

The
Educational Review

January: 1949
Vol: LV: No: 1



JL
M2, N4SE.
N49.45

128914

8

378
REGD. NO. M272

JANUARY || 1949

VOL. LV NO. 1



THE EDUCATIONAL REVIEW

CONTENTS

PAGE

The United Nations. By Sri Vaman H. Pandit, B.A., B.T., Indore City	...	...	1
Health Education. By Sri V. S. Mathur, Central Institute of Education, Delhi	...	...	5
The Area Schools of Rural Tasmania. By A. Ingle Hall	...	...	9
Cinema Enriches British School Curriculum. By Joan Littlefield	...	...	10
The XXIV All India Educational Conference, Mysore. By Sri M. C. Krishnan	...	...	12
Editorial	...	...	18

Annual Subscription, inclusive
of Postage, Rs. 5.
Half-yearly Subscription, Rs. 3

14/A, SUNKUWAR ST.,
TRIPPLICANE, MADRAS
[All Rights Reserved]

{ Foreign Subscription, inclusive
of Postage, Rs. 6-8-0. }

Hon. Editor : Dewan Bahadur Sri C. S. SRINIVASACHARI, M.A.
Principal, R. D. M. College, Sivaganga

Asst. Editor : Sri M. C. KRISHNAN.

FOR SALE

One sound second hand
Remington Rand Portable Typewriter
Price Rs. 350/-

Apply to:—

P. N. GHOSE.

Typewriter Dealer & Repairer
132, M. S. Paul Chowdhury Lane,

North-Bantra, HOWRAH.
Dist :—HOWRAH, INDIA

CYCLES

On easy instalments of Rs 5. per month will be delivered at your nearest station.

Send Rs 5. by Money Order or Indian Postal Order and get your name enlisted.

Hurry up to avoid disappointment.

Manager:

USHA TRADING CO.,

74, G. B. ROAD, (M.E/R) DELHI.

N.B.—Correspond in English please.

Kesari's THREE GEMS

★ LODHRA Uterine Tonic

CURES: Painful, irregular, excessive and scanty menstruation; Whites, Sterility, Hysteria, Rheumatism, Sleeplessness, Indigestion, Constipation, Cough, Asthma, Headache, Back-ache, etc.

AMRITA Blood purifier & Tonic

CURES: Anæmia, Indigestion, Constipation, Brain tag, Debility, Palpitation, Spermatorrhoea, Loss of memory, Sexual Debility, Dimness of vision, Dizzy head, Venereal and skin diseases, etc

ARKA Ideal fever cure

CURES: All kinds of Fevers including Influenza, Typhoid, Malaria, etc. Also cures enlargement of Spleen and Liver.

Ask for literature

KESARI KUTEERAM LTD
ROYAPETTAH, MADRAS-14.

The Educational Review

A MONTHLY RECORD FOR INDIA

VOL. LV.

JANUARY 1942

No. 1

THE UNITED NATIONS

By SRI VAMAN H. PANDIT, B.A., B.T., Indore City.

WILL there be a World War III? This is the most outstanding question on the lips of everybody. What is United Nations doing in order to prevent it? What kind of international body is it? What are its functions? How does it differ from the old League of Nations? Why did the League fail? Will the United Nations fail? These are some of the questions which come before us when at present the war clouds are gathering thick and fast with enough of the thunder and lightning of threats and counter-threats. An attempt is made here to answer these questions vividly in the light of the past and present trend of events in the world. It is public opinion which this international body cannot help appreciating. For it derives its power from that.

In retrospect, the end of the First World War gave birth to the League of Nations. The end of the Second World War gave birth to the United Nations, a body similar in many respects to the League of Nations. The League failed for want of co-operation amongst the associated nations. To them any genuine attempt to apply its sanctions against the threat of war was midsummer madness.

Japan was the first nation to realise that there was no harmony of purpose amongst the member nations and that there was no effective mechanism to prevent war. Consequently, Japan invaded Manchuria in 1931. She then violated the Covenant of the

League, the Kellogg Pact and the 1922 Nine Power Treaty. No move was made by the League of Nations to apply economic or military sanctions. The League only made a verbal protest and condemned Japan's aggression. Thereupon the Japanese withdrew from the League.

This was the best tip which the Dictators of Italy and Germany could get. Subsequently, they used it to their advantage. Mussolini snatched up in 1941 a "frontier incident" inside the Abyssinian border at Walwal, and in 1936 he announced the annexation of Abyssinia. The League tried to apply economic sanctions ineffectively, and finally it approved the withdrawal of all sanctions against Italy after the tragic annexation. The Fascist regime justified the rape of Abyssinia claiming "a little place in the sun" for its excess population.

Hitler, the Dictator of Germany, succeeded in his plans simply by blusters and bluffs. He was all the while fathoming the depths of the League of Nations. The big powers then realised that the League was a formidable potential menace to their aggressive plans. So in 1936 the Germans, hesitatingly marched into the Rhineland violating both the Versailles Treaty and Locarno Pact. Nothing was done by the League.

In Spain, Hitler tested his new weapons. Spain appealed to the League in vain. The associated member nations of the League dissociated themselves from having any-

thing to do with it. Hitler at once took this opportunity. He knew that nothing could stop him. He was pretty assured. In 1936, the Berlin-Rome Axis was proclaimed. Next an Anti-Comintern Pact was concluded between Japan and Germany. In 1938, Hitler fell upon Austria. He then turned his attention to Czechoslovakia and further brought off the Munich agreement in September 1938. In 1939, the last die was cast by annexing Bohemia and denouncing a ten year pact of 1934 with Poland. So, in short, these were the preludes to the World War II, and the League of Nations was powerless enough not to lift a finger or open an angry eye by way of action.

So rapid a survey of the activities of the old League of Nations is purposely narrated here in order to exhibit to the readers that the international mechanism which was designed to prevent war, by its gross neglect, provided a most congenial atmosphere for war, and it resulted in the tragedy from which the world has not recovered yet.

The United Nations Organisation, as drafted, is based on the principle of the sovereign equality of all peace-loving States. Its purpose is to maintain international peace and security, to develop friendly relations among nations, to achieve international co-operation in the solution of economic, social and other humanitarian problems and to afford a centre for harmonising the actions of nations in the achievement of these common ends.

The organs of this organisation are (1) a General Assembly, (2) a Security Council, and (3) an International Court of Justice. There is also an Economic and Social Council.

The General Assembly consists of representatives of all states. These representative members have each but one vote. Its exclusive business would be to control all matters concerning international co-operation on social questions. It co-ordinates the policy of international agencies and initiates political and economic studies, and it acts through an economic and social council of 18 elected members.

The Security Council's exclusive business is to prevent wars. It shall investigate threats to peace. It has to foster peaceful settlement, and it has to decide sanctions against aggressors. In order to achieve these objects, it has under it a Military Staff Committee, which will advise on military requirements and on the regulation of armaments and finally direct the use of war. This Council consists of five permanent members, representing the States of U.S.A., U.K., U.S.S.R., China and France known as the Big Five—plus six members elected from the representatives of the other states who are members of the Organisation. Thus the non-permanent members have a majority.

