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Teaching and Training Children in Number Concepts

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Arithmetic differs from most subjects in that the hardest step of all has to be taken at the very beginning. At the very beginning, the child has to leave the world of concrete, fascinating realities and concentrate on abstraction, on a creation of the human intellect.

People often talk as if this were not the case. They think that the child enters on the realm of abstract thought, when he is expected to add two and two instead of two apples and two apples. In reality, this dropping of the name of what we are adding, is a comparatively easy step. When we operate with numbers, we really always intend things. Excepting relationship among the things, numbers have no meaning. We often leave it uncertain what kind of things we mean, for results come out of the same, whenever we refer to apples or oranges or boys or girls. Children have no difficulty at all in realising this.

But the abstraction which is demanded in the understanding of number is not possible for the child until he has reached a certain stage in his mental growth. And if we, who cannot imagine a word in which number relations do not exist, attempt to teach the child before he has reached the platform on which we stand, we do it at his or our peril.

A child may attain to a perceptual recognition of groups before he has a real understanding of number. Again the idea of number indicating magnitude sometimes develops before a more exact realisation of its significance.

No amount of teaching to, however skilful, will give the power think on the abstract plane. This power comes to human beings by a natural maturing of the minds. Realisation of the nature of number comes shortly to the child through his own activity in counting. He shows that he feels that this is for him the way of development by his assiduity in counting. He has no idea of limiting himself to ten or twenty or a hundred. He likes to count lots and lots of things. While doing this, he is not only gaining the abstract idea of number; he is really learning addition, subtraction, multiplication and division, for these are all implicit in counting.

Normal children, even those who develop slowly in this sphere, would, if taught only the number names and encouraged to count, have a thorough understanding of number and the simpler number relations by the time they were six or seven.

As the power to think on the abstract plane comes by right of birth, all out-

trouble arises from the fact that we attempt to teach while they are still at the animal level and before they have entered upon their heritage. By our heady impatience, we waste our time and we waste theirs. We do worse. We gratify our own sense of self-importance at the risk of creating in the child an inferiority 'complex', which will abide with him all his days, weaken his powers, and bring his finest endeavours to naught.

Dr. Montessori has shown that writing is best taught by certain exercises which appeal to the child's stage of development, but which do not appear to him to have anything to do with writing. He throws himself into these exercises with whole-souled fervour. For hours, he will work with his mental insets, shading in the forms he attains with surer and ever greater command of his pencil. In learning his sound symbols, he runs the finger again and again round the sandpaper letters. Thus, when he wishes to write, he finds he can do it. He can control his pencil and he knows the form he wishes to produce. In exactly the same way does the child throw himself upon the preparatory materials or number. When the right time comes, he will count with the same ardour with which he has drawn. In rooms where the opportunity is given, children are constantly to be found who insist on counting every bead in a chain of thousand beads. When children are allowed to practise their counting operations in their own way, we sometimes find developing a realisation of a number relations which amounts to what we call genius.

Such activities are best carried on by the child himself without the help of the teacher. It is our part to watch progress, to speak words of cheer to the faint-hearted, to admire good work, and sometimes to suggest a higher form of activity.

PSYCHOLOGICAL STAGES

The Pre-Number Stage: It is good for little people to hear counting; it is good for them to have their little fingers and toes counted aloud. So they become familiar with number series.

Among toys, babies should have material that lends itself to enumeration. A number of blocks of the same size and shape, a number of picture post-cards and ordinary playing cards are all toys which are highly treasured by the child.

Learning of the number names is appropriate to the first years of life. It is on a par with the learning of nursery rhymes, which the child does easily, long before he understands the meaning of the words.

Further Stages

1. The pre number stage. The child has no real idea of counting or of number at all.
2. The child begins to know 'one'; 'two' and sometimes other 'number' terms are used as indicating more than one.
3. Recognition of small groups. Knowledge of the order of the first four or five number names. Number names may be used to denote magnitude.
4. Knowledge of number series upto ten or even twenty. The counting of small groups of objects sometimes occur.
5. Increasing familiarity with the number series. There is some hesitation at the tens. Counting of small groups of things extremely careful and accurate.
6. Perfect familiarity with the number series. Ability to count only the number of things. Mistakes in counting may now be set down to inattention. They are on a par with the mistakes made by adults.

Until the child has reached the fifth stage, formal teaching is likely to do more harm than good. It is apt to make the child think number a difficult subject, and the inner resistance, which is thus produced, accounts for many, if not all, of the people who never feel at home with arithmetic and mathematics. On entering our schools, children may be at any of these stages. Hence no class teaching of number should be attempted in the infant classes. Whatever may be said of the respective merits of individual work and class work in other subjects, it is quite certain that all early number work should be individual. It is also certain that it should be spontaneous. No normal child should be compelled to do counting every day.

Formal lessons to children who have not arrived at a mental maturity to profit by them need be avoided. By simple card tests, the stage at which any child stands with respect to number can easily be ascertained. If a test is taken every few weeks, the teacher will be able to watch progress and the informal teaching thus given will suffice.

NUMBER AND INTELLIGENCE

Excellence at number work does not require a very strong intellect. It is true that Dr. Goddard says that feeble-minded children rarely, if ever, develop a true number concept. This fact, however, might be accounted for, not by any inherent capacity, but by their having been urged on at a time in their slow development when any urging was dangerous and liable to make them take a dislike to a subject, wherein they felt entirely at sea, and realised more or less vaguely their inferiority to their brighter companions.

Concentration of a very mediocre or even poor intellect on a narrow field like that of number may produce very remarkable results.

NOTATION

It is easy for children to learn the symbols for the first nine numbers. Probably they would be best taught casually in connection with games that require the teaching of a score. But that might equally be taught along with the sound symbols. An excellent plan is to hang cards on the schoolroom wall bearing the number symbols and spots which indicate for how many symbols stand. The silent teaching that a well-planned wall can give is most effective. It adjusts itself exactly to the child's needs and gives him a pleasant sense of independence and mastery. If Dr. Montessori's materials are available and are used for teaching numeration, when children have mastered counting by the use of the series of ten rods, they are to be given cards bearing the numbers in sandpaper at the same time as the alphabet, and the children are to trace the signs in order to learn their names. Every card when known is placed on the rod of the corresponding quality. So also, by using the tray of spindles and groups of cards, figures can be taught. Exercises on numbers may also be given profitably by use of the horizontal tray.

GAMES

For developing the number concept, games are of the greatest possible value. But failure will result, if the game be made simply a transparent cloak for teaching. The interest of all the players must be in the game; the counting must be strictly incidental.

Some games depend on skill or quickness of some kind. The older or brighter children will rejoice in these. For the sake of the younger or less bright children, we must have a certain number of games in which victory is determined by chance. There is little fun in playing a game when you are always beaten.

The class might be divided into groups of six or eight, and each group allowed to choose a game. Under the influence of these games, the children's appreciation of number will rapidly develop.

