

## EDUCATIONAL RECONSTRUCTION IN INDIA

AT the thirty-first Indian Science Congress held in January, the presidential address delivered by Mr. John Sargent before the Section of Psychology and Educational Science deserves more than a passing notice, because of the practical and comprehensive manner in which he dealt with the enormous problem of educational reconstruction in the Indian Empire.

Mr. Sargent began at the very beginning by asserting that the cause of real education has not been helped by "the tendency of woolly-minded philosophers to assume that education with a big E is necessarily a good thing". The totalitarian countries, he points out, have given a timely reminder that education can be as powerful a means of corrupting as of improving the mentality of a nation. But it has always been an instinct of human nature to want to know about things, both to satisfy curiosity and to ensure the preservation of the race by enabling it to assert control over its environment. No free nation which has once had a system of education would submit to be deprived of it. The Indians, of all people, need it, because they now range themselves among the United Nations, pledged to the ideal of democracy, and "democracy, like education, is not necessarily a good thing. It is the sort of democracy that matters." If a little learning in an individual is a dangerous thing, a little learning in a nation is not less dangerous. An India, "85 per cent of whose population are illiterate and liable, as we have seen in recent years, to be stampeded by political or religious excitement, however irrational, constitutes a field for mischief-makers". In other words, India owes it to her allies the world over to overhaul her educational provision thoroughly. "Whatever may satisfy government or big business or all the other vested interests whose vision is oblique or retrospective, the logic of any post-war settlement will demand a drastic change in the present state of things".

Upon such a foundation of principle, Mr. Sargent proceeded to raise a superstructure of Indian education as, in his belief, it ought to be, and in course of time can be. His minimum programme is comprised under a dozen headings, familiar to an English reader. They include compulsory and free schools from five or six to fourteen years of age, a reasonable supply of nursery schools, secondary schools of different types, university education for picked students, technical, commercial and art education, adult education of all kinds and standards, teachers' training institutions, special schools, recreational facilities, employment bureaux, and an efficient system of administration. Judged by the system in Great Britain, this is not an extravagant programme. Mr. Sargent then turned to consider how far the Indian system, as it exists to-day, falls short, and whether it is practicable to build upon it a national system on the lines suggested.

Mr. Sargent takes each item of his minimum programme, and deals with it faithfully. Less than one out of every four children stay long enough at school to attain "permanent literacy", so that the money spent on the others (nearly 80 per cent) may be regarded as wasted. In India, as elsewhere, only a tiny part of the vast army of teachers required enter the profession because they feel called to it;

the rest must be attracted by decent prospects of a living, and there India has an immense problem. Of buildings and equipment, at any rate in the lower stages, "the less said the better". There is an obvious need for a youth movement on an All-India scale; and so on through a rather depressing catalogue, which, however, does not prevent Mr. Sargent from courageously facing the problems of finance. There is, he says, reason to hope that "as education spreads among the rural population it may lead to the abandoning of those superstitions and prejudices which for centuries have hung like millstones round the neck of the Indian peasant". A competent observer has estimated that with the removal of these, the standard of living among agriculturists might be raised by as much as 100 per cent. "Given the will and given the funds," concludes Mr. Sargent, "it would in my opinion take at least 35 to 40 years to establish the sort of system outlined in this paper."

The outlook for India, as thus presented, seems by no means depressing. Vast India may be likened to a lot of little Englands put together, and in the England of a century ago illiteracy was nearly as common as it now is in India, and most forms of education did not exist or were struggling for life.

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## BASICITIES OF THE AMINOQUINOLINES: COMPARISON WITH THE AMINOACRIDINES AND AMINOPYRIDINES

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IN view of the use that has been made, in recent years, of the aminoquinolines as intermediates in the evolution of new drugs, it is surprising that no measurements of their strengths as bases have been published. Briefly, the history of these drugs is that the antimalarial, pamaquin, introduced in 1926 under the trade-name of 'Plasmoquine', was the first chemotherapeutic substance derived from an aminoquinoline; in 1937 three more aminoquinoline drugs appeared, namely, the wound-antiseptic 'Surfen' and the trypanocides 'Surfen-C' and Bayer 7602, the latter being intended as a specific for *T. cruzi* infections in South America. Later, 'Acaprin', another aminoquinoline drug, became established as a specific for certain piroplasmoses. In Moscow in 1937, Maghidson and Rubstov<sup>1</sup> discovered some malarial schizonticides in this series<sup>2</sup>, but the development of new aminoquinoline drugs has taken place mainly in Germany: Iensch<sup>3</sup>, even in 1937, was able to review the structure and activity of some hundreds of these compounds, and work of this kind has apparently gone on steadily<sup>4</sup>.

The dissociation constants of the seven isomeric aminoquinolines have now been determined and are compared in Table 1 with the dissociation constants of the corresponding aminoacridines and aminopyridines. Because the acridine nucleus is numbered differently from the others, the table has been arranged with analogously substituted compounds opposite one another.