After having seen the constitution of the United Nations, we shall briefly dwell here on the points of similarities and differences and its constitutional defects. The General Assembly of the United Nations corresponds in many respects to the Assembly of the League of Nations. The constituent membership of the Security Council resembles that of the old League. The undertakings of the League were embodied in the "Covenant". The Dumbarton Oaks proposals form a treaty known as the "Charter".

But it differs from the old League in the power and resources of the Security Council. Unlike the League Council, which met only at fixed intervals, the Security Council will be in session all the time; it will not wait for an emergency to bring it together. It will not wait to have a threat to peace brought to its attention by member countries—as was the case with the old League. It will investigate disputes or incidents, which threaten peace and will act at once.

* In the event of a threat to peace or an act of aggression, all members have to apply economic sanctions, if the Council so decrees. If the aggression requires armed forces, it has the power to call on national contingents (or the International Police Force as it is called) which are placed at its immediate disposal by the State members of this Organisation. With the assistance of the

Military Staff Committee, a plan for combined action will be laid down by the Security Council irrespective of the States to which the contingents belong. Unlike the League, the Security Council would not wait until the aggressor resorts to war and breaks the "Charter". It would decree action before the aggressor nation moves.

There is the Secretariat of the United Nations in order to carry on this tremendous work assisted by the Steering Committee. This body has the duty of arranging the agenda, the programme of business, what subjects shall be discussed and in what order, and is altogether a powerful body. It consists of 12 members of whom two are Russians including one seat for Poland.

These are some of the differences between the machinery of Geneva and the blueprint of Dumbarton Oaks. The machinery is certainly an improvement over the old. But will it prevent war? It all depends on the machinery; if it is used vigorously and appropriately, it can prove effective at least to a certain degree. But the problem is, who is going to use it effectively?

Consequently, the main responsibility for preventing aggression rests on the Big Five—permanent members of the Security Council—who possess the magic power to prevent war. They have accepted this responsibility.

The defects of this new organisation, as evolved at San Francisco, envisage an economic and imperial domination of the Big Three who were the real creators at the Dumbarton Oaks Conference in 1944. The United Nations institution lacks in democratic conception, frame and spirit. In the Assembly, every member State has a vote, but it is not a sovereign body. Although the non-permanent members have a majority in the Security Council, the power of veto rests with the Big Five. It is their monopoly and without their unanimity, no enforcement of action is possible, though it may be passed by the majority. Besides, there can be no amendment of the constitution without the unanimous support of the

Security Council—which is a supreme omnipotent body. It has been criticised as being only a big *tamasha*, in fact, of the Big Five of whom only the Big Three count actually. On the whole, it seems to be a League of the Big Few. Three years have passed away, since the establishment of the United Nations, and one can safely determine what it is and what it can do in the light of the past three years. At present, it is meeting for the sixth time in Paris, leaving behind it the special and two regular sessions. The present session is a lengthy one.

The past history of the Big Five is not so encouraging as to assure the world of their noble intentions and sublime ideals of peace and world security. They are noted for their imperialism and economic exploitation. What hope is there for smaller nations that their problems will be solved to their entire satisfaction? Anyway, the Big Five can compose the differences of the smaller nations in their own interest or of the individual nations, as was the case with the old League of Nations. The smaller nations can expect a monkey type of justice and nothing else.

But the most outstanding question is, who is going to effect an agreement when the Big Five dispute amongst themselves, as is the case at present over the Berlin Blockade? The old League of Nations collapsed on this vital point alone. It would be little wonder if the United Nations breaks down like a house of playing cards. It is the rivalry of the Big Five that will again endanger the peace of the world and will lead to World War III; if not over the Berlin issue, at least later over some other issue.

The real test of the United Nations Organisation will be to compose the differences among the Big Five, and this will decide whether it is going to be a successful affair or not. The major point is, who is to bell the Big Cat?

Never was a more serious error committed in international politics than the splitting of Germany into two parts. This was an

act which few regarded at that time as likely to lead to war. The Potsdam declaration aimed at dismembering Germany by imposing on it a Four Power Control for the elimination of Nazism and the destruction of the German war potential. To-day these powers are differing in political, economic and social ideologies. In order to prevent the Berlin conflict developing into a world conflagration, a joint withdrawal of occupation powers from Germany is essential or Russia may be allowed her own way. But this seems rather impossible.

Russia has constantly displayed a negative attitude, at least by using her veto 27 times on various issues put up by the Western Block. Consequently, the unanimity of the Big Five has been destroyed, and now one has to think about the dire consequences to follow. The Western Block tried its level best to straighten the tail of the Russian bear, but they have failed in their efforts. The Russian refusal to lift the blockade of Berlin seems to be a clear violation of the "Charter." The balance of power has been rudely shaken by curbing Japan and Germany, for these two nations were very powerful checks on Russian designs.

Very recently, Sardar Patel, the Deputy Prime Minister of India, sounded a serious warning to this sovereign international body. Addressing the men of the Royal Indian Force on the Gandhi Jayanti Day, he referred to the issues of Kashmir and Hyderabad in the United Nations and remarked prophetically that it had failed miserably to solve these problems. "In fact, if the Security Council cannot solve these issues, it might be more properly and fittingly called an Insecurity Council. How far would we be advised to be a member of the august organisation?" Our Deputy Prime Minister has voiced the feelings and sentiments of what we feel about the work of the United Nations.

Besides, the problems of Palestine, Balkans, Disarmament and of Indians in South Africa are such that disagreement is prevailing among the members of Assembly.

The Big Powers have agreed to disagree. The diplomats who have gathered in Paris by their argumentative tactics, are tantalizing the whole world.

Similarly the Atomic Energy Commission has suspended its activities after having laid down two plans for international control and have placed a sorry tale before the Assembly, as the members could not evolve out a control policy.

The success of the United Nations will depend upon one fact, and that is, can it compel the Big Nations to give up their designs against one another? The Disarmament proposals which are being discussed today at Paris are indicative of the failures of the Disarmament Conference of 1932-33 and the Naval Treaty of 1936. While talking of Disarmament, they go on arming at break-neck speed. Suppose it is agreed that armaments should be reduced by one third, proportionately by all. But who will see to it that the powers participating in the agreements have fulfilled their commitments? Effective supervision and periodical inspection of armaments by the United Nations is an essential thing, without which all hopes are bound to be dashed to pieces. This is a grave question, whether the commitments settled upon would be respected by militaristic powers who have tasted the charm of uncontrolled arming. Peace is with the diplomats who gather at Paris or Lake Success, but like a lost thing they are searching for it elsewhere. They do not seem to mean serious business. Is Peace a rare thing? In fact, it is so rare that it may be said not to exist—except in the Heavens.

Another point worth noticing is that the United Nations is an organisation of the victors in the last war. It is not a fully representative body of all the nations of the world. There are 53 nations represented, except Germany. Others, perhaps more than 12, are asking for memberships. Peace cannot come on the hard wings of self-aggrandisement. Pandit Jawaharlal Nehru, the Prime Minister of India, while broadcasting to the nation on Mahatma Gandhi's

Birthday remarked about the United Nations "His own feeling was that another great war would not come for some time. The United Nations was there, and even if its conduct justified doubts about its ability to maintain peace, its ideals and the fundamental principles on which it was based should give hope to every one". Our Prime Minister has asserted his full faith in the United Nations, and along with it goes the public expression. Our respect for the United Nations has not diminished. It is the only hope of peace and security to the war-weary world.

