest stages. They involve several problems of detail which require and are receiving active consideration at the hands of University and the Government of the Province. So far, however, as physical exercise and gymnastics are concerned, I do not see why it should not be possible for us to adopt straightaway Hindi or Hindustani words of command throughout India and at the highest levels. Is there really any national or international reason why we should still continue to say "Right Turn", "Left Turn", "About Turn", "Quick Step"? Will the balanced grace and vigour and agility of our bodily movements suffer in the least if they are undertaken in response to such words as "Dahine Rukh", "Bayen

Rukh", "Ghum Jao", "Josh Kadam"? And more, not merely in the educational and recreational field, but also in the military sphere—and I pass on this suggestion to the Central Government through its Hon'ble Member presiding over our deliberations today—whatever be the actual date for taking over the supreme control of the Indian Army, Navy and Air Force into our own hands, there is no reason why even today, at all levels and for all ranks, the words of command in the Army, Navy and Air Force of Hindustan should not be in Hindustani. The experience of various private institutions as well as the Indian National Army which operated in Burma would naturally be found most valuable in this regard; Hindustani is widely used in the Indian Army for other purposes; and financial difficulties—the rock on which proposals for progress are broken so frequently—can hardly be imagined in this case. I cannot, therefore, conceive of any constitutional or practical difficulty other than an imaginary one that should stand in the way of giving effect to this simple recognition of the first glow of the dawn of our freedom.

ACTION TAKEN ON THE SARGENT REPORT

A STATEMENT on the action taken or proposed to be taken on the principal recommendations of the Sargent Report on post-war educational development in India was made in the Central Assembly on November 4th by Mr. C. Rajagopalachari, Member for Education.

Mr. C. Rajagopalachari said that the Central Government's five-year plan of educational expansion was complementary to the plans already

prepared by the Provinces and that the Provincial Governments had been asked forthwith to launch the schemes which were of an urgent character (such as higher technical education, training of teachers, etc.) and which had been sanctioned by the Central Government. The entire programme proposed for the development of education in India both by the Central and Provincial Governments involved, he said, a total expenditure of about Rs. 125 crores.

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Sardar Patel on University Education

IN the address delivered by Sardar Patel at the convocation of the Nagapur University, special emphasis was laid on three matters of great importance. One is the use of the mother-tongue as the medium of instruction in University classes, the other is the giving of a practical bias to scientific studies and the third is the task that the youth of the country should take upon themselves immediately after completing their university education.

EXCEPT a few thoroughly anglicised people who are incapable of taking a natural and a

dispassionate view of things there will be none to-day who will maintain that we should continue to use a foreign language as the medium of instruction at any stage in our system of education. The pity however is that it is these people that are at the helm of affairs in some of the Universities in the country and this accounts for their failure to abandon the English medium. It is therefore timely that a man occupying the position which Sardar Patel occupies in our national life should have invited once more the attention of educational authorities to the urgency of adopting the mother tongue as the medium of instruction.

HE observed "When instruction is imparted from the highest class to the lowest in the Indian languages you will see that there is a great saving of students' time; their knowledge will be more comprehensive and they will enter life with their mental faculties fully developed". He also pointed out that this did not mean that there would be no need for learning or for providing facilities for the teaching of foreign languages. At the present day no country can live in isolation. Every country has to maintain contacts with the outside world. For this, knowledge of foreign languages is necessary. But it is necessary for a small number of persons undergoing education. It may be one out of every hundred. As he pointed out, "Universities while providing facilities for teaching foreign

languages to one out of every hundred students, must not neglect the education of the remaining ninety nine."

SARDAR Patel rightly stressed the importance of giving a practical bias to the technological and scientific studies in Universities. As he put it "the B.Sc.'s and M.Sc.'s of our Universities despite proficiency in their particular branch of study do not know much about its practical application." He wanted that this divorce between theoretical knowledge and its practical application should go.

AT present there is a great deal of difference of opinion as to the part that students should play in current political activities of the country. There is a school of thought which wants the students to take an important part in these activities and to make this even the dominant part. There are, however, others who are anxious to see that young men should as long as they are at school and college concentrate their attention on their studies and not entangle themselves in practical politics or identify themselves with this or that political party. The latter seems to be a saner and a better view. Although Sardar Patel did not directly refer to this subject it may be inferred from some of his observations that he belongs to the latter school of thought. In referring to the task facing the country's youth he made it clear that he had in mind the youth who have

completed their education. He alluded to the serious communal situation in the country and said, "you have to face this situation as soon as you enter life". He further observed! "To run after jobs on passing the University Examination is not very edifying. Have high ideals and try to build the future India on the basis of these ideals". This is naturally a call to young men to stick to their studies while they are at the University and take to active work only after they leave it.

UNESCO

THE greatest need of the world to-day is a transformation of the minds of men in such a manner that instead of working for war they would work for peace. Such a transformation can be best brought about through the agency of education in the most comprehensive system of the term. But the education should be based on a common set of ideals on which the intellectuals and leaders of all countries are agreed. The United Nations Educational, Scientific and Cultural Organization is a body that has been set up primarily with a view to carry on this educational work of the world in conformity with the ideals of universal peace and security. It is one of the special organs of the United Nations Organization and it proposes to work for peace through the agency of Education, Science and Culture.

