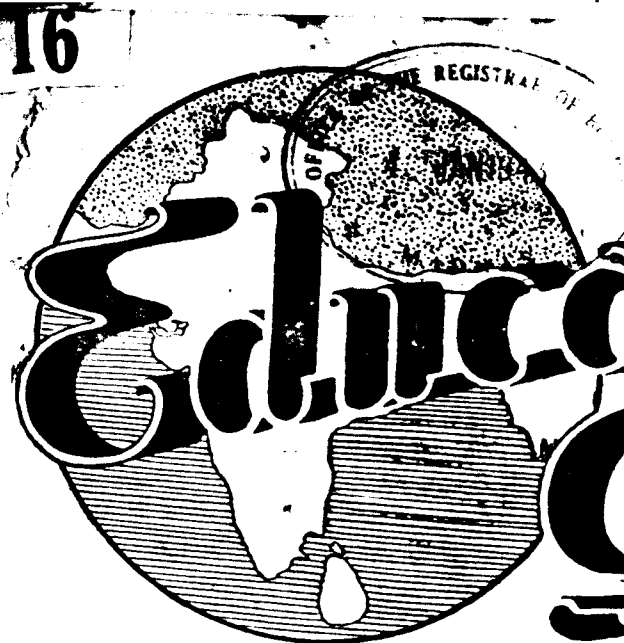
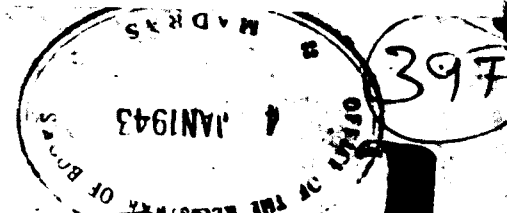




Educational India



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Vol. IX

No. 7

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JANUARY

1943

*We wish all our Contributors & Readers
A Happy New Year.*
—Editor.

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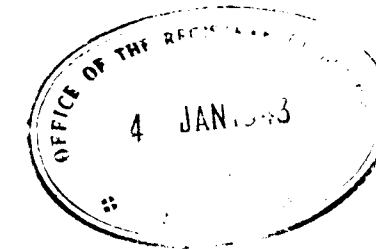
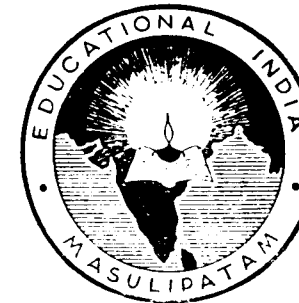
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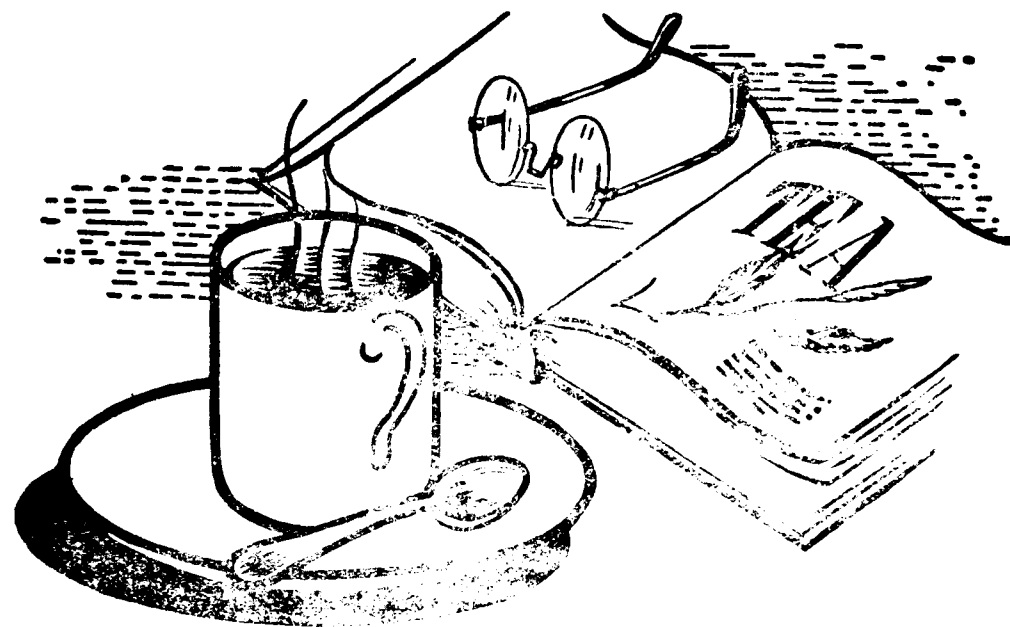
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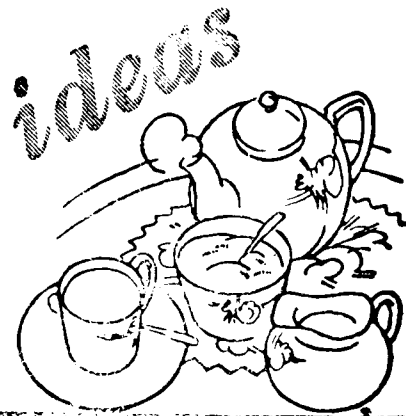
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EDUCATION TO-DAY*