Educational Principles to be Followed in the Teaching of Number Concepts

1. All early number work should be individual and should be spontaneously undertaken by the child. If number is neglected for weeks at a time, no harm will be done.
2. No child should receive formal lessons in arithmetic, until he can count things accurately.
3. Until this power is acquired, formal lessons do definite harm.
4. The analysis of number should not be taught at all. The child should be left to make his own analysis.
5. A very great deal of practice in saying over the series of number names is necessary. Most children spontaneously get this practice. If any child does not do so, he should be encouraged to play games which necessitate counting.
6. The knowledge of number and the ability to manipulate it differ from the number operations that are learnt in the infant class on mainly the result of mental growth. This growth takes place, not because of the teaching, but rather in spite of it.

On the Study and Teaching of English

By M. S. V. CHARI, Tindivanam

I am afraid that there is a spate of positively insincere talk both among the politicians and even educationists in office on this vexed subject.

Let us first be honest to ourselves and make up our minds as to whether we do want English or not. If we do not want English, let us have the courage to say so, instead of dishonestly paying lip-homage to it.

If we don't want it, let us bury it fathoms deep and be done with it. Everybody will be relieved, both teachers and the students.

As it is, the teacher is going about the business of teaching English half-heartedly, and this results in the students picking up only Baboo English, which is intolerable.

From the student's end, it is doing havoc with his educational career. More

than 50% of the failures in public examinations are due to low marks in English. The teacher has neither the inclination nor the time to teach English satisfactorily, but the students have to read a number of English books with results which are naturally hopeless.

Obviously, we cannot do away with English till we have made complete arrangements for displacing it by an agreed lingua franca. Then our duty would be to provide facilities for the student to pick up the language with tolerable efficiency. He must be at least able to speak and express himself flawlessly and comprehend English of a fair standard.

The only way to study a foreign language is to get the student interested in its study and developing in him a language-sense. For this purpose, we could provide him with interesting story books and story poems (amply illustrated) which will induce

him to read them. Selections in prose and poetry on abstract subjects may totally be avoided. Thus we can make the student read a large number of English books, and he will become fairly familiar with the sentence patterns of the language. We can also prescribe a small story book as a detailed text-book. He must not be burdened with a number of English Texts or dry as dust selections, on the plea that students have to be acquainted with many other good things. All this can be served to them in the vernacular text-books.

But here I must pause to give a warning. We must place genuine English stories published in London and not their counterparts in India edited by Indians. I don't mean to cavil at Indian authors of English. But going directly to English books would be the only way to learn the language first hand. Of course, we can persuade the English publishers to bring out cheap editions for our market.

In addition to the above, the students must be asked to do composition work and write small stories in English, and these must be corrected. The elements of grammar must also be taught to them. Translation of English into the vernacular and vice versa must also be done. All this would help the student to get a good working knowledge of English.

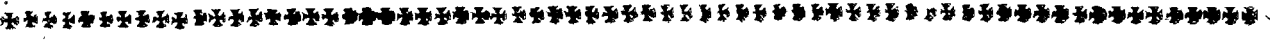
At the University level, we may dispense with the load of English textbooks, which are at present prescribed for study. The students simply do not need them. A lot of unnecessary energy is wasted over their study, which could be more usefully spent in improving the quality of their English. My own fear is that educational

authorities want to impress upon the lay people the idea that a high standard of English is being aimed at in the University. This is just cheating the public. To impose a load of English text-books on students whose English is not much different from 'butler English' is just a mockery. The University teacher is aghast at the English standards of his students, and he can do nothing to remedy it. And having no time at his disposal to correct his students' English, he prepares cyclostyled notes and asks them to mug them up for their public examinations. So the 'notes' evil is being blessed by the college authorities themselves, and the professors and teachers have to reduce themselves into notes-writers.

Then I come to the question of the standard of English that we should aim at in the Universities. I would plead that we ought to be content with the attainment of a fair working knowledge of English, that is to say, of the standard of the old matriculates or the graduates of the twenties. To aim at more would be wasteful, unreal, insincere and impossible. And it is unnecessary as well.

For students studying the humanities, like history and philosophy, a higher standard of English would be necessary. So they may be asked to take optional English along with the humanities as a subsidiary subject

If a higher standard is aimed at by the student, he may choose the English language as his optional subject and indulge in his passion for the treasures of English literature.



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Reorganization of Education in USSR

By I. KAIFOV, President, Academy of Educational Sciences of the USSR

Soviet schools solved different tasks at different periods. In the years of the organization of Soviet schools the foremost task was the dissemination of elementary knowledge and its direct and immediate application in life.

A characteristic feature of this period was the campaign for universal elementary education, the stress being laid on giving only the most necessary knowledge with the immediate implementation of this knowledge in practical work.

With this purpose schools and courses with different terms of training were set up.

In the thirties the Soviet schools were confronted with the task of training youth, having a good knowledge of the fundamentals of sciences, so that they could enter technical schools and colleges. This was prompted by the necessity of training in the shortest possible period hundreds of young specialists for various branches of the national economy and culture. In the past 25-30 years the Soviet schools have been mostly concerned with the solution of this problem, and on the whole have successfully tackled it. The achievements of education in the Soviet Union are well known and need not be enumerated here.

However, engaged mainly in training its pupils for entering colleges, the general education schools laid too weak a stress in the recent years on manual labour training and the implementation of Lenin's ideas on polytechnical education.

A definite isolation of school from life took place. This was especially keenly felt in the post-war years, when the majority of graduates of secondary

schools began to take part in industrial and agricultural production. The graduates of secondary schools proved to be psychologically and technically unfit for this.

The development of scientific knowledge and its broad application in technical progress change the relationship between general, polytechnical and professional training. The requirements for modern secondary school education include training not only in the humanitarian and physical-mathematical cycle, but also polytechnical and vocational training. This is conditioned primarily by the fact that the development of technology entails a broader common scientific-technical basis of many vocations. At the same time, a polytechnical education, based on the knowledge of the fundamentals of science and providing the students with a fair idea of the system of production, ensures the necessary conditions for a more thorough mastery of their vocation.

The main feature of the forthcoming changes in the system of education and upbringing in the USSR will be the integration of general education with practical work, and beginning with a certain age, the combination of education with social productive work by the pupils. In view of this it would be feasible to divide secondary education into two stages: the first for children and youngsters from the age of 7 to 15-16, and the second for older pupils.

It is assumed that the first stage will be covered by the compulsory eight-year school. The latter will lay main stress on teaching the fundamentals of sciences, polytechnical education and manual labour training, physical training of children, and developing in them artistic

taste. Education at this stage will be of a general and polytechnical character. Beginning right from the junior forms, the pupils will be trained to get accustomed to physical labour, suited to their age and capacity. As they reach the senior forms, the socially useful labour of school children will assume a broader scope, preparing them for working life.

At the second stage, there will be several ways of providing the youth with the opportunity of participating directly in productive labour, learning a trade, and completing Secondary School education in schools of different types. It would be advisable to organize the second stage of education in the form of schools for young workers and rural youth and secondary schools of factory and agricultural training. The discussion of this question will help to find the best possible solution as to the nature of the second stage of secondary education.

