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National Intelligence.

SIR GIRIJA SHANKAR BAJPAI, presiding at the inaugural meeting of the Central Advisory Board of Education held in December 1935, expounded the aims and objects of the Board in these terms :

"The main function of the Board is to impart to Educational thoughts the impulse of progressive policy. It is because we aimed at ensuring fruition of advice into action, that we invited ministers in charge of Education in Provinces to sit on the Board. It is because we aimed at viewing the whole field of Education in one conspectus, that apart from Education Ministers and their Directors of Public Instruction, we have invited the Inter-University Board to send us three representatives. It is because we want our effort to be quickened and influenced by responsible political opinion that we have with us representatives of the Legislature."

Presumably these ambitious sentiments must have formed the concluding portion of an important public pronouncement by the Member-in-charge of Education on the general policy of the Government of India, and it is widely hoped that the large and representative body of eminent Educationists and Legislators who compose the Board might ensure the progressive realisation of the high purpose adumbrated at the inauguration ceremony. It must be remembered that the Central Board is not a statutory body, and is without the power of taking the initiative in the formulation of any educational project or policy. Its function, therefore, is restricted practically to advising the Government of India on problems referred to it, or to inviting information from the Provincial Governments and other organisations interested in educational matters, with a view to examine the material collected in order to frame a co-ordinated scheme of recommendations. Manifestly the success of the Board in either of these spheres must depend on two fundamental factors. The first pre-requisite is the time and energy which the members of the constituent committees can devote to the study and investigation of the special and general problems coming within their purview and having a specific bearing on the development of cognate subjects in the more progressive countries, and how far the members will bring the results of such study and research to bear on the discussion of the questions referred to the Board. The second factor relates to the ability and willingness of the Provincial Governments to adopt the recommendations of the

Board regarding general and technological educational problems. A purely advisory body must before long discover that moral suasion is a feeble instrument with which to recommend the acceptance of its decisions by provincial authorities, and if the resolutions of the Central Board are treated as counsels of perfection, the existence of the Board can hardly be justified. It was pointed out by the Member-in-charge of Education that it is unthinkable to entertain proposals for making education a subject of the Central Government when provincial autonomy is the cardinal feature of Federal Administration. The whole objective of education is to improve national intelligence, and if subjects such as national defence, national communications and foreign relations should require all the tender care and nursing of the Imperial Government, the logic of handing over education, which "quickens and influences" every branch of the Central Administration, to the provincial authorities must puzzle the public.

The policy which controls the destiny of national intelligence must be vested in the Supreme Government, which ought to utilise the knowledge and experience of the widely representative advisory body, in the formulation and application of that policy. For instance, the question which should engage the enquiry of the Central Board as well as of the Government of India is the one which formed the title, "An Intelligent Youth" of the lecture which Dr. S. H. Tucker delivered to the Andersonian Chemical Society at the Royal Technical College, Glasgow, last November. Perhaps an equally important and pressing enquiry for the Central Board is to organize an investigation into the problem of examinations, especially in view of the indictment of the present system made by Sir Philip Hartog and Dr. E. C. Rhodes. At the inaugural meeting of the Central Advisory Board, a series of resolutions were recorded after considering Sir Tej Bahadur Sapru's report on the unemployment problem. It seems to us that all these questions affect the nation as a whole, and apart from the subject of language as the medium of instruction, we fail to detect anything particularly provincial in the educational process at any stage.

Speaking about the employability of university graduates, Dr. Tucker is reported to have remarked that "unfortunately, however, a university degree is not a hall-mark,