THE first Conference of Unesco was recently held in Paris, its headquarters. An Indian delegation led by Sir S. Radhakrishnan took an active part in its deliberations.

THE preamble to the constitution of Unesco declares that ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war and that the wide diffusion of culture and the education of humanity for justice, liberty and peace are indispensable to the dignity of man and constitute a sacred duty which all the nations must fulfil in a spirit of mutual assistance and concern. It further declares that a peace based exclusively upon the political and economic arrangements of Governments would not be a peace which could secure the unanimous, lasting and sincere support of the peoples of the world, and that the peace must therefore be founded, if it is not to fail, upon the intellectual and moral solidarity of mankind. Its aim therefore is to create this solidarity.

A COMPREHENSIVE programme has been drawn up by the organization for the purpose of achieving this aim. Among some of the items in the programme are the removal of illiteracy in all countries of the

world, "to see that more educational opportunities are provided in backward countries, to spread the butter of scientific research more evenly over the world's bread", the spread of Adult Education through the use of special methods like the discussion group, the setting up of an International University, the starting of an International Youth Camp for reconstruction, and the preparation of school text-books aimed at the promotion of world unity and peace. It also proposes to make use of the Radio, the Cinema and all the latest methods of educative propaganda in furtherance of its objects. It is also undertaking a survey on the role of art in general education and its value in developing the personality and hidden possibilities of the ordinary child. Since—as Professor Julian Huxley, its Secretary-General puts it—language is one of the barriers which keep the different parts of the world in ignorance of each other's thoughts and ideas, the Unesco is organising a better system of translations, partly by preparing lists of books, old and new, which ought to be translated and partly by organising a panel of first class translators in different languages.

IT ought to be the endeavour of every person interested in the promotion of world peace to help the Unesco in the realisation of its aims and objects.

Pandit Malavya

IN the death of Pandit Madan Mohan Malavya India has lost one of the foremost contributors to the growth of modern education. Born eighty five years ago in a family renowned for the highest standards of traditional learning and scholarship, he remained all his life devotedly attached to the spirit of that tradition. He entered life as a teacher, became a journalist and then took to the profession of law. In every sphere of life which he entered he distinguished himself as a great leader. Throughout his career he remained a servant of the people and a fearless sacrificing patriot. In the legislature and in the National congress over which he presided on three occasions he always stood for the highest ideals of nationalism and freedom. But it is as the founder and the builder of Benares Hindu University that he will always be best known to the future generations of the people of this land. It is the greatest monument of his work.

Benares has from time immemorial been the centre of Hindu culture and religion and it is no wonder that to Pandit Malavya that sacred place appealed most when he resolved on founding a University which should combine all that was best in ancient Indian culture and in modern civilisation. His appeal for funds secured a wide response from every part of the country and the University became an All-India institution. As its Vice-chancellor he guided

its destinies for twenty years and made it a real temple of learning. Writing of him Mahatma Gandhi has said: "His internal life was purity exemplified. He was a repository of kindness and gentleness. His knowledge of religious scriptures was very great. He was by heredity a great religious preacher." Referring to the Benares Hindu University Mahatma Gandhi observes: "Every stone of that majestic structure should be a reflection of true Hindu Dharma or culture Hence it is the clear duty of the progeny of the deceased as also of his followers to give it that shape. It is essentially the function of the University to assign Hindu religion its status in the body of the religions of the world as it is its function to rid it of its defects and limitations. The devotees of the deceased should regard it as their special duty to shoulder this burden." No truer words have ever been written. Let us hope that everything will be done by the admirers of Pandit Malavya not only to maintain the University in its present system but also to further its development so that it may continue to stand high among the famous centres of learning throughout the whole world.

Conscription of Women

THE idea that young men should be conscripted to serve as teachers for a year or two before they enter their professional life was introduced into

educational discussions by Mahatma Gandhi in connection with the working out of his scheme of basic education. There have been many supporters of the idea and many have also opposed it. But so far no one seems to have bestowed serious thought on the desirability and possibility of conscripting women for the purpose under consideration. There is a strong case for such conscription, especially of women who belong to the middle and richer classes.

IN the first place, it is universally accepted that women are much better than men as teachers, especially in elementary schools. It follows from this that the larger the number of women teachers the better it will be.

IN the second place, most of the educated women in the country are not put to the necessity of taking to any profession and obtain their livelihood. They take to a married life—which is their true vocation—and have a large amount of leisure to spare.

IN the third place, many women are anxious to render social service. Some of the leaders among them have started social service institutions and are working them. This indicates that under proper guidance and direction they will be quite willing to devote their time to work of a really useful character.

IN the fourth place it is also a matter of common observation that the large majority of them who have leisure do not know

exactly what to do with it. Among the higher middle classes and the richer classes they waste most of their time. Club life is the one thing that attracts them but it is a life which is more or less boring.