In the first case the youngsters, going after the completion of the eight-year school, to work in industry, first get vocational training, and then without leaving their jobs complete their secondary school education in schools for young workers and peasants. With the purpose of providing better conditions for education, it is assumed that young people will be employed on a reduced working day or week, so that they would be able without leaving their jobs to get a complete secondary school education and improve their industrial qualifications. The new schools can be of a mixed type, evening or correspondence school.

In the second case, the young people, who finish eight-year schools, will enter secondary schools of factory and agricul-

tural training, which will provide the pupils with a complete secondary school education and vocational training in one of the trades of the more complicated branches of the national economy. Depending on the scope of professional training, the students in the school of factory and agricultural training can have a three-year course or a four-year course.

Such a reorganization of the schools will provide more favourable conditions for improving the standards of secondary education. All knowledge will be assimilated in close contact with the life of socialist society. Colleges and specialised secondary schools will do away with the isolation of education from life, industrial, and socially-useful labour. There will be a radical reconstruction of curricula and programmes of colleges and technical schools with the purpose of ensuring real contacts with industry. It seems feasible to introduce in the majority of colleges correspondence and evening courses without discontinuing work during the first two, three years.

It is of course proposed to reorganize the public education system in such a way that the number of persons getting secondary school education in the country would increase and not decrease.

The reorganization of the system of education and unbringing of youth will undoubtedly improve the work of training engineering and technical and other personnel for the national economy, since colleges will be attended by youth who have chosen a vocation in life, know their interests and inclinations, and have a certain experience of work in industry.

Raising of the School Age in Britain

By C. H. HARTWELL, Editor of "Labour", the British Trades Union Congress Magazine.

Another full year at school is part of the major transformation in the education of Britain's teenagers, which is on the way, if a newly announced 20-year programme is carried out.

So far, the programme has taken only the form of a report with some firm and far-reaching recommendations. But the report comes from a body with some weight behind it—the Central Advisory Council for Education, composed of people of the highest rank and experience in this field. Already it has kindled a warm glow of praise in the press and commendation for its thoroughness and clarity from the Minister of Education, Sir David Eccles, to whom it was presented.

The main proposals coincide almost exactly with what the Trades Union Congress (TUC) itself suggested in evidence to the Council; so the likelihood is that Britain's trade-union movement will give energetic backing to the report, which was prepared by 52-year-old Sir Geoffrey Crowther as chairman of the Council. An economist turned journalist, he is a former editor of *The Economist*, London.

The Crowther report proposes that the minimum age for leaving school should be put up from 15 to 16 in 1966, 1967 or 1968. This looks a long way ahead, but these three years will show as a valley between two post-war peaks in the secondary school population—the first caused by the high birth-rate in the years immediately following the end of the war, and the second estimated to appear in the 1970's.

RECRUITMENT OF TEACHERS

The reporting Council urges that a date for the change should be chosen and announced now so that all the prepara-

tions, including the recruitment of more teachers, may be made well in advance.

In urging that a higher school-leaving age be given priority over other educational reforms for the future 15 to 18 age group, Sir Geoffrey Crowther and his colleagues are in accord with the TUC, whose spokesmen took this line at the Council's hearings of evidence. The Council says: "Many of the things that schools can do for boys and girls can be carried much nearer completion by 16 than by 15. The additional year should offer new and challenging courses, and not simply a continuation of what has gone before".

A minimum school-leaving age of 16 is seen by the Council as an essential component of a development programme extending, by well-timed and properly calculated steps, a long way into the future. Into this programme, it proposes, there should be inserted a series of experiments leading, in the early 1970's, to the introduction of compulsory part-time education for all boys and girls of 16 and 17 not already in full-time education.

THREE-STAGE PROCEDURE

A three-stage procedure is recommended. First, there should be immediate and intensive encouragement of the voluntary extension of schemes under which young workers are released from their jobs for one day a week for further education.

This system is a standard pattern in some industries—but in too few, and then almost entirely for boys. The Council, like the TUC, sets its face against the substantial loss of leisure which evening study after a day's work represents for the younger adolescents.

As a second stage, the Council proposes that soon after the raising of the school-leaving age, a few large areas should introduce compulsory part-time attendance at county colleges.

The third phase would be to extend this compulsory attendance from region to region throughout the country. Ten years from the date of raising the school-leaving age is estimated as being a long enough period in which to complete such a programme.

At present about one-quarter of the youngsters who leave school at 15 or 16 take some form of further education. The Council wants to see a great advance made in this field, so as to produce many more technicians and craftsmen and to raise the proportion of the whole population that continues in education after the age of 16.

FURTHER EDUCATION

The Council is again in accord with the TUC in suggesting that too much of the curriculum of further education is concerned with vocational training, particularly in the part-time courses which at

present form the bulk of such education. The teachers at such courses are usually men with technical qualifications but no training as teachers; and as the system now works, it is difficult for the courses to serve any broader educational purposes beyond the immediate vocational object.

The report makes many recommendations for the education both of the brightest 25 per cent of children in the grammar schools and for the mass of children whose schooling ends at round about the statutory age. Between these groups are the young people who leave school but go on to further education. In this group, particularly, there lies a rich vein of untapped human resources which must be developed.

The Minister of Education has announced that he wants to hear what parents, teachers, local authorities, and industry have to say before the Government makes up its mind on the order of the steps to take in improving the opportunities for learning in schools and universities for the 17- to 18-year-olds.

The Third Punjab Educational Conference

From our Special Correspondent.

The third Punjab Educational Conference was held from 4th to 6th December 1959 at the Govt. Post-graduate Basic Training College, Chandigarh, under the auspices of Punjab Educational Association. On December 3, an educational exhibition was arranged by the local schools and colleges. It included beautiful exhibits prepared by students. Besides the art and craft section, there were an audio visual section, literature section, scientific hobbies section, and agriculture section. The exhibition was opened by Pandit Amarnath Vidyalkar, Minister

for Education, Punjab. The conference was inaugurated on December 4, by Shree N. V. Gadgil, Governor of the Punjab. Shri P. N. Kirpal, Joint secretary, Ministry of Education, presided. On December 5, sectional meetings of the Evaluation section and the Higher Secondary Education section were held. In the evaluation section, a symposium on 'How to improve the Evaluation system' was held. Shree R. N. Safaya, senior lecturer and head of the Language Teachers' Training Department of the College, gave a historical account of the development of

the evaluation system in the Punjab, and appreciated the following changes; (1) The system of internal assessment started by the Punjab University; (2) The bifurcation of Higher Secondary Examination in two; (3) Introduction of objective type tests; and (4) Training of teachers in test-construction. Dr. S. Jalota, Professor of Psychology, Punjab University, presided over this section. The symposium was very lively, and the following resolutions were adopted:

1. The sub-examiners must get detailed instructions from the Head-examiners.
2. A supplementary examination for the Matriculation should be started.
3. An evaluation unit must be started in the Punjab, to train teachers in this field.
4. Cumulative records must be maintained in the Higher Secondary section.

The following loopholes were pointed out—

1. The curriculum is of a very high standard. There are overlappings in it.
2. The assessment is not regular. Two public examinations are a burden on pupils.
3. The Higher Secondary Schools do not possess adequate staff and other facilities.