Our Foreign Policy is non-aggressive. We want peace and security to be established in the world. We should not relax our vigilance on the rolling waves of international

rivalry. We are going to play a noble role by refusing alignment with either of the world blocks and presumably by our policy of constructive neutrality to bridge the differences between the East and the West. Pandit Nehru and Sardar Patel, the Prime Minister and the Deputy Prime Minister of India, are the two statesmen foremost in the world as the guardian angels of Peace. We are confident that once again the gospel of Peace and love will be given by India to the distracted world.

The ensuing weeks and months may prove to mankind beyond doubt that modern warfare is too terrible to contemplate with its atomic bombs. It may mean wiping away of the human race. If mankind is destroyed will the Big Five survive?

HEALTH EDUCATION

By SRI V. S. MATHUR, Central Institute of Education, Delhi.

ALTHOUGH in India there is indication of a growing appreciation of the importance of games and physical education for our children, its full significance is as yet little understood. The psychological correlation between games and study which is so essential for the simultaneous growth of body and mind, and along with it the building of character, is sadly missing in most of our schools to-day. In the majority of cases we still find that those who are promising in their studies and are eager to excel in the classroom, are indifferent towards games and attend the play-ground most hesitatingly and often only under compulsion. The parents' approach to educational problems is not calculated to help matters. We, as teachers, are satisfied usually with the division of our pupils into water-tight compartments—body mind and spirit. It is the main business of the teacher, we argue, to develop only the mind part, ignoring the important truth that real education necessarily ensures a harmonious development of all the three of these co-

herent parts of one's make-up. Why do teachers in India for the most part take so little interest in the Health Education of our children? I think that this indifference arises from the basic fact that most of them, especially of the older generation, cared little for games in their own school days, and accept without question the old fashioned belief that time spent in the playground is so much time lost for study.

This state of affairs may well seem strange to teachers and educational experts in the West, for there a tradition of sportsmanship has been firmly built up. Games, it is true, still form a 'compulsory' item in the school curriculum there, but the time is long past when any compulsion was needed to persuade scholars to forsake the classroom for the playing field. In fact, it is sometimes alleged by continental educationalists that too much time is devoted to sports and gymnastics in England and America to the detriment of scholastic achievement. My acquaintance with school life in England, though rather short, was,

I believe, therefore, that it will not be difficult for us to recapture the spirit of this excellent old tradition. And when, and only when we have succeeded in this, when our education has become the balanced and co-ordinated development of body and mind, we can take with pride our deserved

THE EDUCATIONAL REVIEW

place in the front ranks of the progressive nations of to-day.

A happy example of training the 'complete man' exists to-day in the Engineering College, Roorkee. Their aim is to produce not only an efficient engineer, but also a well disciplined, healthy 'man' with refined habits and charming personality, and I must confess that they have succeeded in their efforts to a considerable extent. To get this training, however, one need not necessarily spend about Rs. 200 p.m. as it is done in Roorkee, because education should be so planned that it may fall within the reach of all. It will be a sad day for a nation when even one of its citizens is deprived of a certain training on financial reasons.

Individual schools and individual teachers should formulate their own schemes according to the local conditions and requirements. I would, however, like to give a few brief points that may be considered when preparing such plans.

(1) Early morning jerks are an important item specially in boarding houses and residential schools. Half an hour is quite sufficient for this work.

(2) The practice of having P.T. during school hours is, I feel, more injurious than beneficial. Those students who cannot participate in the morning P.T. may assemble in the evening for this purpose. This is in addition to games.

(3) Every institution should have a number of clubs e.g., Hockey Club, Volley Ball Club etc., each in complete charge of a member of the staff. A nominated Captain (the best player may usually be selected for this) and an elected Secretary may, however, be responsible for the day-to-day working of the respective clubs. The membership of the clubs should be open to each and every member of the institution. For the good of the clubs it is useful to have as their presidents only such teachers as may be interested in that particular game. The Presidents in-charge should make it a point to play themselves as often as possible. To control the affairs of the school sports as a whole, there may exist an

'Upper House' consisting of the presidents of the various Clubs, and a 'Lower House' consisting of the Captains and the Secretaries of the Clubs. The Head of the institution should act only as a 'Court of Appeal' and as the certifying (or vetoing) authority.

I earnestly plead for the institution of Yogic Asanas Clubs and Army Training Clubs in every school and college of India.

The value of the wonderful Yogic exercises is too well-known to demand repetition here. U.O.T.C. exists in most of the Colleges and Universities in the country. But what about our schools? The National Cadet Corps Scheme recently introduced in schools and colleges is surely a step in the right direction.

Some of the healthier indoor games like table tennis, badminton and squash may also be included in the list of 'Health Activities.'

(4) Provision of cheap but good nourishment to children should also form an important part of any scheme of physical education and games. The U. P. Government some time ago started the 'sprouting gram' scheme, and I am told by my father who followed this scheme as a Headmaster in his school, that for some time the scheme worked quite well. I do not know what eventually happened to the scheme, but there is no doubt that the principle is laudable and should be followed universally. All 'Khonche' and 'Chatwalas' should be banned in schools and colleges and in their place milk bars be opened. The rates and menus of these 'bars' should be controlled by a committee consisting of the staff and student representatives.

(5) Steps may be devised to take into account the regularity and efficiency of students in games etc., towards their annual promotion. Attendance in P.T. should be made a condition for admission to the Intermediate Examination.

(6) Illustrated lectures and film shows relevant to the subject of 'Health Education' may be regularly arranged in schools and

colleges and attendance at such occasions made compulsory.

(7) Sex education should also be paid attention to. It is strange that this subject is taboo in our country. I would invite

popular attention to 'Sex Education', a small publication containing lectures on the subject and published by Messrs. Vora and Company, Bombay, on behalf of Bristol Education Committee.

THE AREA SCHOOLS OF RURAL TASMANIA

BY A. INGLE HALL

OVERSEAS students coming to Australian schools and universities will find among Australian educationists an increasing desire to identify these centres of learning with the daily life of the community. The old conception of a school or university as a sanctuary for the academic recluse, something, perhaps above, but apart from the practical world of everyday affairs, has gone. The current trend of education is to help the individual to equip himself for citizenship and for the life he is to lead as a member of the community.

This progressive outlook is bringing changes and development to all phases of Australian education, but nowhere has it been more successfully applied than in the Area Schools in the Island State of Tasmania.

Much of Tasmania, beyond the concentrated city and industrial centres, consists of small rural towns and settlements, some of them quite small and comparatively isolated. In accordance with the policy of providing free and compulsory schooling for all young Australians, the Tasmanian Government maintain schools in these isolated rural settlements. In some cases there would be only one teacher and a handful of pupils. Such schools could provide only limited educational facilities, and little scope for education in its broader aspects.