TAKING all these circumstances into consideration it will be an excellent thing if a census of educated women with leisure is taken and if they are trained to become teachers. In these modern days when women are quite anxious to have their equality with men established beyond all dispute there will be nothing objectionable if they are conscripted to share the burdens of citizenship along with men. The 'idle rich' constitute a larger proportion among women than among men. And conscription for educational purposes will go a great deal towards eliminating this section of women, make them less of parasites and at the same time will quicken the pace of educational progress in the country.

The Inter-University Board

IT is a matter for regret that the Inter-University Board has not as yet understood the importance of publicity in modern days. It has not been fit to give to the press an account of the proceedings of the meeting held recently at Jaipur. News agencies in India have not cared to give details of the work done at this meeting although important questions seem to have been discussed.

DR J. C. CHATTERJEE the chairman of the Board referred to two matters of some importance. He observed that "It is and should be the aim and the principal function of Universities to produce leaders of men who would influence and guide national thought, rid themselves of the cancer of communalism and by example and precept free our people from a malady which at the moment threatens to rob the nation of the fruits of freedom." These are brave words and they are full of wisdom. But from persons like Dr. Chatterjee who occupies the position of a Vice-chancellor what the public will be anxious to know is to what extent Universities are fulfilling this function today and what they are actually doing in furtherance of this object. It should be a part of their programme to condemn the establishment and working of communal colleges and Universities and the organisation of communal associations by their students. Generalisations of a purely theoretical and academic character are not of much use. Dr. Chatterjee should have said something on this aspect.

WE are forced to make a similar comment on his second generalisation that universities should be independent of outside control even if it entailed for a time the suspension of government aid and patronage. He said "The autonomy and independence of Universities is and ought to be far more precious to them than stately buildings

or even the most liberal grants-in-aid from Government." As an abstract proposition all this is well and good. But the difficulty arises when attempts are made to translate it into practice. Universities are an integral part of national life. They should not try to work in complete isolation from other parts of it. They must be answerable for all that they do to the wider public outside. They have no interest apart from the public interest. Government for instance in a free India and in autonomous provinces is a Government representative of the people and devoted to the promotion of every aspect of national life. It is better that under these circumstances Universities work in harmony and co-operation with Government instead of in isolation from it or in complete independence of it. How can they claim complete independence when as a matter of fact they are the creatures of statutes enacted by Government?

PERSONAL NOTES

Prof. S. V. RUDRA of the Allahabad University will preside over the 29th session of the All-India Economic conference which will be held in Karachi during Christmas holidays.

The conference will discuss the theory of location of industries, the land system in India, tax structure, and stabilisation of agricultural prices.

Dr. BIRBAL SAHNI, Dean of the Faculty of Science, Lucknow University, has been invited by the Cairo University to deliver a series of lectures there. Dr. Sahni will visit Cairo next summer.

THROUGH different PROVINCES

DELHI

DELHI POLYTECHNIC

Dr. C. Rajagopalachari, Member for Education, has authorised the following communique to be issued:

The affairs of the Delhi Polytechnic are receiving the closest attention of the Government. It is the intention of the Government to develop the Polytechnic into a first-class institution. Satisfactory progress has been made towards the execution of the first phase of this plan.

A Governing Body has been constituted with experts, official and non-official, and with the representatives of business and industry. It is hoped that the Polytechnic will develop on right lines under the guidance of this Governing Body.

It has been decided to award a number of scholarships for practical training to the students of the Polytechnic who qualify in the final examination. The value of each scholarship is Rs. 50 per month and is tenable for a period of one year. The number of scholarships will at present be limited to 20 per cent of the qualified students.

ACTION TAKEN ON BHORE COMMITTEE REPORT

Fifty-four students have been selected for advanced training abroad in health services and arrangements for placing them in institutions in U. K. and U. S. A. are in progress.

This information was given in reply to a written question in the Central Assembly as to what action the Central Government proposed to take on the principal recommendations of the Bhore Committee Report.

The Bhore Committee's recommendation for the establishment of an All-

India Medical Institute has been accepted in principle and a Committee will be appointed to advise the Government on the steps to be taken to establish the institution.

TRAINING IN WAR STRATEGY

The training for administrative posts in the higher strategy of war, which has been suspended during the war, has now been revived. Two civilian officers, Messrs. N. N. Wanchao and A. T. Naqvi of the Indian Civil Service and four military officers, including Brigadiers Cariappa and Choudhary, are shortly leaving for U. K. for one year's training.

COUNCIL OF TECHNICAL EDUCATION

The suggestion that men with wide experience of business, industry and administration should be appointed on the Council of Technical Education in order to shape general policies relating to survey, training and employment of technical man-power was made by Dr. Sir J. C. Ghosh, Director of the Indian Institute of Science, Bangalore. Dr. Ghosh presided at a meeting of the Executive Council of the Association of Principals of Technical Institutions in India held in the Delhi Polytechnic.

MADRAS

TEACHING OF HINDUSTANI GOVT'S INSTRUCTIONS TO D. P. I.

The Government have asked the Director of Public Instruction to instruct the Presidents of District Boards, Executive Authorities of Municipalities and Managements of Aided High Schools to provide for the teaching of Hindustani in Forms II to IV in their

schools as soon as possible in the current year and to take steps immediately to secure the services of qualified teachers.