On the 6th, the Basic Education section and the Vocational Guidance section worked. The topic for the symposium for basic education was 'Bottlenecks in basic education'. All the various impediments were discussed. The topic for symposium in the Guidance section was 'Implemen-

tation of a Guidance programme immediately in Higher Secondary Schools'. It seemed that the teachers were very keen about it. In the afternoon the Dr. Madan Gopal Singh commemoration lecture was delivered by Prof. D. C. Sharma, M.P. The conference concluded with discussion on the resolutions passed. Justice Tekchand of the Punjab High Court made his concluding remarks.

In the morning of the 6th at 9.0 a.m. were held Sectional Meetings of the 'Basic Education Section' and 'Evaluation and Vocational Guidance Section', and in the afternoon General Session, the reports of the sectional meetings of the following sections were read:

- (1) Higher Secondary Education Section.
- (2) Evaluation Section.
- (3) Basic Education Section.
- (4) Educational Vocational Guidance Section.

Professor D. C. Sharma, M.A., M.P. presided. In his presidential remarks he observed that during the Conferences it was a custom to discuss difficulties and handicaps and ignore the positive side of effort, which was very much desirable. Basic Education, he added, was a national system, and it was of no use expressing doubts about its utility and effectiveness. Educational Guidance was a matter of very urgent and national importance, and he was shocked to know that their State had remained backward in providing the same to their children. Professor Sharma deplored a cry against increasing the instruction load of students and teaching load of teachers and pointed out that in a few years to come, Secondary Education to the 16th year would be launched in the country. They should prepare their children for that load.

Resolutions.

Besides reading of the attached reports, the following resolutions were also passed by the Conference :—

- (1) The 3rd Punjab Education Conference records its deep sense of grief at the sad and sudden death of Principal N. D. Sedhi of Government Basic Training College, Dharmasala, and shares the feeling of great loss which education in the State has suffered by his demise. It records its high appreciation of his services to the cause of Education in the State, particularly to the cause of Teacher Education.
- (2) This Conference records its deep sense of sorrow at the untimely demise of Shri H. L. Joshi of Bhatinda, who had endeared himself to all teachers and educationists of the State by his sincere and devoted service to Education.
- (3) The Conference further recommends that with effect from the 4th Session of the Conference a Principal N. D. Sodhi Memorial Lecture be instituted as a permanent feature of the Conference.
- (4) The Conference records its view that, for the effective implementation of the educational programme in the development plans, there should be close consultation between the Punjab Education Association and the education authorities.
- (5) The Conference recommends to the Punjab Education Department that for greater professional efficiency, teachers from the various Educational Institutions of the State be encouraged and helped to visit institutions in other States and other countries.
- (6) The Conference recommends that some sort of official appreciation be given to teachers who show good results in the various Public Examinations to serve as impetus for continued good work.
- (7) The Conference recommends that the Education Department may help research work in Education by granting some subsidies for selected projects especially in the Training Colleges.
- (8) This Conference is of the view that, Education being so vital to the development of the country, every effort should be made for increasing educational facilities, thereby ensuring high quality and standards. It calls upon all citizens to give liberal financial support to education and wherever necessary, to establish and maintain educational institutions of a high order.
- (9) The Conference votes its thanks to the Punjab Education Department for all the facilities rendered for holding this Conference.
- (10) This Conference thanks the Vice-Chancellor of the Punjab University for granting a special contribution of Rs. 500 to the Conference Funds.
- (11) The Conference recommends that a few good Basic Schools be produced by the State Education Department to convince the public of its effectiveness.
- (12) This Conference recommends that the entire curriculum of the Higher Secondary Education be got examined and modified by a Committee appointed by the School-board.
- (13) Resolved that a State Education a Vocational Guidance Bureau should be set up forthwith.
- (14) Training Colleges should be given special grants for constructing and standardising psychological and achievement tests.
- (15) Short term and long term courses for the training of Counsellors for the Higher Secondary Schools may be organised by the State.

Mathematics—its Teaching in India IV.

TEXT-BOOKS

N. Thiruvengkatacharya, M.A., L.T., New College, Madras.

Great harm has been done to the cause of mathematical education in India by the procedure adopted by the authorities by allowing a text-book for each class and by the Text-book Committees in insisting on that rule.

The Text-Book Committees are a law unto themselves. They are unapproachable and invisible to ordinary persons. Their word is law. They do not see the others' points of view. They do not discuss reasons for not approving a text-book. The author's point of view is never taken into consideration.

Revised syllabuses are published, and a short time is allowed for publication of books to be approved by the T.B. Committee. This practice should go, and at least one year's time must be given for authors to write good text-books for the use of the students. Textbooks are published more from a commercial aspect than for the advancement of education in our country. The size of the books must be commensurate with the commercial prices they fix, and therefore the size of the books is unfortunately increased by introducing all sorts of topics in them. Topics which were done in the lower forms find a comfortable place in the textbooks for the fourth and fifth standards.

In the High Schools, all sorts of inverse questions are piled up, causing disgust for mathematics in the minds of the students.

One text-book for the Elementary Schools, one for the lower forms or up to the VIII Standard, and another for the rest of the higher classes will be quite reasonable. The idea that the text-books should be exhaustive is wrong: they should be suggestive and be a guide to the teachers. The teachers must prepare their own problems for each day, which will be a supplement to the text-book; I would strongly urge abolition of all text-books for the Elementary Schools except

ing for the languages. This will reduce the cost of education in our poor country.

In mathematics, the teacher must be a walking text book. He must frame problems suitable to the students, copies of which can be prepared for each school for distribution among the students. Each student must complete all work-sheets before the next set of work-sheets is taken up. This scheme will imply that students who begin their work together may be at different stages before the year is out. It will mean therefore that the usual class examinations for promotion cannot be held at the end of each year.

Examinations are a necessary evil to test the progress of each student, but they are harmful, if conducted on a mass scale. The annual promotion examinations must be given up completely; instead of these examinations, each student must be thorough with his assignment before he takes up the next assignment. According to this scheme, there is no failure with all the consequential evils. One may finish his assignment in (say) four years, whereas another may finish the same assignment in six or seven years, depending on his quickness.

This method will ensure cent per cent level thoroughness for every student without the evils of annual detentions for any student, however dull he be.

It is my earnest desire that all students should study mathematics, and the distinction between Composite and General Mathematics in High Schools should be abolished.

High School education must be complete in itself by training students how to use formulae in Trigonometry and Calculus, and the Logarithmic tables which are useful and interesting. The rationale of these formulae may be taught in the XI Standard or postponed to College classes.

Will the Education Department Awake, Arise and Reform?

Tenth World Conference of the New Education Fellowship

(Continued from page 22: January 1960)

ADDRESS OF PROF. LAUWERYS

In a survey of the work of the conference, Prof. Lauwerys, Chairman of the Executive Council of the New Education Fellowship, expressed the hope that the participants in the deliberations had made a modest contribution to the solution of India's educational problems. The conference, which met for the first time outside Western Europe or American environment, felt the impact of an Asian country with all its force, and the NEF, he thought, was now moving towards the formulation of a policy which would prove relevant not only to the needs and aspirations of already over-industrialised countries but of the new developing countries of Asia.