Education in Russia—II

By Mr. R. SURYANARAYANA RAO

(Servants of India Society)

PEOPLE all over the world are admiring the heroic resistance of Russia to Nazi aggression and the shattering blows she is delivering to what Stalin calls Hitler's tyranny. Due to ignorance or prejudice or to a mixture of both, most of us have refused to admit that any good can come out of a Socialist State, still less from a Communist regime. We underestimated not only the equipment and the fighting quality of the Soviet army, but also the tremendous strides in economic, social and cultural progress Russia has made since 1917. But whatever may be said of other countries ignorance of the military preparedness of Russia was not an error committed by Nazi Germany. Till June 1941, when Hitler struck a treacherous blow and indulged in unprovoked aggression against Russia, the Nazis were the only people who possessed a great deal of information about the Soviet Union. On what then, did Hitler base his calculations to defeat Russia before the winter of 1941 and how did his calculations go wrong? The fact of the matter is, that Berlin was hopeful of spreading fifth column activity in Russia and of weaning millions of Russians away from their loyalty to the Soviet Union—peasants deprived of their private property and impressed into collective farms and non-Russian nationals, forming part of the Union who, he imagined, had been eagerly looking forward to securing liberation from the Russian yoke and who had looked up to him as their deliverer. That Hitler and his satellites were sadly mistaken is evident from the wonderful and gallant resistance of the Soviet army against

overwhelming odds, from the spontaneous loyal and willing co-operation and preparedness of all classes of the Soviet population, peasants and industrial workers, and the determination of all nationalities, Russians and non-Russians, to stand by the Union at any sacrifice. Whatever might have been the success of fifth column activities, in the occupied countries of Europe, there is no denying the fact that in this respect a gross miscalculation was made in the case of Russia, for which Hitler is paying dearly and which is likely to prove his end. What may be termed the 'political morale' of the Soviet stands so high, that Russia's ultimate victory is almost certain in the near future. What are the factors contributing to this strong and highly integrated 'political morale'? Competent observers attribute it to the importance given by the Union to the social and cultural services which have enabled the U. S. S. R. composed of 182 different nationalities, speaking 149 different languages or dialects, to present such united front.

In the constitution of the Russian Socialist Soviet Republic there occurs a significant sentence which is the fundamental basis of the educational policy of the Union: It runs, "for the purpose of guaranteeing to the population, an actual approach to knowledge the Russian Socialist Federal Soviet Republic makes it its task to provide the workers and the poorest peasants with a complete, all-sided free education." The aim of this resolution has been further explained by the Director of the Second Moscow University as a desire

* By courtesy A. I. R., Madras.