The Director has also been asked to arrange for the introduction of the teaching of the language in the current year in all Government High Schools in which it is not taught now. If there are difficulties in securing necessary personnel the teaching of the language should be introduced in not less than 200 schools in the current year and in the remaining schools from the beginning of the next year.

TRAINING IN BASIC EDUCATION

The Government have sanctioned the opening of a Camp for the training of teachers in Basic Education at Vinayaram in Guntur district.

Provision is made for seventy-two trainees, six from each of the twelve firkas selected for intensive rural reconstruction work in Andhra.

AMALGAMATION OF SCOUT ORGANISATIONS

The advisability of having a single Scout Organisation in the Province by amalgamating or unifying all the existing Scout Associations, was discussed at a conference convened by Mr. T. S. Avinashalingam Chettiar, Minister for Education. The meeting was attended by the representatives of the Madras Boy Scouts Association (Provincial), the Madras Catholic Scouts Association and the Madras Girl Guides Association.

It may be mentioned that the Education Minister had already discussed the question with the representatives of the Madras Hindustan Scout Association.

KERALA POLYTECHNIC INSTITUTE

The Minister for Industries, Mr. V. V. Giri, opened on November 23 the Kerala Polytechnic Institute at the Industrial School, Calicut. The institute has been started in pursuance of the recommendations of the *ad hoc* Committee of the Post-War Reconstruction Committee

appointed by the Government for developing technical education on a regional basis. It was left to the present popular Government to implement the recommendation.

BOMBAY

TEACHING OF SPINNING AND WEAVING

The School Board of the Ahmedabad District Local Board has decided to introduce the teaching of hand spinning and hand weaving in its schools and to train one hundred teachers in the first instance for the purpose.

INDIAN WOMEN'S UNIVERSITY

The Government of Bombay have decided to recognise the degrees and diplomas granted by the Shrimati Nathibai Damodar Thackersey Indian Women's University for Government and semi-Government service.

BIHAR

NEW DEAL TO TEACHERS IN BIHAR

The Government of Bihar have decided to spend about Rs. 80 lakhs towards improving the service conditions of teachers of primary, middle and secondary schools throughout the province.

U. P.

MR. J. K. BIRLA'S OFFER TO BENARES UNIVERSITY

The Benares Hindu University will have in the not distant future a gorgeous temple which was visualised by Pandit Madam Mohan Malavya but the construction of which could not be completed before his death.

Pandit Govind Malavya announced that Mr. Jugal Kishore Birla had assured that he (Mr. Birla) would take full responsibility for the completion of the temple. It is learnt from University circles that Pandit Malavya had planned to construct the temple at a cost of

Rs. 20 lakhs. Before his death he had collected about Rs. 10 lakhs.

RECTOR OF BENARES UNIVERSITY

A suggestion that Mahatma Gandhi may be requested to fill the honorary post of the Rector of the Benares Hindu University, in place of the late Pandit Malavya, has been made by Baba Raghav Das, a veteran Congress leader, at a meeting of the students and staff of the University.

C. P.

PHYSICAL EDUCATION COUNCIL

A "Provisional National Council" has been elected to draft a constitution for the "National Association of Physical Education," an organisation proposed to be formed at the Physical Education Conference held here in October.

Mr. B. G. Kher, Premier of Bombay and Pandit R. S. Shukla, Premier of C. P., have offered to be members of the Provisional National Council.

The Council will consist of representatives of the Government of India, the provincial governments, the Indian States and the universities. The first meeting of the Council is expected to be held in January 1947.

SINDH

SANSKRIT UNIVERSITY FOR KATHIAWAR

A proposal for the establishment of a Sanskrit University in Kathiawar, to be located in Dwarka is made by His Holiness Shrimad Sankaracharya of the Sharada Pith gadi at Dwarka.

It is understood that the Hindu ruling chiefs and business magnates of Greater Gujarat have promised financial support to the project.

The object of the proposed Sanskrit University, it is stated, is to bring about a renaissance of Hindu culture by

fostering a reverent study of the Hindu sastras by bringing to bear on the ancient classics the results of a minute palaeographical knowledge, linguistic training and a sound literary sense.

HYDERABAD

COMMITTEE ON BROADCASTING

H. E. H. the Nizam's Government have appointed a Committee to inquire into the working of the Broadcasting Department and to make suitable recommendations to enable the State Government to enhance its utility by effecting improvements in its programme.

Mr. Sajjad Mirza, Senior Deputy Director of Public Instruction, will be the Chairman.

NIZAM'S COLLEGE

The Hyderabad Government have decided to disaffiliate the Nizam's College, Hyderabad, from the Madras University and affiliate it to the Osmania University.

"In accordance with the commands contained in the *firman-e-mubarak*, the Nizam's College will now be under the control of the Senate of the Osmania University instead of remaining under the Board of Governors and the Madras University Council. Its position will be that of an affiliated college. Since English is the medium of instruction and of examination in certain secondary schools at present and one of the conditions laid down at the time of the rendition of Secunderabad was that English would be retained as the medium of instruction in high schools in the restored area for a period of ten years from the date of rendition, the medium of instruction now in force in the Nizam's College, namely English, will be retained for the time being. Apart from this in view of the growing educational needs of the country the question of establishing an Intermediate College in Secunderabad with English as the medium of instruction and parallel classes in Urdu is under consideration. It is expected that this College will start functioning from the next academic year."