Prof. Lauwerys said that while on the personal level, the Conference had promoted true understanding, love and respect among educationists of several countries assembled here, on the professional side it had demonstrated the value and utility of a particular technique of working. Many ordinary teachers—the infantry of the educational army—would, in fact, go back to their work with a new inspiration.

The problems that faced teachers in India were not very much different from those in other countries, because there was something universal about educational problems. The discussions in various groups were stimulating and the Conference had made it possible for "an enormous amount of practical in-service training being given to a large number of people". There was an intensive course on education in India for professors as well as directors of education.

MR. SAIYIDAIN'S ADDRESS

Mr. Saiyidain said that the inspiration of the right ideals and the application of the right social and psychological techniques could transform the mental and emotional urges that played havoc with the life of children and adults.

But there was one request that educationists must make of the politicians and statesmen of the world—"Give us a chance to show what is possible—give us peace".

If peace and international understanding did not triumph, the quiet and creative work of education could not proceed and the whole future of mankind would be doomed.

The conference had achieved reasonable measure of success.

Dr. RAO'S ADDRESS

Dr. V. K. R. V. Rao, Vice-Chancellor of Delhi University, referred to the problem of student indiscipline and student-teacher relations and "the great wave of unrest, discontent and anger, which seems to be developing in the country," and said that the solution of the problem did not lie 'merely in the adoption of police methods'.

Education must be such as to command the students' attention and inspire them. While he had no solution to offer, he would endorse the President's plea for a new approach to the whole problem of student-teacher and student-society relations. "The problem of student indiscipline, must be tackled on Gandhian lines."

Prof. A. A. El Koussy of Egypt also addressed the concluding session of the Conference.

Our Educational Diary.

BY
'PEPYS'

18-1-60. Mr. A. M. Arsenyev, leader of the Soviet delegation of educationists, said: 'The effect of teaching in which theory is connected with practical life will be very good.' Speaking about education in Russia, he said that seven years of school education was compulsory for all Russian children. The High Schools after this seven-year period were of two kinds. In one type the pupils worked for four days in the schools and two days in factories and plants or collective farms. The other type was the night school, where workers could continue their studies. The high school education in Russia was made available to every one, and it prepared the people both for physical and mental work. Development of technology and technique today demanded that everyone should be able to do mental as well as physical labour. The Soviet education system aimed at raising the level of workers in factories to the level of Engineers and breaking the old conception that some people were fit only for physical work and others only for 'brain' work.

[In view of the great need for qualified technicians, the Government could run night schools to educate the technical worker in the theoretical side of his work. At least a small percentage of workers are sure to benefit by such a course].

24-1-60. Mrs. Raksha Saran called upon women to take to the study of Home Science, for students trained in it were in great demand and would find employment easily.

x x x

Sri M. V. Krishnamurti, presiding over the Sanskrita Bhasha Conference at Srirangam, pleaded for the publication of

books on modern subjects in Sanskrit to keep alive the language.

[This seems to be a wrong idea. It would be waste of time and energy. There are other ways of popularising Sanskrit, viz., by the publication of Sanskrit literature in simple language. It is inconceivable that anybody would go in for Sanskrit books on modern subjects.]

25-1-60. Dr. A. C. Mudaliar said that student indiscipline was a reflex of the indiscipline of the general public. He suggested that particular professions like teaching and nursing could be taken up by women. Primary education could be handed over to women. This would relieve unemployment among women and also obviate the necessity for starting separate girls' schools. Mrs. I. Mithan Lam suggested that the broadcasting system should be utilised for educating the children of rural primary schools.

26-1-60. The President suggested that teachers should be allowed certain concessions for the education of their own children and in respect of medical care, housing etc., compulsory contributory provident fund, insurance etc.

x x x

Speaking at the half-yearly Guild Conference held at Tirunelveli, Mr. Veda Sitamani said that there was too much fanaticism with regard to basic education, though he welcomed the principles underlying the scheme. It behoved teachers to suggest ways and means of improving the system which had come to stay. He added that the content of the High School education was not enough and should be increased.

[It may be truly said that the present sixth form syllabus is barely comparable to the old fourth form syllabus, except in the case of English and Tamil, i.e., if we do not take into account the composite and ordinary mathematics both of which formed the syllabus of the old fourth Form.]

29-1-60. Speaking at Tuticorin, Sri Subramaniam, Education Minister, said that much of the student indiscipline was due to the students' ignorance of English language. Hence many felt bored, and naturally they kicked up a row (Italics are mine).

[The Mail, commenting upon this, very pertinently pointed out that student indiscipline was rampant even in U.P., where the medium of instruction had been the regional language since many years past.]

Sri Subramaniam said that he did not want teachers to be members of any political parties, for they were engaged in teaching children of parents belonging to different political parties. They should not bring politics into schools, for that could destroy discipline.

2-2-60. Dr. A. L. Mudaliar, speaking at Tiruchi, protested against boys and girls being treated as guinea pigs in educational experiments. It was dangerous to toy with education. He said that the most important aspect of education was not the maximum number of passes, but the building up of character, nobility etc., which would help to sustain them. He was interested in the production of students who would shed lustre on India, like Dr. C. V. Raman. Mr. K. Balasubramania Iyer referred to the Hindu way of life and said that, while they must progress with modern ideas, they should not forget their rich heritage.

2-2-60. The Government of Mysore has drawn the attention of the people to the Press Note issued by the Government

of India Home Ministry on the scheme for awarding certificates and awards to eminent Sanskrit, Persian and Arabic scholars in these languages. The award will be in the shape of an annual grant of Rs. 1,500 for life.

[The idea is commendable, provided money is not thrown away on so called scholars who manage to secure the patronage of those in power who are in a position to make these awards. As it is a grant for life, closest scrutiny has to be made in assessing the real worth of the scholars.]

3-2-60. The Mysore Education Minister deplored that people who had no interest in the teaching profession had entered the Education Department.

5-2-60. The Madras Mail in a sub-leader has made an appeal for introducing a uniform Roman script which will facilitate the easy learning of the languages of India. Its introduction will lighten the student's burden in learning Hindi, English and the regional language.

6-2-60. According to Dr. Shrimali who spoke at the 27th meeting of the Central Advisory Board of Education, the National Service Committee under Dr. Deshmukh had recommended that students passing out of the Higher Secondary or the P.U.C. course should be drafted for national service for a period ranging from 9 to 12 months. Other points made out in his speech are:

- (i) 300 new multipurpose schools will be set up in this country at the rate of one each for each district to serve as demonstration multipurpose schools.
- (ii) It is proposed to extend the education scholarships to the maximum of talented scholars at different levels.