DRAFT TO CITY SCHOOLS

This encouraged many parents to send their children away to boarding schools in the cities, where they were detached from the home life of their families, and regarded

rural life as unattractive because it was strange to them. This was unfortunate, as many drifted away from the land who were best suited to rural occupations. The State Government decided that the most effective remedy lay in educational reforms, and eleven years ago began to introduce what are now known as "Area Schools."

The first of these schools were provided by moving a number of the small unit schools to a centrally situated town. The later Area Schools have been built expressly to serve their special purpose, and there are now 14 of them distributed throughout the State.

The children are brought each day to school in motor-buses from the outlying settlements, and some of them travel distances of 20 or 30 miles.

EDUCATION FOR HOME LIFE

This is well worth while, for the larger schools provide a more ample community life for the pupils, and a fuller education. In addition to the basic academic and theoretic instruction, the Area Schools teach these country boys and girls many things that are useful to them in their life at home. The boys learn carpentering, elementary plumbing, tin-smithing and black-smithing, leather-work and saddlery, and other useful crafts. The girls learn cooking, sewing, laundry-work, the use of modern household appliances and various arts and crafts.

Each of the schools is also a small farm, with stock or crops cared for by the pupils.

It is here that school and home life are drawn closest together, for the school farm specialises in the farming peculiar to the district. In a sheep district, the farm keeps flocks of sheep to teach pasture improvement. In a dairying district, the pupils learn such things as milk testing and look after the school herd of Jersey cows. In an agricultural area, the pupils cultivate the land and tend the growing crops.

Proceeds from the farms help to buy equipment for the school. Other buildings and equipment are built or made by the pupils, who learn as they work. In such activities, they are encouraged to organise their own affairs.

PARENTS' ENTHUSIASM

One of the most successful features of the Area Schools is the interest of parents in school activities. Each school has a Parents'

Advisory Council. The parents often raise money to provide libraries and equipment. Parents gave one school an elaborate radio and public address system, through which one student broadcasts the day's news, edited by the students, to all classrooms.

The wide curriculum, and the spirit of self-reliance and creative effort they encourage, have made the Area Schools more than mere places of instruction. They are communities intimately related to the wider community they serve.

Incidentally, the parents have benefited nearly as much as the students. Many a pupil of the schools becomes a teacher at home, introducing new methods in farm practice or domestic economy, and the schools bring the parents of a whole district together in collective enterprise to develop and extend the usefulness of these valuable Area Schools.

CINEMA ENRICHES BRITISH SCHOOL CURRICULUM

BY JOAN LITTLEFIELD

BRITAIN has always shown an imaginative approach to the possibilities of the motion picture as a means of instruction. Since the end of World War II, the various local education authorities, in collaboration with the Ministry of Education, the Central Office of Information and the independent documentary film makers, have made a big drive to get more projectors and shoot more pictures suitable for showing in Britain's 30,000 schools.

In November 1946, the National Committee for Visual Aids in Education was established. It is an independent body consisting of equal numbers of teachers and local education authorities, and it includes five teachers' panels whose job it is to suggest suitable subjects for films in the five age groups—from 5 years to 7 years; 7 to 11; 11 to 13; 13 to 15 and above 15.

With an initial Treasury loan of £130,000 (Rs. 17.30 lakhs) the National Committee commissioned the Films Division of the

Central Office of Information and various independent companies to make 90 sets of pictures for the different age groups. Some are silent, some sound films. Most are accompanied by wall charts, film strips and teachers' notes. They include:—

for the five to seven age group; a series in colour on animals of the farm—these are silent films, and in addition to wall charts and notes there are coloured leaflets for the children to take away;

for the seven to eleven age group; a series called "People and Jobs"—they include films on the baker, the engine driver and the air pilot;

for the 11-13 group; pictures are being made on various crafts—how to use a chisel, how to use a jack plane—and on such sporting subjects as sprinting and cricket batting strokes;

for children aged 12-15; films on farming such as "Growing Wheat in East

Anglia", on various aspects of housebuilding, and other semi-vocational subjects;

for those over 15: pictures such as the one comparing the Rhondda and Wye Valleys, in South Wales and the West of England respectively, and a series which teaches the children various house repairs.

Before production begins on any film, the director has conferences with an educational adviser, who is attached to the unit making the picture.

Eventually so many copies of each film will be required that commercial firms will be able to undertake a commission without fear of loss. The National Committee will then be free of all Government help, though it will still work in close co-operation with the Ministry of Education. Its films will go into a central library and later it is hoped each local authority will set up its own library.

EXPERIMENTAL FILMS

Meanwhile, in addition to this scheme, the Films Division of the Central Office of Information, at the request of the Ministry of Education, has produced a number of experimental educational films, of which the best known is probably "Instruments of the Orchestra", a picture which, though primarily intended for schools, has been a success with adult audiences in the United States and a number of European countries. By means of a clever set of variations on a theme of Henry Purcell, specially composed by Benjamin Britten, each orchestral instrument is introduced in turn and its part in the total ensemble is also demonstrated. Excellent recording and good photography make the whole a first class piece of work.

Two additional films have been made to complete this series. One is called "How you hear", the other "How Instruments make their different sounds".

The experimental series also includes "Houses in History", an attempt to describe architecture in England. This picture is notable for its fine photography and for the

glimpses it gives of some of England's most beautiful houses.

A picture entitled "The Beginnings of History" deals with pre-Roman Britain and covers the stone and Iron Ages, fitting from the rock-built hill forts of Cornwall to such famous Druidical landmarks as Stonehenge in Wiltshire. The film contains a certain amount of reconstruction, demonstrating the corn-drying racks of the Iron Age, for instance, or showing the technique of flint-knapping.

Other pictures include one on the history of the English wool trade, with demonstrations of spinning and weaving; another on the history of writing, which contains episodes of reconstruction—the setting up of Gutenberg's printing press, for example—and touches on Egyptian, Japanese and Chinese writing.

VISUAL UNITS

Each of these films has teachers' notes, film strips and, in some cases, models to go with it. The whole is called a visual unit. Twenty sets of each complete unit have been made. These have been sent to 20 selected areas where the effect of their use is being observed. The results of this observation will determine whether this particular series shall be extended or its scope modified.

The above-mentioned activities are but the beginnings of a scheme which will probably take 10 years to develop fully. During that period, teachers will have to be trained to be film-minded, just as the makers of documentaries will have to appreciate the needs of schools. There is already a willingness on both sides to learn, and the plan of appointing educational advisers to assist film directors on every picture is proving valuable to both sides.

The National Committee has recommended that an experimental visual unit should be provided to assist in training teachers in the use of visual aids in the classroom. This would show the range and variety of optical

aids—sound film projector, silent film projector, film strip projector, episcopes, standard lantern, epidiacope, micro-projector and so on.

It has also been suggested that classes in film appreciation should be held for older children who, in some schools, are already taken regularly to local cinemas to see—and

afterwards discuss—feature films, just as they are taken to the theatre and to concerts.

The influence of the cinema on modern life, both as educator and entertainer, is well realised in Britain to-day, and educationists are widely availing themselves of its power to enrich the school curriculum.