MYSORE

TRAINING IN COTTAGE INDUSTRIES

Training in cottage industries on the lines adopted in Switzerland is to be included in the curriculum of the proposed Occupational Institute to be established in Mysore.

The United Press of India understands that this recommendation has been made by the Committee, appointed by the Mysore Government for the purpose of working out the preliminaries connected with the Institute, presided over by Sir J. C. Ghosh, Director of the Indian Science Institute.

The Committee is also understood to have recommended to the Government to get some trained families from Switzerland to give the needed fillip to the cottage industries in the State on a wider scale.

TRAVANCORE

STUDY OF CHEMICAL ENGINEERING

TRAVANCORE UNIVERSITY'S SCHEME

The University of Travancore is going ahead with plans for affording special facilities for young graduates to get training in chemical engineering and other branches of technological studies. They propose to start a new course for training chemists in chemical industries in the State. The course will last one year and 20 students, of whom two-thirds will be Travancoreans, will be admitted to it and stipends not exceeding Rs. 75 per month will be given to deserving students.

The University is also giving ten scholarships of the value of Rs. 125 per month to be awarded for advanced study in research and six refresher courses tenable in Indian Universities and All-India institutes of professional studies. The branches of studies suggested are agricultural science, industrial technology, textile manufacture, dyeing and finishing, forest engineering,

irrigation of canals and tanks, geology, mining, etc.

COCHIN

PREPARATION OF TEXT-BOOKS

COCHIN GOVERNMENT SET UP A COMMITTEE

The Government have set up a committee of well-known writers in Malayalam and English to prepare and plan all books upto the School Final Standard, including copy-books *excepting English readers and English and Malayalam non-detailed texts*. The President of the committee will be Kavithilakan P. Sankaran Nambiar, Principal, Maharaja's College, Ernakulam. The committee has been directed to finish its work in time to enable the Government to get the books printed by June 1947.

TECHNOLOGY COURSE FOR ERNAKULAM COLLEGE

A scheme for starting various courses of technological studies in the Maharaja's College submitted by Dr. K. N. Menon, Professor, Maharaja's College, has been approved by the Government of Cochin.

It contemplates combining the courses in technology with those already started in the College, utilising the donation of Sir Alagappa Chettiar, and those yet to be started in accordance with the announcement by the late Maharaja. A Board of studies to draft the syllabus, to recommend names for the Board of Examiners and to formulate a scheme for Ayurvedic research with Dr. Menon as Secretary has been constituted. The term of the office of the Board will be three years and it will elect its own President.

DEARNESS ALLOWANCE FOR TEACHERS

A sum of Rs. 3.5 lakhs was granted as an additional allotment to pay full dearness allowance to teachers of aided primary schools by the Cochin Legislative Council.

PUBLIC OPINION

MR. GIBBON'S ADVICE TO ANGLO-INDIANS

Mr. C. E. Gibbon, Punjab Anglo-Indian leader, addressing a meeting of the Simla branch of the Punjab Anglo-Indian Association said that the education of Anglo-Indian youths should be on purely nationalistic lines. He asked the Anglo-Indian teachers present there to bring about this re-orientation without the least possible delay.

Mr. Gibbon exhorted them to associate themselves more closely with the national aspirations of India and consider themselves as "Indians first and Anglo-Indians afterwards." The community owed a debt of gratitude to the Indian National Congress for having considered their claim for representation in the Constituent Assembly, he added.

Referring to the political situation in the Punjab *vis-a-vis* Bengal and Bihar, Mr. Gibbon said: "I take a personal pride of the Punjab Coalition Government which has so far succeeded in maintaining peace and concord in a Province known as the 'sword arm' of India.

MR. C. R. ON INDUSTRIAL RESEARCH AND LABORATORIES

Mr. C. Rajagopalachari, laying the foundation-stone of the National Metallurgical Laboratory of India at Jemshedpur on 21 st Nov. said that if India "is to embark on any kind of industrialisation and achieve success in a reasonable measure, high priority must be given to the proper establishment of metallurgical industries on an adequate scale."

"For the organisation and progress of industries, scientific research of a high order is an essential prerequisite. All experience in recent times has demonstrated that research, pure as well as applied, helps industries to earn very handsome dividends. It is no good leaving these things entirely to Government or to any one else. Excepting in a few isolated cases like the Tata organisation and perhaps the tea and jute interests of the country, industries in India big and small, are not yet alive in adequate measure to the advantages of scientific research. Among the many factors that have been responsible for this state of affairs here is the vicious circle that we have to face in all progressive endeavour. Without prosperity industry cannot afford research, and without research industry cannot prosper. This circle must be broken somehow or other and soon. The responsibility, therefore, falls on the Government to help scientific research in the cause of national progress. The Council of Scientific and Industrial Research has therefore, founded a few central national laboratories.