necessarily, of intelligence. It can be and is acquired by sub-intellectual processes". The results of the investigation into the prevalent system of examination undertaken by the International Institute Examinations Enquiry establish beyond a doubt that the element of chance plays rather a serious part in assessing the capacities of candidates. Even in India employers have begun to realise that the knowledge which a graduate possesses has very little relation to the type of work in which he proposes to engage either in government service or industries. In the United Kingdom, according to Dr. Tucker, employers have so often found that a degree is merely camouflage for ignorance that they have come to associate the two. He thinks that there would be no contempt for university degrees if their possessors could only show ordinary intelligence. Upto a certain point the universities and secondary educational institutions have done remarkably well. They have filled the minds of young men with a large mass of varied facts, and educated people employed in government service and in learned professions have done creditable work. The old doctrine that a university degree or that the tests of a competitive examination fitted the young graduate for any kind of work is still fondly cherished by Governments; but the other employing agents make a distinction between book knowledge and general intelligence. This is precisely the reason why the average student complains that his education does not fit him for any particular employer or any particular employment. No academic training without reference to the aptitudes of the scholars and the actual practical needs of a growing population could assist its recipients in finding profitable employment. To a certain extent the present educational process with its elaborate paraphernalia of examinations, has tended unconsciously to immobilise the young mind; and it seems to us that the whole problem of unemployment centres in the fact that education has not promoted that adaptability of mind to new conditions which the young man should possess on leaving the university.

It is true that large numbers of students come to the universities and technological institutes, convinced that a degree or a diploma is the thing that pays, and there is little incentive to explore and appreciate the intrinsic significance of facts presented in

the class rooms. They possess knowledge, but "intelligence consists in being able to associate these facts and in being able to use them to arrive at new ideas". An unduly large proportion of those who pass through the universities and technical colleges do not possess a sufficiently adaptable mind to rise to that position in the world, which by their high education they should occupy. The volume of unemployment affords evidence for this serious allegation. Unquestionably students are required to study far more than they ought, and certainly more than they actually need in the transaction of the ordinary affairs of public life. The solution of the unemployment problem does not consist in opening technical schools and colleges for those who cannot profit by university education, but it really involves an investigation into the system of training, the hereditary predispositions of young men, the capacity of teachers for giving a lead to the students in the world and the requirements of the employer.

The mind of the average Indian is naturally quick, retentive and sympathetic, and if it is not adventurous or inventive, the fault is due to the system of education which placed before young men, appointments in the services and success in the legal profession as the summit of their ambition. Is the public intelligence trained for leadership and ability to handle public affairs? Does the present

system of education render the mind of the rising generation sufficiently elastic and adaptable to the changing conditions and new demands in national life? These are All-India problems, though in certain aspects some of them may have a provincial side. It is almost unthinkable that, even under Federal Administration, the Government of India can afford to relinquish the responsibility of its stewardship of national intelligence in India, the training of which for leadership manifestly depends not only upon the quality and character of the education imparted to the young, but also upon the ability and enthusiasm of the teaching profession. It is a waste of national intelligence to permit thousands of highly educated graduates to drift through life apparently without ambition and without sufficient initiative to make a mark upon the affairs of their world. The obligations of national education extend far beyond the diffusion of knowledge and the promotion of research in the universities, essential as these are for the improvement of public health and of the standard of living. The higher grades of education ought to quicken the genius of the nation, and in the present state of political development, it seems that the task of training and directing the intelligence of the Indian people is the legitimate duty of the Government of India, supported by the Central Advisory Board of Education.

The Diamond Jubilee.

WE have great pleasure in offering our respectful felicitations to His Highness Sir Sayaji Rao, Gaekwar of Baroda, on the occasion of the celebration of the Diamond Jubilee of his long and beneficent rule. As is natural on such occasions, the head of the ruling family received unstinted expressions of loyalty and love from his subjects, and the event was celebrated with exhibitions of popular enthusiasm and devotion.

His Highness was invested with ruling powers in 1881, and has governed the State with conspicuous ability and character. During this long period, the State which is undoubtedly one of the best governed in India, has witnessed reforms, in the inauguration of which Governments of the

States, in many respects, move faster than the British Government. For example, Baroda prohibited child marriage long before the British Government could venture to legislate on the subject, made primary education compulsory with provision for adult education, has raised the percentage of educated untouchables to the highest figure in India and has associated the people with the State administration. The policy of the Gaekwar's Government is to build the structure of administration on the village *panchayat* as the foundation, so that steady progress in administration is secured by the representation of the popular element in the Legislature.

The Gaekwar being one of India's elder statesmen, is the doyen of Indian princes,