THE XXIV ALL INDIA EDUCATIONAL CONFERENCE, MYSORE

BY SRI M. C. KRISHNAN

THE twenty-fourth All India Educational Conference and the Sixth All India Adult Education Conference met during the last week of December at Mysore. Considering the very short notice that Mysore had about the Conference, very good arrangements had been made for the delegates. The traditional hospitality of the Mysore durbar was fully in evidence. The only complaint that can be legitimately made is that the arrangements, being too elaborate, sometimes defeated their own objectives. Men had sometimes to go from one enquiry office to another in a series, and the offices were located at different places. Authority and responsibility were not always properly fixed. At least in one instance an inferior officer disclaimed knowledge of the signature of his superior, and refused to obey directions. Such instances were however rare and perhaps could not be always avoided.

While every effort was made to provide for the recreation of the delegates, one gets the impression that the programme was too crowded both with work and play. The sessions used to begin early in the morning and continue till late in the night. Many had often to choose between work and recreation. Perhaps shorter hours of work spread over one or two days more might have been more helpful. Anyhow one often heard regrets that the delegates could not find much time to fraternise with one another and strike up new friendships.

All this does not detract from the sincerity and competence with which the reception arrangements were handled. Both the Government of Mysore and the unofficial agencies in Mysore exerted themselves without stinting to attend to the comforts of the delegates. The Conference was a great success. One hopes that it will arrange for adequate publicity about the proceedings, so that the resolutions passed may get the support of public opinion.

WELCOME ADDRESS

Sri D.H. Chandrasekharaiya, B.A., LL.B., Minister for Education in Mysore and Chairman of the Reception Committee, requested His Highness the Maharaja to inaugurate the Conference. After thanking His Highness for his kindness and courtesy in associating himself with the Conference, and thus lending dignity and importance to its proceedings he formally welcomed the delegates to Mysore.

In the course of his speech, he said:

"This All India Educational Conference is meeting for the second time in this State and is the XXIV in the series of similar Conferences that are being held under the auspices of the All-India Federation of Educational Associations. The influence and effect of the pioneering work done by these Conferences must have been felt in the several schemes of Post-war Reconstruction which the Government of India then in existence were induced to undertake. A

scheme of this kind refers to what is known as the Sargent Plan prepared by the Central Advisory Board of Education in the year 1944 and it is considered to mark an epoch in the educational history of our country. For reasons into which I need not enter, the actual implementation of the scheme did not however make any appreciable headway.

"A new stage for fresh and vigorous efforts in the field of education was set when India attained Independence. The new Government which came into existence on 15th August 1947 has been strenuously toiling to reconstruct our national life in its several aspects and bearings. As far as the educational sphere is concerned the earliest statements of policy and programme of the national Government were made at the time of the XIV meeting of the Central Advisory Board of Education held in January 1948 and at the All India Educational Conference which followed it and to which I had been invited.

"Nearly one year has now elapsed since those declarations were made. To make education truly national in every sense so as to develop the personality and culture of the people to the fullest extent, is a task of great magnitude and complexity. But there is little doubt that the Ministry of Education has magnificently risen to the occasion and has been getting plans and programmes for a new educational structure prepared at the hands of our educationists. But for the unforeseen troubles that followed Partition and Independence in India, the progress would certainly have been much more substantial.

"The problems of education and the attempts made to solve them in different parts of India are too well-known to need any elaborate remarks at my hands. Of them, the very first is the problem of wiping out illiteracy which is now widespread and gigantic in India and which should receive the earliest consideration of any Government worth the name. Leaving aside for the moment the question of educating children below the age of six years, the education of children of age groups 6 to 14

and of the adults should claim utmost priority in any educational reconstruction. As far as the Government of India is concerned, Delhi has been selected, as a centrally administered area for the introduction of the programmes of Basic Education and Social Education so as to serve as a model for the rest of the country. The ways and methods adopted there are well worth our study. It is stated that the Provincial and State Governments will be called upon to prepare plans of Social Education for attaining 50 per cent literacy within a period of three years, that the Central Government will bear 50 per cent of the expenditure involved and that those plans will be launched on January 1st, 1949. If these suggestions have taken any definite shape so far, it is really a very welcome and encouraging move on the part of the Central Government.

"In respect of providing facilities for Technical Education, we have serious difficulties to face. The Sargent scheme has put forward very valuable suggestions for us to take note of in this respect. On the recommendation of the All India Council of Technical Education, the Central Government have undertaken to establish four Higher Technical Institutions and steps are already being taken towards opening two of them. Various other measures are also being adopted to improve the scope for technical education.

"The University is the topmost structure of our educational edifice and plans for co-ordinating its development are well under way. As you all know, the University Grants Committee which has been re-constituted with enlarged membership has, within its scope, the whole field of University Education in the Indian Dominion and has to function on the same lines as its namesake in Great Britain. Another desirable step taken by the Central Government is the appointment of an University Commission to investigate into the working and organisation of Indian Universities and to put forward comprehensive proposals for reforming and developing them on proper lines.

"Another important aspect which every developmental plan should take note of, concerns the preservation and improvement of our cultural heritage. In regard to this, the plans prepared by the Central Government for establishing a Cultural Trust with three separate Academics are well known. Proposals for strengthening the Archaeological Survey of India, for extending the scope and activities of the National Archives and for establishing a National Museum are of immense interest to one and all of us. The life of a civilised nation is intimately bound up with its cultural progress and India with its vast cultural attainments and traditions has an extensive field for work.

"There are questions relating to the selection of the medium of instruction and examination in schools and colleges, adoption of a National language and script and the formation of provinces on a linguistic basis, all of which have been deeply engaging the attention of the country. I have no doubt that, however hard and complicated these problems may be, satisfactory solutions will ultimately be reached in respect of all of them. It has to be constantly kept in mind that we are equipping ourselves to shoulder the responsibilities of a free and sovereign Nation in both national and international spheres.

"In all our efforts to improve and expand our educational facilities, the days when each Province and State stood alone and each organisation, official and non-official, worked on a mutually exclusive basis, are gone for ever. Time has come when all parts of the country and all Governments and organisations should pool their resources and go forward with courage and determination to attain the highest level in education and culture within the shortest time possible. The Educational Conference such as we are now having, has a great opportunity for making itself felt in the New Order in which the country is placed.

"My faith in the efficacy of proper education to cure the ills of this world is as deep as the ocean. I have often thought that the only hope for the future of mankind consists

in developing the UNESCO and organising its work on all fronts so as to bring about union of hearts and minds of men and women in all countries. India has always stood and lived for peace, truth and non-violence and Mahatma Gandhi's life and achievements bear magnificent witness to it. May India's glorious name and teachings be proclaimed once again throughout the length and breadth of this world!"

INAUGURAL ADDRESS

Inaugurating the Conference, His Highness the Maharajah of Mysore said:

"A Conference of this kind where persons who have devoted their lives to the cause of Education meet to consider problems relating to their speciality is bound to be of great benefit to the citizens of the State. These problems grow in complexity as time passes by and as life becomes more and more complicated and the demands on the citizens by way of civic duties or in other ways constantly tend to increase, and the growing needs of the times. The capacity of the educationist to adjust himself to such changing conditions and altering requirements is the real test of the utility of education.