"It is not intended that these national laboratories should take upon themselves the functions properly belonging to individual or collective industrial concerns in respect of research. The nature of research work intended to be carried on in the national laboratories is of the kind that is not ordinarily covered by the work of research that can be conducted by the industries themselves, by individual concerns or on a co-operative basis. The Government has to

be on the watch for new developments in scientific knowledge which may be of economic or social value to the nation. When such developments offer sufficiently attractive openings, the industries will, in most instances probably be ready to take them up and develop them. But the Government has to take the initiative, whenever possible, in collaboration with a particular industry, in exploring new ideas on an adequate scale and, the event of successful development taking appropriate step to secure the widest possible application of the results.

"We are on the threshold of a future of trials, heavy duties and great rewards. In the trials and in the duties that await us, scientists and engineers of the country have to take a very large part."

Prof. K. G. SAIYIDAIN'S APPEAL AT UNESCO CONFERENCE

Prof. K. G. Saiyidain, Indian delegate, stressed at the United Nations Educational, Scientific and Cultural Organisation Conference on the 27th Nov. the need for revision of school text-books and instanced as an example of too much distortion the fact that in India many history books ended by speaking of the "blessings of English rule."

The professor added: "We must speak the truth in our text books. If we have any skeletons in our cupboards, we should bring them out and not be afraid to face them."

The UNESCO, he suggested, should approach various Governments and national bodies for co-operation in this important matter.

SARDAR PATEL ON TECHNICAL TRAINING

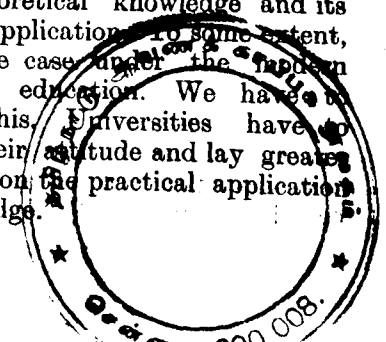
In the course of his convocation Address at the Nagpur University,

Sardar Patel stressed the need for imparting technical and theoretical knowledge in subjects which could be useful in workshops and factories directly after the students left college and said: "Everybody knows that the B. Sc.'s and M.Sc.'s of our universities, despite proficiency in their particular branch of study do not know much about its practical application. If an M.Sc., in Physics is asked to describe the working of a telephone, he will explain in detail the principles on which it works. But if there is a slight defect in that telephone, he will not be able to repair it. On the other hand, even an inferior employee of the Telephone Department will be able to set it right, though he may not be able to tell you anything about the principles on which it works. There is a world of difference between them, but in a way both of them have identical defects. One does not know how to do things, though he knows how they should be done. I do not know who should be considered worse. To my mind the defects of the student are more serious, and I want that along with theoretical knowledge he must also possess the ability to put his knowledge to practical use.

THE UNIVERSITY AND THE WORKSHOP

"We should realise that the aims and methods of work of a university and a workshop differ. The difference is necessary, for we cannot turn a university into a workshop. But we cannot and should not allow this difference to grow to such an extent that there is a complete divorce between theoretical knowledge and its practical application. To some extent, such is the case under the Indian system of education. We have to remedy this. Universities have to change their attitude and lay greater emphasis on the practical application of knowledge.

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Foreign Currents

British Students to India

Dr. C. E. Raven, Master of Christ's Church College, Cambridge, speaking at the annual meeting of the University Tagore Institute, referred to the lack of British students in Indian universities and said: "It is time this one-way academic traffic stopped." "Indian students have always come to England," Dr. Raven added, "and I want the Tagore Institute to encourage British students to study in Indian universities."

Dr. Raven said that now that the British Government was going to leave India, it would be possible to build closer ties on a cultural platform. "Cultural understanding is impossible in the face of political slavery and economic exploitation," he added.

Dr. Raven was re-elected President of the Institute, and Mr. S. R. Chowdhury, General Secretary. Mr. N. T. D. Kanakaratne has been elected Joint Secretary in place of Mrs. Mrinalni Sarabhi who has left for India.

Examinations in England

The statement on examinations in secondary schools, issued by the executive of the N.U.T., shows clearly the division of opinion which was revealed in the debate which preceded its adoption, writes the T. E. S. That this should have been so is, perhaps, inevitable. While the N. U. T. is opposed to external examinations, it upholds no less strongly the principle of parity between all types of secondary schools. It is not surprising, therefore, that the statement opposes the continuance of the present school certificate examination in secondary

grammar schools and its introduction into secondary modern schools, urges that it should become an internal school examination which may, or may not, be taken in all State-aided secondary schools, and demands the discontinuance of an external school certificate examination for independent schools. What is, perhaps, worthy of note is that the N. U. T. has, in reaching these decisions, decided against the policy of the Four Secondary Associations. The terms of the statement must inevitably underline the division between the N.U.T. and the Joint Four.

Soviet Schools and Parents

Soviet Schools make every effort to maintain close contact with a child's parents. All schools have a "parent's committee," which is elected at a meeting of the parents of all the pupils. This committee helps in the general direction of the school, advising the staff on the home life and practical needs of the children. They open clubs, halls and rest centres in the permanent buildings of the school where children can spend their leisure. They also assist in opening sports, music and choral centres, workshops, studios etc. They help children's clubs to start libraries, and to have playgrounds; they organise exhibitions of children's work...Several parents universities have recently been opened at Moscow where the parents can follow regular courses in a specific subject and reap the advantage of discussions organised by experienced teachers and doctors.