- (iii) The establishment of four teacher-education colleges for preparing teachers in agricultural, commercial, home science and technical courses and vocational guidance.
- (iv) Liberal assistance to voluntary organisations.
- (v) Student indiscipline is mainly attributable to want of control of parents over their children; failure on the part of teachers to win the respect, affection and confidence of students; and (in some rare cases) unscrupulous teachers inciting students to indulge in unsocial activities; and the unsocial activities of unscrupulous politicians.

x x x

Dr. Parija, in the course of his Convocation address to the students of the Venkateswara University, said that today education was a cooperative organisation. Lack of cooperation between the student and the teacher would have the effect of blocking the transmission of knowledge from the teacher to the pupil. The teacher must have knowledge at a higher level and the student must be receptive and have respect for the teacher.

It is essential that the teacher and the pupil should have close contact, and for this the teacher-pupil ratio must be raised duly. Only by this means is it possible to raise the moral standards of the students. We have great need of teachers taking to this profession in a missionary spirit.

One potent cause of student indiscipline is the existence of mental conflict that fills the mind of the modern student, who does not know how to reconcile the old traditions with modern trends. Provincialism, casteism, and regionalism add to his troubles.

It is the teacher we must look to, to handle the student with sympathy and understanding. We must never allow the student to fall into the hands of the present-day designing politicians.

8-2-60. The Central Advisory Board of Education has commended the objectives and proposals of the National Service Committee and urged speedy implementation of the Committee's recommendations. It also endorsed the recommendations of the Sri Prakasa Committee on Religious and Moral Instruction.

The Standing Committee on Basic Education has stated that the success of the programme would depend very much on evolving a uniform course of study for all schools in the State and preparation of carefully written text-books.

The Board also recommended the establishment of State evaluation units to promote examination reform and the training of more scientific teachers to ensure efficiency in the teaching of science in secondary schools. It was also recommended that General Science should be taught in every school for this purpose. It recommended that in future more and more science colleges should be started in preference to other types of colleges.

Mrs. Durga Bai said that the national service scheme ought not to be imposed on in the case of girls, as it would retard the progress of women's higher education. The Board observed that the work turned out by the students in implementing the national service scheme should be of tangible value to the community.

9-2-60. The Madras Education Minister said that it would not be possible to introduce free education till S.S.L.C. in the next budget. He added that a scheme of free education till the S.S.L.C. stage for all poor pupils was under consideration.

x x x

He also stated that the Government was considering what policy it should pursue with regard to uneconomic colleges. He added that the Government favoured the replanning and reorganisation of degree courses to ensure a more realistic distribution of seats.

[It would be a pity if uneconomic colleges in the mofussil should be closed. The best thing would be to relieve congestion in the city colleges. This may be achieved by refusing admission to boys coming from the mofussil where there are colleges, unless for valid reasons, such as the residence of parents in cities, the non-availability of seats in particular subjects which the students want to study, etc.]

10-2-60. The Madras Education Minister stated that Tamil ought to be the medium of instruction even for scientific and technical education, and for that purpose books on modern science should be translated into Tamil.

[I am sure the Education Minister does not want the translation of scientific and technical terms into Tamil. One effect of making Tamil the medium of instruction would be that linguistic minorities would either have to leave the State, if they wanted higher education, or take Tamil as their second language].

x x x

He also declared that the Government were considering the opening of Junior Trade Schools for students who had studied up to the VIII Standard.

x x x

To a plea that husbands and wives, who were teachers, should not be separated, Mr. Daniel, P.A. to the Special Officer to the Collector of Madurai, said that he was trying his best not to separate them, but to post both in the same place. In the same breath, he complained that efficiency was lowered, if that was done, for while the husband attended the school, the wife stayed away at home attending to domestic work!

[Well, if this is true, the idea of posting a married couple in the same place should be altogether given up. But separation might well make for inefficiency as well, for each spouse will be thinking of the other and will have no peace of mind. After all, we earn only to live comfortably. And if this elementary comfort is denied, efficiency will certainly go to dogs. The best thing would be to make sudden inspections and guard against any abuse of this privilege.]

Spiritual and Moral Instruction Programme.

Spiritual Message of Nammazhvar

By M. A. Narayana Iyengar, M.A., B.L., Retired Deputy Director of Public Instruction, Bangalore.

The *azhvars* of South India were Vaishnavite saints and mystics, who sang of their experiences of God in moving Tamil poetry. By common consent, the greatest mystic of them all is Nammazhvar. This is not his name, but the title or description by which he is known: and it means "Our (own) saint". In his works he calls himself Satakopa and Mara. To him are attributed four poems—*Tiruviruttam*, *Tiruvasiriyam*, *Peria Tiruvantadi* and *Tiruvaymozhi*.

According to tradition, his date of birth is given as 3102 B.C. Modern scholars place the *azhvars* between the 5th and 9th centuries A.D. and chronologically he is said to come midway between the earliest and the latest.

Tiruvaymozhi is the most famous of his works. It has been called the Tamil Veda or the *Dravidopanishad*, and is highly esteemed by the Vaishnavas of Tamilnad. The poem runs to 1102 stanzas composed

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in different metres. While celebrating many famous shrines, particularly in South India, they record also a wide range of mystical experience.

An attempt is made in what follows to give a very free rendering and explanatory paraphrase of some stanzas of *Tiruvaymozhi*. It is hoped that this presentation of what appears to be universal in the teachings of Nammazhvar will be of use in imparting moral and spiritual instruction in schools and colleges.

I. I. 1.

Oh mind of mine! How long do you want me to lead this ignorant, selfish, material life, unaware of the greatness of God, who has created me and the universe with all its beings! Surrender yourself immediately to Him, and seek refuge in His glorious, shining and brilliant feet, which can remove all sorrows and grant everlasting bliss.

Do you want to know who is this Great Being—the Reality and Cause of the universe? He possesses the highest bliss—far superior to the pleasures enjoyed by the greatest of emperors and even by the great gods ruling invisible world. He has the great, auspicious quality of destroying ignorance which is the cause of bondage and granting the boon of everlasting perfect wisdom and pure devotion to Him. He is the lord even of the eternally free souls in His highest, blessed heaven, and much more so, of all beings in the universe.

Make a pious and firm resolve, O mind, that from this day you will give up the vulgar, material and selfish life which gives you a few petty pleasures intermixed with numerous pains to yourself and others. Seek refuge in God, surrender yourself to Him. This is the beginning of a divine life.

I. I. 2.

Where are we to find God at whose lotus feet we have to seek refuge? He cannot be perceived in any part of the

universe experienced by our senses as one or more of its myriads of animate and inanimate objects. Nor can His greatness be measured even by great Yogins whose spiritual insight (*atman-consciousness* or *dharma-bhuta-jnana*) has attained unlimited expansion through the discipline of *Yoga*. How will it be possible, then, for ordinary human beings with limited capacity of understanding to realise fully this Great Eternal Existence in their minds?

He is, indeed, Infinite Existence, Infinite Knowledge and Infinite Bliss. There is none superior or even equal to Him in this wide universe throughout the vast expanse of time—the past, the present and the future. And yet the greatest wonder of wonders is that. He is the Heart of my heart, the Soul of my soul. Just as the body is ruled by the soul, the soul is ruled by Him.