"The fundamentals of education, however, remain the same. To make men and women enlightened, to give them the benefit of that knowledge which is vast and ever expanding and above all, to create the faculty of independent thinking is the basic aim of all education. I feel confident that the great body of experts whom I see before me, will be able to evolve solutions which will to a certain extent, remove the perplexities which are widely prevalent in the country regarding the nature of education that should be given and indeed the purpose of such education."

Thanking His Highness the Maharajah, Dr. Amarnath Jha, President of the All-India Federation of Educational Associations said it was the second time that the conference was meeting in Mysore State. During the interval that had passed since the conference met here last the State had

made ample progress and as many as 1,700 delegates had been enrolled from Mysore State alone. With delegates hailing from other parts of India also attending, the conference was truly a representative one. He stressed the immediate necessity for doing all that could be done not only for the expansion of education, but also for the amelioration of the condition of teachers, for, in his opinion, a hungry teacher was a greater menace to the State than an inefficient one.

PRESIDENTIAL ADDRESS

After the Maharaja left, the conference elected the President. Dr. Jha proposed and Mr. K. G. Sanyal, Educational Adviser to Bombay Government, seconded the election of Sir A. Ramaswamy Mudaliar as President of the conference. Prof. Yegnarayana Iyer, retired Principal, Pachaiyappa's College, Madras supported the motion.

Delivering his presidential address extempore, Sir Arcot Ramaswamy Mudaliar surveyed the numerous problems which confronted educationists. Not much had been achieved in the matter of understanding and evaluating the true place of education in individual and national life. He hoped that educationists would judge all problems with independence and without being dragged by those in authority.

He pointed out that it would not be advisable to condemn everything in the pre independence education system. Unless that tendency was checked there was a danger of their drifting back to the dark ages.

Sir A. Ramaswamy Mudaliar referred to the current controversy over the place English should occupy vis-a-vis the medium of instruction. He expressed his opinion that English should continue to have a place for some time at least in the country's educational system. Time was, he said, when English was looked down upon as something degrading. But today English was no longer the language of any ruling class and Britain had lost the monopoly over it. English had replaced the French as the international language. If one

wanted to keep abreast of times, and our Ambassadors and delegates abroad wished to keep pace with thought at international gatherings, for many years to come English had still to be studied at least at higher stages.

The true aim of education was to make young men and women realise truth and to save them from the fallacious slogans of the market place. He would appeal to all those in charge of education in the Provinces and States not to make a wild dash into the woods of education, but to ascertain the opinion of educationists before any change was made in the educational system.

After delivering this address, the President moved a condolence resolution, expressing profound grief at the passing away of Mahatma Gandhi, a great constructive educationist, and the resolution was passed, all the delegates standing. The Conference then adjourned for the day.

EDUCATIONAL EXHIBITION

An Educational Exhibition was organised in connection with the Conference. Sir J. B. Mallaradhya, Commissioner of Economic Development and Planning in Mysore, requested Dr. Amarnath Jha to open the Exhibition. After referring to the rise of new techniques in education with the growth of science in recent years, he claimed that the Exhibition had turned out to be not merely educational, but also educative. He went on to say: "The scientific experiments of the Central College, Bangalore, and the First Grade College, Mysore, the exhibits and demonstration of processes of the Sri Jayachamarajendra Occupational Institute, the Sri Krishnarajendra Technological Institute, the Engineering College and the Sri Chamarajendra Technical Institute are some instances of our educational effort at various stages. The Exhibition provides for the visitor who is interested in books adequate scope for investment. The Adult Education Council has made special efforts to furnish a fairly accurate idea of its achievements in the past and aspirations for the future. Nursery and child education have found a prominent

place in the Exhibition. The Institute for the Training of the Defectives has come into the picture and rightly too, having had a brilliant record of work to its credit from quite a long time. Arrangements have been made within the limits of our resources for providing amusements, music and dance which are necessary adjuncts to an Exhibition. The Fine Arts section and the permanent exhibits of different Departments of the Government claim your attention."

RESOLUTIONS

The Conference then split up into several sections. These included those concerned with Childhood and Home Education, Primary and Rural Education, Examination and Teacher Training, Military Studies, Recreation, Health and Physical Education, Secondary and Vocational Education, Religious and Moral Education with Inter-nationalism, Peace and Geopolitics, Aborigines Education, University Education, Women's Education, Oriental Studies (Sanskrit, Persian and Arabic), and Basic.

At the final session on the 31st December, several resolutions recommended by the various sections were adopted. Important among these were the following resolutions:

Requesting the Provincial and States Governments to give physical education the status of a major subject.

Urging Central, Provincial and States Governments to prepare plans and find funds for the educational development of Scheduled Tribes.

Urging that the distinction between the scales of pay of teachers in non-government and government institutions, persisting in certain States and Provinces, should be removed.

Urging Governments to get representation for teachers on the managing or advisory committees of educational institutions.

Requesting railway concessions to delegates attending Educational Conferences.

Requesting Ministers of Education to undertake legislation for old age pension,

compulsory insurance, sickness and medical benefits to teachers.

Demanding the grant of full fee concession to children of teachers at all stages of education.

A resolution, adopted by the Women's Education Section suggesting that Saturday should be a holiday in addition to Sunday, was opposed by Dr. Amarnatha Jha. The President ruled that it be held over till the next year on account of its controversial nature.

PRESIDENT'S CONCLUDING REMARKS

Sir A. Ramaswamy Mudaliar, in his concluding remarks, referred to the economic condition of teachers and while sympathising with their lot, which was admitted to be not as good as it ought to be, hoped that the resolution passed, in this connection, would bear fruit in the not distant future.

Referring to the constitution of the Indian Union which wanted India to be a secular state, Sir Ramaswamy, while agreeing entirely with that view, pointed out that it did not mean that moral and religious instruction should be eschewed from educational institutions. What was intended was that compulsory religious education should not be imparted during school hours. But it could and ought to be taught voluntarily outside school hours.

Referring to vocational education on which so much stress had been laid, the President stated that while the utilitarian aspect of education was necessary it should not be at the cost of education in humanities.

Sir Ramaswamy Mudaliar laid stress on improving the conditions of teachers and stated that whatever might be their condition they should not resort to strikes. He was sure that, through their conduct and capacity, teachers could regain their lost prestige.

Sir Ramaswami Mudaliar then dealt with the language question and said he agreed with a suggestion made in the course

of the deliberations of the conference that Roman script should be used for all our languages. He was of opinion that this would end all national language difficulties and controversies.

Dr. Amarnath Jha announced towards the close that the next session of the conference would be held in Hyderabad next year.

Earlier in the evening, His Highness the Maharaja of Mysore gave an at home to the delegates at the Chamundi Gymkhana. Nearly 300 delegates and prominent invitees attended.

Adult Education Conference

The Adult Education Conference met at Mysore on December 30th.