Training in Factory Work

RUSSIAN YOUTH CALLED UP

In order to create labour reserves for fulfilling the new Russian Five-Year Plan, the Soviet Government

has ordered a nationwide call-up of youths and girls for training in factory work and on the railways.

During the next month, 425,000 boys will be selected for a two-year course in industrial and transport centres. Expenses during training are borne by the State and food and special clothing for wear during work are provided.

Belgian Universities

Statistics showing the number of students attending university courses in Belgium indicate that the problem of satisfying demands for higher education is as acute in Belgium as elsewhere. At the end of last year, 16,773 students were divided among the universities of Ghent, Liege, Brussels, and Louvain, compared with 12,260 before the war, and numbers are steadily increasing.

It is interesting to observe that, whereas the increase in the country's population as a whole during that period was less than 5 per cent. that of the universities was in the region of 25 per cent., and that while engineers and members of the medical and dental professions are now in great demand, an apparent predilection among students for the faculties of law and letters has led to considerable excess of supply over demand in the teaching and legal professions.

The Ministry of Education is accordingly faced with the necessity for devising means of influencing children in their choice of career before proceeding to a university. The minute investigations carried out by the Foundation Universitaire and the Institute Sowiay appear to be at least a partial solution to the problem, but the final remedy must inevitably

remain with parents and with the students themselves.

Chinese Scholarships

The Chinese Government has announced its intention to award 25 scholarships to war veterans from the United States who have served in the Chinese theatre of war, to enable them to study Chinese culture for a period of three years. Recipients will spend one year in American universities before proceeding to China for the remaining two years. It is understood that this scheme will operate under the Fulbright Bill recently approved by President Truman, according to which the proceeds from local sales of surplus equipment belonging to the U. S. forces may be utilized for educational purposes in the countries in which the sales take place.

Study of Nationalism

Speaking on a resolution for undertaking a study of nationalism passed by the subcommission on social sciences at the United Nations Educational, Scientific and Cultural Organisation Conference the Indian Delegate, Prof. K. G. Saiyidain, said that the subject was too important to be left to politicians.

The first step he said should be investigation of the question through national commissions and by an international commission as well.

The resolution called for "a constructive analysis of the institutions and methods required if the values of nationalism are to be safeguarded by effective internationalism".

Book-Reviews

UNIVERSITY EDUCATION IN INDIA:—Past and Present by Anantha Nath Basu, Published by the Book Emporium, Calcutta, 1944 Pp. 166, Price Rs. 4/-

In this book the author has made a survey of the development of Universities and University Education in India during the period of British rule. In order to provide the background needed to obtain an understanding of this development he has written a chapter on Ancient and Medieval Universities in the country and showed how widespread they were, how they were all residential in character and how all higher education in those days was free. His account of the beginnings of modern education is fairly detailed. He has analysed the principles contained in the famous despatch of 1854 and how the committee appointed to work out the details of the scheme placed among other things much emphasis on the mother tongue. Unfortunately there was a departure from this in subsequent lines. He has given a clear account of the development from 1857 to the end of the century and pointed out the distinguishing features of some of the Universities started. Then came the era of university reform as understood by Curzan. But his policy was opposed to the general trend of public opinion, and the growth of political consciousness and regional patriotism necessitated the starting of new universities. The report of the Sadler Commission marked an important stage in this development. The new Universities were several of them residential and unitary in character and they paid much attention to teaching and re-

search. There is an exhaustive examination of the major problems of university education to-day which is suggestive. The value of the book is considerably enhanced by the inclusion of several appendices containing extracts from official documents which are not easily accessible. The book is worth careful study by all interested in obtaining a clear grasp of the problems of university education. — M. V.

PRIMARY EDUCATION IN INDIA: ITS FUTURE—by Ananth Nath Basu, Published by Indian Associated Publishing Co., 8—C, Ramnath Mazundar Street, Calcutta; 1946. Pp 64. Price Rs 1-8-0

This is a book in which the author critically examines the present position of primary education in India and lays down the broad lines on which it should be reorganised in future. He begins with a study of the characteristics of children and the nature of their physical, intellectual, emotional and social growth and relates these to the kind of education that they should receive. When examined on the basis of these criteria he finds that the present system is unsatisfactory. There are also other defects especially in regard to administration and finance. There is also much of waste and stagnation. The curriculum is defective. Education requires reorganisation and in this process these defects have to be removed. On the whole he accepts the Basic scheme of education as laid down by Mahatma Gandhi with modifications here and there. He recommends free and compulsory education but puts forward what is really a novel idea that compulsion should begin at 8 if on economic grounds it is not found possible to have an eight-year compulsory course

and that it should end at 13. This is a controversial point and requires to be gone into in greater detail. He advocates the view that the central government should take the responsibility for elementary education as it has more resources at its disposal. The book is comprehensive in its scope and the treatment of the subject is scientific and highly practical. — M. V.