I. I. 3.

It cannot be said of God that He does not have that object or has this. His lordship is not limited. In fact, its scope is beyond what can be conceived by the human imagination in its wildest flights. Yet we realise Him to be so, because He is lord over all that we see in the vast universe and also over those existences—the *atmans*—which cannot be seen.

Thus transcendently great. He is still intimately associated with all things without exception, having created, penetrated and evolved them. Their imperfections do not affect Him in the least. He is perfect and pure amidst them all.

We have somehow managed to approach One of such wonderful glory.

I. I. 4.

What is the relationship between God and the universe with its varied contents, animate and inanimate, masculine and feminine, those near, distant and discussed about? In reality those held in esteem, mortal things, good things and

bad things, things past and to be,—all are God Himself standing as those manifestations. All these together, that is, the whole universe perceived by us, is God in His visible aspect. As the Supreme Soul (*Paramatman*) He is the Internal Controller

(*Antarayamin*) of the whole universe as well as everyone of its objects. Every one of these objects as well as the whole universe is God in His embodied form (*visishta-svarupa*).

(To be continued)

EDITORIAL

Gifted Child

In our wholly justifiable hurry to get our masses educated, we have been encouraging the backward. And in order to make it easier for them to go through schooling, we have been lowering the standards and diluting the contents of education. In this context, the gifted child is not merely neglected, but it is also positively discouraged. It will not be long before the effects of this policy are felt at the highest levels of leadership. In this connection, a seminar conducted by the Central Institute of Education recently on the gifted child is like an oasis in a desert. Mrs Kamala Bhatia, Principal of M. B. Girls' Higher Secondary School, Gole Market, directed the seminar. She pointed out that various methods were available for identifying gifted children—classroom tests, annual examinations, interviews with guidance experts, intelligence tests, achievement tests, parents' opinion and, above all, the teacher's judgement. Her suggestions for special plans to deal with education of such children included special schools, special groupings of subjects, special inter-school or grouping systems, facilities to study with a higher class a subject in which one has special aptitude, and an enriched programme of study and work. If we are to get the best possible leaders for the country, we have to follow a programme on the lines suggested by Mrs. Bhatia. Perhaps the time for framing and carrying out such a programme has not yet arrived. We have to shed some of the egalitarian prejudices against talent and intelligence,

and take a realistic view of national interests. Then only we will understand that democracy means the recognition not merely of equality as an ideal, but also of inequality as a sacred right. For it is one of the elementary canons of democracy that the individual must be allowed to develop his potentialities to the maximum.

The Ark and the Flood :

The problem of providing higher education to more and more students of subacademic standards has been bedevilling Indian Universities from the attainment of Independence onwards. The London Economist has recently dealt with it from the point of view of English conditions and experience. The advance of the flood has been more gradual and better regulated in England. The shock has been cushioned by the unobtrusive functioning of the University Grants Commission whose "personnel overlaps academic, political and civil service circles", and by the common background shared by Parliament and university alike. Nevertheless, the flood is very apparent. The strength of the universities has risen from 50,000 to a lakh in a score of years; and in another five years, it may well reach 135,000. The growing dependence of the universities for funds on the State has brought about a situation when academic freedom and isolation may have to be diluted and watered down. The time may come when the universities "will be asked to take money to do things which they do not think are

properly academic and which will perhaps be detrimental to academic life and purposes as they see them". The problem then will be, as the *Economist* picturesquely puts it: how "to ensure the ark of scholarship will still float on the floodwaters of mass education".

The concrete suggestion that is made is that the universities will have to take charge of the post-school education of students of subacademic standards. They will have to be provided with "subacademic courses," and suitable teachers and teaching methods will have to be found to satisfy their requirements. This is certainly a better way of dealing with the problem than the one which we have been resorting to in this country—lowering of standards. If the ark of culture and scholarship is to float, there should be no interference with the high standards of academic discipline. The unfit will have to be weeded out. But they are by no means good for nothing. Other courses and even other methods of teaching may have to be found for them. The root of the malady of indiscipline in our universities lies perhaps in subacademic students being dragged up to academic heights through a forced climb. Let our universities ponder over the problem in all its ramifications.

National Awards

Last month, for the second year in succession, selected teachers all over India were honoured with National Awards. The sentiment that prompted it is excellent, and we are anxious that the National Awards should be a source of inspiration and encouragement to the poor, neglected community of teachers. And here the question of the method of selection assumes some importance. Choosing of any kind is bound to make invidious distinctions, and no choice is likely to commend universal approval. Nevertheless, it is desirable to have teachers' organisations or recognised leaders of the profession associated—and associated effectively—in selecting the persons to be honoured.

We understand that an exhaustive questionnaire is to be answered by those who are considered for the honour. So far, so good. The citations record long and devoted service. And we gladly congratulate all those who have been thus chosen and honoured.

However, we trust that outstanding Headmasters and Assistant Masters who are known to have rendered distinguished service in our State and elsewhere will all be duly honoured. We have somehow missed quite a few of their names.

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Studies in Kingship—India—(Contd).

Prof. T. K. VENKATARAMAN, M.A., L.T., MADRAS.

The Mahratta ruler, Sambhaji, was dominated by his favourite, Kavi Kalasha. Kalasha supplied him with women as regularly as Cardinal Dubois did for the Regent Orleans in France. Baji Rao, the last Peshva, was so sensual that he suffered from immoral diseases even at the early age of 13. Those who described his life after his fall mention that he lived in a vast palace which stood on beautiful grounds six miles in circumference and full of parks abounding with deer and wild fowl. Every kind of luxury was at this command, including a retinue of eight thousand guardsmen. He had married six wives already. In this retirement, he married five more and, besides, was able to get plenty of dancing girls and harlots from all Asia to amuse him. The vast mirrors framed in gold which hung on the wall reflected the revelries going on inside his chamber. He had a pension of 8 lakhs of rupees a year. Anandi Bai's letters show that, even as a boy, he showed no interest in study and received from her, not only severe rebukes, but actual floggings. As a ruler, he was an oppressor. Lacking statecraft, he relied more on astrologers than on his own efforts. One astrologer, Bal Joshi, even assured him of victory over the English. This despicable ruler had, however, great charm of manner. Sir James Mackintosh, who had met three sovereigns—George III, Napoleon I and Baji Rao—confesses that of the three he preferred the last. Baji Rao had no son and willed all his property to his adopted son, Nana Sahib; but, owing to his extravagance, the property he left was not as expected.

He was also cruel and treacherous. There was a dispute between him and Ananda Rao Gaekwar. Trimbakji

Danglia, the Peshva's confidante, induced Gangadhar Sastri, the envoy of the Gaekwar, to join the Peshva in a pilgrimage to Pandharipur on July 14, 1814. After worship, the envoy was murdered by assassins placed by Trimbakji near the temple. The Peshva, once, imprisoned the brother of Jaswant Rao Holkar. The unhappy man was tied to the foot of an elephant and dragged about the streets of Poona till he died. The Peshva gloated over his sufferings.