Inaugurating the VI Session of the Adult Education Conference at Mysore on December 30th, Sir C. V. Raman said:

"The problem of education is not political, it is clearly human and social. The world is conquered not by men, but by ideas. The world is conquered by men and women in whom ideas emanate."

Sir Raman made an appeal to teachers to apply their mind to the problem of adult education in a coldblooded and scientific way and asked them to forget the past and think afresh and do something.

Speaking about the danger of education for democracy, Sir Raman said the task of educating people was a very serious matter and the greatest reward for those who tried to educate others was liquidation. He instanced the fate of Abraham Lincoln and Mahatma Gandhi in our own time who tried to educate men in the value of love and liberty.

"It was worthwhile to go slowly in educating masses and to enfranchise them later. He appealed to educationists not to mix literacy with education, for education was a very subtle thing.

Referring to visual education through books and films, Sir Raman said that printing and cinema corrupted the human mind. He wanted that all books printed from the

time of invention of printing should be burnt except a few. Real education, he said, was to commune with a great, noble and powerful mind and Nature was the greatest educating factor. Sir Raman expressed aversion to political argument for adult education, which was for catching votes. He asked why illiterates, if they were happy without education, should be made literates. They should analyse poverty, ignorance and misery of the masses and find out the basic cause for their unhappiness and start correcting them: that was real education.

Concluding, Sir Raman observed that the essence of science was utter passionlessness, and an approach to all problems should be made afresh with a clean mind.

Sri T. Madiah Gowda, Chairman of the Mysore State Adult Literacy Council, welcomed the gathering.

PRESIDENTIAL ADDRESS

"Adult education cannot be left to chance. The State should give priority to the education of the people of all ages and put it on a rational basis," said Dr. S. R. Ranganathan, President, Indian Library Association, Delhi University, presiding over the sixth All India Adult Education Conference today.

"Enlightening three hundred million people kept ignorant for over a century, is a colossal task. We cannot nibble at it. We cannot solve it by mere words or files. We can face it only by the practice of work, charity, industry and vision."

After referring to the death of Mahatma Gandhi, Dr. Ranganathan said that if Gandhiji had continued to live, he would have devoted himself to stepping up the intellectual potential of the masses.

The president said that during the last two hundred years our nation was in a state of stupor. During this time, phenomenal intellectual advance had been made by humanity. If they were to live their freedom with profit and comfort, they should start a chain of actions leading to an intensive cultivation of their material, plant and animal resources. The first link in this

chain should be the cultivation of our human resources.

A possible mistake was to regard adult education as equivalent to literacy work and great vigilance was necessary to keep out this mistake.

"Dependence on literacy will delay the education of adults more than what is either necessary or good for the country" said the President. "Visual and rural instruction may be imparted in adult schools to step up the adults to a higher level of awareness and capacity to follow books and kindred materials when read out to them."

Dr. Ranganathan said that an adult education agency should be developed quite independently of the Universities. He added that it would be an advantage to bring about an association—not amalgamation—between agencies for formal adult education and public libraries as they were mutually dependent at all times. The President said a special technique was absolutely necessary for effective teaching in adult schools.

Continuing, Dr. Ranganathan said that there was need for an Adult Education Act to keep adult education from falling a prey to political expediency. The Government, he said, should issue broad directives and enforce them in regard to the teaching technique that should be followed in adult education. He warned his audience against fantastic suggestions like conscription of

intellectuals, retired persons and part-time teachers for the campaign against illiteracy.

A separate Director of Adult Education should be appointed to tackle the vast and specialised nature of the problem of adult education.

At the Union level, too, there must be a Department of Adult Education co-ordinated with Departments of Libraries, of Universities and of Secondary and Elementary Education. These four Departments should form the arms of the Union Minister of Education. The Union Department of Adult Education will have mainly to co-ordinate the efforts of the State departments, encourage research and do liaison service with foreign countries in the matter of adult education.

"To remedy the prevalent mistakes in our adult education, a proper organisation is necessary." It must be planned on national basis and needs to invoke the aid of legislation. Since adult education falls to the share of the constituent States in our constitution, there can be no legislation at the Union level. But this does not mean that the Union Government can play no part in adult education. Failure in adult education will affect the nation as a whole and will result in serious handicap to the discharge of the essential functions of the Union Government in the industrialisation, the defence and the improvement of the public health of the country as a whole."

EDITORIAL

It is now recognised that international understanding which would produce mutual goodwill among nations and peoples and eliminate race prejudices and national narrownesses, is a very important desideratum for the education of youth. In other words, youth has to be rightly oriented in its attitude to the community and the state,

and to the world at large. The newly-won freedom of India will be fruitful only when we shine forth in the world for our healthy international contacts and understandings, which will enable us to be of some good in solving disputes and eliminating troubles in the international field.

The UNESCO was started with the primary objective of strengthening the spirit of peace among the peoples of the world and has been endeavouring to bring about

a world-wide organisation of all workers in order to secure the fullest and freest co-operation of all workers in the intellectual and cultural fields. Its constitution provides for the immediate task of the cultural rehabilitation of the devastated nations and for the promotion of cultural intercourse on an international scale.

Mr. K. G. Saiyidain, in his new book, *Education for International Understanding*, (Hind Kitab Ltd., Bombay) has described very effectively in the introductory chapter to Part II the set up and aims of the UNESCO which is at present like an empty bottle requiring invigorating cultural wine to be poured into it. Its first aim should be to remove the distrust, suspicion and mental reservations which characterise the working of international organisations and try to bring about a clarification of the true ideology underlying intellectual co-operation among the nations. He warns us that the UNESCO should not become exclusive like the League of Nations Committee on Intellectual Co-operation. Then, describing the role of the new organisation, he explains the meaning of its Preamble, and its *raison d'être*. Thus, if nations are to avoid mutual war and maintain universal peace, the cultural and economic approach between them must supplement the political approach. Culture is international and science is cosmopolitan, as well expressed by Dr. Radhakrishnan. The conditions which are essential for the success of the UNESCO are first of all the securing of complete equality among all nations and peoples, and then a long range programme for promoting international understanding and goodwill in all possible ways. Everywhere tolerance should be inculcated, and then mutual appreciation of good points possessed by all of us.

Mr. Saiyidain then discusses the part that the school curriculum and the teacher can play in promoting international understanding. The teacher, he says, should not attempt the impossible and unnatural task of remaining neutral, particularly when teaching subjects like politics and history. If he does so, he cannot exercise any

creative or dynamic influence on the pupils nor should he always advocate the *status quo*. Consciously or unconsciously, education has been usually weighted in every country in favour of nationalism, national strength and maintenance of class-divisions. The teacher must choose his facts, shape his emphasis, and group and arrange his material like an artist creating a picture, and every teacher can, if he tries, discover numerous opportunities in his teaching for stressing the unity of the world and the solidarity and interdependence of its peoples. Thus he says: "At its best, great literature deals not with the superficial aspects of man's nature or with what may be peculiar to this or that particular bit of God's earth, but with the common heritage and achievements of man. Any one who reads with understanding and sympathy any of the great classics like the Holy Scriptures or Shakespeare, or a great masterpiece like Tolstoy's *War and Peace*, or the poetry of Iqbal or Tagore or Romain Rolland's *Jean Christophe* or Sinclair's *World's End Series* becomes a better man with an enriched heart and mind and gains a clearer insight into the basic nature of humanity. He is thus freed to some extent from the pettiness and narrow mindedness that characterize the uncultured man. Now, it is possible to make literature a vehicle for the humanization of man and and to stress, through it, not what divides man from man, but what unites all men into a worthy fellowship. Art is similarly another channel through which the human spirit expresses itself in the medium of colour and sound and form, in pictures and music and sculpture and pottery. But this language too is universal, not national; it can traverse distance and time and speak to a congenial spirit across the oceans and continents as well as across the centuries."