STUDIES IN THE TEACHING OF ENGLISH IN INDIAN SCHOOLS:—by Vishwanath Sahai Mathur, Published by Doaba House, Lahore. Pp. 98, Price Rs. 2-8-0.

The future of English in India is shrouded in thick darkness. For nearly a century and a half it has occupied a position of preeminence as the court language and as the medium of instruction. Now it looks as if it is going to be dislodged from that lofty pedestal and relegated to a position of comparative obscurity.

In addition to the regional language or the language of the province and the national language or the language of the country we have to learn an international language of the world if we are not to follow an isolationist policy to our great detriment. So a book like the present one on the Teaching of English in Indian schools can never lose its value. It is based on the accumulated experience of teaching the subject in Training Colleges and deals with the subject under various aspects. The reading of grammar, the place of dictation, exercises in linguistic instruction, the efficacy of tests and training in literary appreciation are all dealt with by one who writes "like one having authority" and not as the "Scribes". This book will be found to be an invaluable hand-book by students of Training Colleges.— V. M.

MACMILLAN'S CALENDAR READERS—BOOK 8—AUGUST:—Published by Messrs. Macmillan & Co., Ltd. Pp. 128. Rs. 1—6—0.

The Calendar Readers are an interesting collection of readable and informative articles on notable people, remarkable events, interesting nature notes etc. Corresponding to each day of the calendar there is an interesting sketch of something really noteworthy. These are sketches which will please every taste and fit every mood. They are all written in easy readable English and the young student, besides adding considerably to his stock of knowledge will also be enabled to acquire a firmer grip over the instrument of expression. Each lesson is accompanied by an illustration which indelibly impresses what is read on the mind of the student. There are also exercises and questions at the end of the book to help in the recapitulation of the subject matter of the lessons. The attractive get-up of the book is in keeping with the high traditions of the Publishers. — V. M.

LIVELY DRAWING WITH PENCIL AND BRUSH—BOOKS I AND II:—by Winifred Marks. Published by Messrs. Macmillan & Co., Ltd., London; 24 Pages each.

Drawing is not a subject that receives from the student the amount of attention it deserves. A tolerable measure of skill in drawing is one of the essential acquisitions of every person. Very often we feel the need to illustrate what we have to say with the help of a diagram or a picture. Skill in drawing such diagrams and painting such pictures is certainly of great advantage. Without realising the importance of drawing we neglect it very badly and the drawing

master is generally the least esteemed of the members of the staff. Drawing helps to develop originality in the pupil if he is not content to be merely imitative and if he tries to embody in pencil and colour the teeming fancies of his mind. If the pursuit of this particular school activity is to be made interesting and fruitful much depends on the personality of the teacher and the skill with which he can make his subject fascinating and at the same time easy.

The two introductory books before us clearly show how we can easily learn to draw with a pencil and to paint with a brush. The second book also shows how pictures can be made of pieces of coloured paper and of prints of potato cuts. The two books make it possible for the young pupil to learn "drawing without tears". They should prove to be very popular with the young pupils for whom they are intended.

ELEMENTARY CARPENTRY AND JOINERY :— by Arthur S. Emery : Published by Messrs Macmillan & Co., Ltd., London — Pp. 199— Price 4—0—0.

This book has been designed to provide a series of exercises and articles which can be made by students attending Carpentry and Joinery classes in Technical Schools. It contains enough exercises for a three years' course, though at the same time, much will depend on the time allotted to the subject and the speed with which the students are able to work. The directions are clear and detailed and the exercises can be done even without the help of the teacher. This is particularly advantageous in the case of large classes where the brighter student can steadily go a head without waiting for the duller

ones to catch up with him. The book is excellently got up and should prove eminently useful for the purpose for which it is intended. — V. M.

MIDDLE SCHOOL ALGEBRA :—

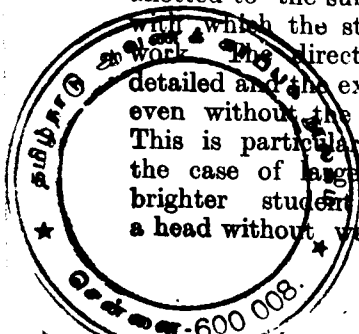
by G. W. WALTERS, Introductor Books 1 & 2. Sh. 3 each. Published by Messrs Macmillan & Co., St. Martin St., London.

The title of the book conveys that the author had kept in his view the course covered by the syllabus of Algebra for the middle school in England. The subject matter, therefore, would be in conformity with that syllabus as mentioned in the preface.

The manner of presentation of the subject is commendable. Much of the matter dealt with in the book is beyond the scope of the middle school syllabus in India. It might be recommended as a good book on Algebra for the Indian students of the high school classes. — K. M.

THE ROAD TO READING SECOND GRADE — by Herbert McKay.— Published by the Oxford University Press—Pp. 96 as. 12.

This is an ideal text book to be placed in the hands of the young learner of English seeking to enlarge his vocabulary. The more difficult words with which word practice may be attempted and the expressions which have to be drilled have been featured in the first twenty pages of the book. With a knowledge of these words and expressions the young pupil can easily negotiate the lessons which follow. The attractive illustrations, the bold typography and the neat get up will surely make the book a great favourite with young boys.





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