

NEWS and VIEWS

Chemical Society: Retirement of Mr. S. E. Carr

FIRST as assistant and, later, general secretary, Mr. Stanley Ernest Carr has been identified with the Chemical Society for forty-two years. Mr. Carr's life's work has been such that much of the Society's progress must be ascribed to his guiding influence during that long period. Of necessity, there have to be frequent changes of honorary officers of a learned society, and it has to be left to the more permanent general secretary to preserve the continuity without which schemes for the advancement of the society and the science it represents would frequently fail or, at best, be only partly successful. The Chemical Society has been particularly fortunate in having Mr. Carr as general secretary for so long and during two periods of difficulty arising from emergencies when the importance of chemistry to the nation has had to be recognized. The history of the Chemical Society since the beginning of the present century is, indeed, almost an account of Mr. Carr's successful work for the Society and British chemistry. For example, on behalf of the Chemical Society, he has been intimately concerned with the introduction of the publication of the "Annual Reports on the Progress of Chemistry" (1904), the setting up of the Bureau of Chemical Abstracts (now, the Bureau of Chemical and Physiological Abstracts) and the setting up of the Chemical Council, so achieving co-operation with other societies and organizations concerned with chemical interests in Britain. Fellows of the Chemical Society owe a great debt to Mr. Carr both for his efficient work for the Society and for his courtesy and kindness at all times. They will wish him a peaceful retirement in which he will have happiness in the knowledge of the gratitude of those with whom he has worked.

Royal Geographical Society Awards

THE King has approved the award of the Patron's Medal of the Royal Geographical Society to Sir Halford J. Mackinder, for his eminent contributions to geography, including the first ascent of Mount Kenya in 1899, and his long and distinguished service in the advancement of the science. His Majesty has given permission to the Council to postpone a recommendation for the Founder's Medal for 1945. The Council has resolved that the grant of the Society's awards for 1945 be postponed.

Bilingualism in Indian Education

In the *Journal of Education and Psychology* (Baroda, 1, No. 2; July 1943), A. I. Patel discusses bilingualism and Indian education. He surveys the results of the use of English as the medium of instruction in the earlier stages of education before the mother tongue has become an adequate mode of expression. He concludes that bilingualism hinders the process of education, renders its victims emotionally unstable, prevents moral development, dries up the sources of creative ability, and makes misfits of the students, adjusted to neither cultural group. The remedy is to realize that at present Indian education is neither Indian nor education. English should not be taught in the primary stage, but postponed to a late period in the secondary stage. It should rank as a second language, leaving the vernacular to be the medium of education. The present system, centred round the teaching of

English, has had a fair trial and has failed. The writer admits that there will be difficulties but that for the sake of India they ought to be faced and overcome. He recommends the use of Basic English, when the time comes to learn English. He does not want to exclude English because it is the one language which can provide vital contact with European culture and civilization, but Indian language and literature should be the basis of education.

Science-Teaching in Schools

YET another body speaks on the teaching of science in the schools of the future. The Essex Science Teachers' Association is an active one, holding several meetings each year under the able guidance of its secretary at the Mid-Essex Technical College, Chelmsford. It works for the advancement of science-teaching in all types of schools. The interim report, a fourteen-page brochure containing aims of science-teaching, suggestions for content of science syllabus and facilities for the teaching of science, is intended to be followed up with a series of publications dealing with science for the eleven-to-thirteen age-group, laboratory accommodation, etc. (The Content of the Science Curriculum in Post-Primary Schools. Interim Report of a Sub-Committee of the Essex Science Teachers' Association. Pp. ii+14. Chelmsford: Mid-Essex Technical College, 1944. 6d.)

The aims are admirably stated, a concise expression being given as "aims . . . to encourage pupils to learn the facts, principles and skills of science; to appreciate the spirit and service of science; and to acquire rational methods of working, observation, thought and expression". Material for the content of the syllabus, its order and depth of treatment, local environment, time requirements, scope and practical applications are all discussed. Rational suggestions are made with regard to sizes of classes, rooms and laboratories, equipment, workshop and repair facilities, staffing. Particularly valuable is the contribution of the non-science headmaster that concludes this much too brief report, many of the contents of which needed stating long and loudly; it is to be hoped that further publications will amplify many of the sections on facilities and content of syllabus.

Sixth Form Mathematics

THE Cambridge Joint Advisory Committee for Mathematics, set up in November 1943, consists of eight school teachers and eight representatives of the University of Cambridge. The Committee has published a pamphlet "Syllabuses for Examinations taken by Sixth Form Pupils" (Cambridge University Press, 1945. 6d.), containing a scheme of two years work for higher school certificates and also for college entrance scholarships. It is recommended that the entrance scholarship papers should follow closely those for higher school certificates, and not give too much weight to advanced work. Pure and applied mathematics are regarded as a single subject, to which, even for specialists, not more than half the total teaching periods should be devoted. Another main subject, for example, physics, should also be taken, and at least one third of the total time should be reserved for general subjects. Having regard to the different requirements and levels of ability of the pupils, the Committee provides four different syllabuses, 'Subsidiary', 'Ordinary', 'Further', and 'Higher'. The 'Subsidiary' would be sufficient for