The teacher of History has a special responsibility in this respect. His duty is to encourage the pupil in developing a balanced and not a distorted mind, and a readiness to pay homage to truth and justice, in preference to narrow nationalism. Emphasis should be laid on social and cultural move-

ments and not in dynastic fortunes and squabbles and political intrigues. The curriculum must find adequate room for world history and for the tracing of modern international relationships.

Mr. Saiyidain thus elaborates his ideas in this particular :—

"World History will enable the student to appreciate the nature of modern international relationships and see how diverse peoples have worked out their destiny in different ways and that no particular political or social order or way of life is so superior that all those who do not conform to it should be consigned to the outer darkness. An intelligent study of history will develop that tolerance and broad-mindedness which is necessary for a proper appraisal of the international situation and for cultivating international concord. We should not, however, remain content merely with the passive presentation of history in this light; we must go further and strive to make children peace-minded as actively as we have, in the past, tried to make them war-minded. Many ideas will suggest themselves to the intelligent teacher in this connexion—dedication of special days for commemorating the great 'heroes of peace' whose efforts and sacrifices have made culture and civilized life possible; celebrating the birthdays of great men and women of other lands and other peoples; graphic representation of the horrors of modern warfare so that the younger generation that has not passed through the fire will learn to understand what total war means to soldiers and civilians alike. It should be one of the objectives of history teaching to 'debunk' war and to show it up for what it really is—a silly, futile, sadistic and essentially inhuman business."

The following note on the nature and evolution of the concept of discipline at School will be found interesting.

II. Discipline resting to our readers. There have been three stages in the development of discipline:

(1) The first is that of stern repression, practically based on force, whether supported by consent or not. During this time, cane

was the last resort of the schoolmaster. These teachers were known as the Philobot mists.

(2) During the second or transitory period, the educationists became civilized and did not repress or coerce the students. Still, they were not in favour of allowing perfect freedom to the pupils. Their influence, however, was exercised in the milder form of personality. This group was represented by men like Arnold and Paring. They were called 'impressionists.' These masters were good enough, as they tried to bridge the gulf between the old harsh repressive system and the new freedom.

(3) The third group or the newest school of discipline demands complete freedom for the pupils. The freedom of the pupil is to be positive and not merely negative. Negative discipline is powerless. Children should develop their mind and body along their own lines without any external interference and should enjoy the fullest liberty conceivable. Thus 'free discipline' is the ultimate aim of this new doctrine and its advocates are known as 'emancipationists.' Mr. Mac Munn, an enthusiastic emancipationist, holds that the time has come, when free discipline will take the place of impressionism.

The position of the teacher, according to this system, is very precarious. The emancipationists are of opinion that the teacher's presence in the class room should not influence the pupil in any way. But it is impossible that the teacher can efface or blot himself out. His personality is bound to influence the pupil. The emancipationists, however, hold that the teacher should still be there as an interested spectator, though in the background. There are only a few teachers who can maintain the discipline of the school by allowing full freedom to the students. Besides, if children are allowed to live out their lives without restrictions, they will not experience any restraint that comes from living in a society. It is well then, for them to begin by learning to recognise the authority of a man, who will always try to give them full scope for the free development of their character, while guiding them about the value of restraint.

THE HINDU PHILOSOPHY OF CONDUCT

BEING

LECTURES ON THE BHAGAVAD-GITA

BY

the late Professor M. RANGACHARYA.

The Most Comprehensive Modern Commentary on the Gita

Vol. I Rs. 5

Vol. II Rs. 5

Vol. III Rs. 5

Rs. A. P

OTHER BOOKS BY THE SAME AUTHOR

The Sri Bhashya of Ramanuja translated into English with an analytical outline of contents, by Prof. M. Rangacharya & M. B. Varadaraja Iyengar Vol. I (Up to I. 132) ... 5 0 0

The Rupavata of Dharma Kirti, edited with additions & emendations. An excellent, elementary Sanskrit Grammar, based on the aphorisms of Panini. Easier than the Siddhanta Karmudi Vol. I ... 2 8 0

Vol. II ... 2 8 0

A Critical Appreciation of Kalidasa's Meghaduta (a lecture in English) ... 0 12 0

The Yogas ... 0 8 0

The Function of Religion in Social Evolution ... 0 8 0

Please apply to:—

The Educational Review Book Depot, 14/A Sunkuwar Street, Triplicane, Madras

YOUR LUCK FREE!

Your 12 months Life Reading concerning your Love, Wealth, Examination, Employment, Protection, Planets, Children, Courts, Quarrels, Djin and Ghost etc. will be foretold absolutely Free. Also remedy of your worries with a Good Luck Ring for obtaining your objects will be sent concessionally.

Simply name any flower or letter writing time to:—

PROF. COMAR,
74, G. B. ROAD, (M.E/R) DELHI.

N.B. Correspond in English please.

THE FAMOUS ASTROLOGER

[Office Estd. 1924]



Recipient of many gold Medals and Certificates from Maharajas, Judges and notables for accurate predictions and for advising correct ancient scientific remedies to neutralise planetary influences and for achieving health, wealth, wisdom, friends and fortune. One year monthly life reading Rs. 5/- 3 questions re-futurity Re. 2 - Personal consultation Rs. 5/- Office Hrs. 8 a.m., to 5 p.m. (Send birth details or writing time). Jyothisha Jnanabodini Rs. 2/8 p.c. Vivagaporuthangal Rs. 1/- p.c.

Pandit Kaliyur M. SRINIVASACHARIAR.,
THABONIDHI, THIYAGARAYANAGAR

**CROSSWORD TOP PRIZES
& HOW BEST TO WIN THEM**

By **M. V. S. NIVAS.**

Contains ingenious tables with illustrative examples showing how to score top prizes with a minimum numbers of entries ranging from 15 alternatives down with or without interlockers. An unique book of its kind and a great asset to regular Illustrated Weekly and other Crossword forms.

Price Rs. 1 8 0 Postage As. 8 Extra

Apply to:

THE EDUCATIONAL REVIEW BOOK DEPOT.
14 A. Sunkumar Street, Madras. 5

The
DAWN OF THE JUBILEE

Pandit D. Gopalachariar
JEEVAMRUTHAM

The fiftieth year of service to suffering humanity, which has just dawned, still cherishes Jeevamrutham as the best pick-me-up for brain workers, convalescents and all other rundown humanity.

AYURVEDASRAMAM LTD.
MADRAS 17