The Holkar dynasty was founded by Malhar Rao whose ancestors were herdsmen by caste. His father, Khandoji, was a village accountant at Holi on the banks of the Nira. When Malhar was three years old, his father died. One day, as he slept in the shade of a tree, it is said that a large cobra shaded his face with its hood to guard it from the sun. This was held to indicate his future greatness. His uncle, Bhoja Rao, married him to his daughter, Gautami Bai. Malhar started as a soldier and rose rapidly. Under Jaswant Rao, the dynasty declined. Jaswant, later, became mad and murdered his nephew, Khande Rao, and brother, Kasi Rao. After his death, his mistress, Tulsi Bai, carried on the government, being now the mistress of the Dewan, Ganapathi Rao. During the war with the English, she was murdered by her own troops.

Nandaji, founder of the Gaekwar dynasty, was in charge of a fort when he saw a Muslim butcher leading a herd of cows for slaughter. He rescued the cows and, hence, had the title 'Gaekwar' (the cow's protector). The worst ruler of the dynasty was Malhar Rao who used to oppress his subjects, resorting even to torture of women. In 1875, he was accused of trying to poison the Resident, Col. Phayre, and was tried by a tribunal con-

sisting of three British officers, Sir Dinkar Rao (Chief Minister of the Nizam) and the Maharajas of Jaipur and Gwalior. The British members held him guilty, while the others expressed doubt. He was deposed.

Ranoji, founder of the Scindia dynasty, belonged to an old Kshatriya family which rose to importance under the Bahmanis. Ranoji's father served under Balaji Visvanath. Baji Rao made him his sandal-bearer. It is said that, one day, he found him sleeping, but still holding fast the sandals. Pleased, the Peshwa promoted him. The most famous of the line, Mahadaji, distinguished himself by his rescue of the Emperor, Shah Alam, who was imprisoned by a ruffian, Ghulam Qadir. Ghulam even flogged the Emperor to force him to reveal hidden treasures. He himself gouged out the Emperor's eyes with his dagger. Women of the imperial harem were outraged in the Emperor's presence. These outrages lasted some weeks, till Scindia came. Mahadaji had Ghulam's face blackened, had him led round on a jackass, then blinded, mutilated and hanged. Mahadaji's successor (and grand-nephew), Daulat Rao, was oppressive. He cut down the allowances of the four widows of Mahadaji. So, three of them accused him of incest with Bhagirati Bai the youngest and most beautiful of the four. Before the battle of Assaye was joined, he showed indecision and delayed till the British completed their preparations. Wellesley had already seduced French officers like Poshlman and some of Scindia's battalions went over to the English. Raghoji Bhonsle deserted the Scindia and fled. So, the battle cannot be called a triumph of British arms. The Scindia so much felt the action of the Bhonsle that, in the next battle of Argaon, he took his revenge by retreating and leaving the Bhonsle in the lurch.

Nana Fadnis, like Metternich, was fond of women. When he died at 60, he had a wife of 9 years. Some think

that there were guilty relations between him and Ganga Bai, wife of the Peshwa Narayana Rao. A Marathi drama, *Death of Savai Madhava Rao*, suggests that Peshwa Madhava Rao, son of Narayana Rao, committed suicide, because the agents of Baji Rao (his cousin) told him that he and his wife, Yasoda Bai, were the offspring of Nana's intrigue with Ganga Bai, her mother. Grant Duff accepts the story of suicide; but most believe this to be scandalous gossip. It is generally accepted that the death of the Peshwa was an accident, as we know that, he was ailing from high tubercular fever, which often was accompanied by fainting fits. We need not also believe the scandal that Ganga Bai died as the result of a forced abortion following on her intimacy with Nana. It is clear from contemporary evidence that she really died of a malignant fever.

The mother of Dhulip Singh (the last Sikh ruler) disgraced herself by her loose conduct. Yet, in general, Indian kings were not quite so bad as kings elsewhere. Pietro della Valle, an Italian, who travelled in the time of Jahangir with his womenfolk in perfect security, was favourably impressed with the high morality he found amongst Hindus. Polygamy, however, was a widely prevalent vice amongst the Muslims as well as the Hindus. Maqbul, minister of Firuz Tughluq, maintained 2000 women of different nationalities.

Ghiyasuddin Mahmud Shah IV of Bengal (1533-38) who died of wounds after his defeat by Sher Shah, had 10,000 women in his harem. Polish records that Shah Alam had 500 women and about 700 children. "Never a year passes without several births". Narasimha Hoysala, a sensualist, had 384 women.

After the third Battle of Panipat, according to the *Sairul Mutaquerin*, 22,000 Mahratta women (many being of high birth) were distributed amongst the victors.

Firuz, the Bahmini Sultan, degenerated into a voluptuary towards the end of his reign. He is said to have availed himself of the licence of temporary marriage, and 800 women were daily taken into his harem. Ibn Batuta married more than 4 times and abandoned his wives, one after the other. Haidar Ali of Mysore had a harem of 600 women. One harmful result of this polygamy was that the zenana became a fruitful source of political intrigues and civil wars. Further, the atmosphere of the harem, with its slave-girls and eunuchs, spoiled moral life. Homosexualism became general amongst the court circles and eunuchs were made and sold. harems were filled with women of all races, including Negroes. Political turmoil affected them.

A funny result of polygamy was the trouble of Sahu, the Mahratta King, whose life became miserable owing to constant quarrels between his two wives. The trouble became so acute that the king had, at last, to call in his minister, the Peshwa, to intervene. The Peshwa established a convention consisting of a number of rules to be adhered to by both the parties. One of these curious rules is that, if anybody gave a present to one lady, he should at the same time make an identical present to the other. Still, matters did not improve till one of the two died. This Sahu was so amiable that he gifted good bracelets even to men who tried to murder him. His pet dog, which had saved his master's life from a tiger, was made a jaghirdar

and given a special palanquin for its use.

But polygamy was not peculiar to India. It was widespread. We hear that Bodawwaya of Burma (1772-1819), son of Alangapaya, left 122 children and 208 grandchildren. Solomon had 800 wives and 300 concubines. Hieronymus of Rome married 21 women. His latest wife had 20 husbands before him. Sultan Mahmud IV inherited 240 women when he came to the throne. Mulai Ismail of Morocco (who ruled in the 18th century) was the father of 548 boys and 340 girls. Proculus deflowered ten Samnite female prisoners in a single night. Attila died of exhaustion after a night of excess. Massinissa, at the age of ninety, was the father of a male child.

In 1603, Sultan Murad of Turkey had 1200 women in his harem. Sultan Ibrahim drowned his entire harem in the Bosphorus (in sacks with weighted stones), as he wanted a change. Ludwig I of Bavaria, though happily married, amused himself with a dancer, Lola Montez, as Channon describes (*The Ludwigs of Bavaria*.) Mazzini lived in free love with Hortense de Meritens who had been already the mistress of several, including the French writer, Chateaubriand. President Jackson of U. S. A (who killed a man in a duel) lived with a married woman till she was divorced and free to marry him. Warren Hastings lived with Mrs. Imhoff, the beautiful and accomplished wife of a German, from 1769 and married her only in 1777.

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M. R. Sampatkumaran, hereby declare that the particulars given above are true to the best of my knowledge and belief.

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