"To promote the all-round development of an individual who shall be healthy, strong, active, courageous, independent in thought and action, with a many-sided culture; an efficient person striving for the interest of the working class, which is ultimately for the interest of the whole of humanity".

It may also be useful to know what the authoritative publication of the People's Commissariat of education says, regarding the principles of the system of public education and the educational policy followed by the Soviet Republic. It says the system of public education of the Soviet Republic, has before it three principal tasks, viz.,

the development of a people's economy on the basis of social construction and particularly of the increase in the productivity of labour both in the city and the village;

the social political education of the masses in the spirit of communism;

the development of the national culture of the peoples of the Soviet Republic as a basis of general human culture.

In order to carry out these tasks, the Soviet Republic has attempted to correlate general education with productive work and participate in social and political life; to supply the needs of the people's economy, in workers of various vocations and various qualifications; to adapt the system, to the conditions of toil and custom of those strata of the toiling populations which it serves and to the special needs of the territory where it is operating; to establish the closest possible contact between social and vocational education; to attract, in the practical construction of public education, the broad masses of the toiling population as well as the pupils themselves as a necessary condition for the success of this construction; to establish, together with the actual continuity between each of the grades of the school education, a certain complete-

ness of each of the grades, in the sense that they provide knowledge and practical habits.

The announcements make it quite clear, that the objectives of Russian education are much more ambitious than those of any other country and that they are all designed to subserve the purpose of the Soviet State. Therefore, all institutions that promote the social and cultural progress of the community are utilised as a part of the general educational scheme. The functions of the Commissariat of Education which administers education in the Soviet Union, includes control over such institutions as scientific organisations, museums and historical monuments, musical and arts institutions, the theatre, the cinema and the State publishing enterprises. Even the work of voluntary organisations engaged in educational work such as the Youths' Associations, the Red Army etc., is guided by the Commissariat of Education. It will therefore be seen that control and guidance of all educational activities are vested in the State. There may be a difference of opinion among educational Pandits regarding the desirability and the extent of control and guidance exercised by the State. But the result so far as the Soviet Republic is concerned, seems to have been satisfactory and has resulted in creating unity in diversity, the success of which has been unmistakably demonstrated in the part played by Russia in the present war, causing utter disappointment and utmost discomfiture to the Axis Powers.

The extent of educational progress in Russia since 1917, even before the first five-year plan was inaugurated in 1928, can be gauged from the fact that in 1928, there were 70 per cent of the children of school-going age at school, the percentage being higher in the cities; and this was 46 per cent more than at the time of the outbreak of the first World War. After the three five-year plans, the last of which

unfortunately remains uncompleted, in all of which the development of social and cultural services received equal importance, the progress of education must have been phenomenal. This is also evident from the fact that in the total budget expenditure of the Soviet Union for 1940 out of 173 milliard Roubles, 57 milliard Roubles were allotted to financing national economy; 56 milliard roubles to defence expenditure and as much as 41 milliard roubles were absorbed by social and cultural services. The Revolution caused an active craving for educational advancement among the masses of the population. The promotion of "National Economy" also accentuated the desire for wider educational opportunities. Therefore, it is no wonder that in a comparatively short time the Soviet Government succeeded in practically universalising public and free education, liquidating illiteracy, promoting art, literature, science and culture to an astonishing degree.

Certain features of Soviet education are of more than ordinary interest. By granting equal rights to all citizens, independent of their racial and national adherence the Soviet Union has pledged itself to a policy of giving all nationalities an opportunity to be instructed in their mother tongue. It is interesting that so far back as 1928, nearly 70 national tongues were being used in the various schools. Another factor of importance is that the Soviet Government encourages the development of the cultures of the various nationalities inhabiting the Republic, and pays special attention to the education and cultural development of backward nationalities. In admitting students to general educational institutions, such as Universities and High Schools, preference is given to pupils coming from backward nationalities.

The vexed question of co-education has been satisfactorily solved in the Soviet Union; so that the fears and doubts entertained in other countries, regarding

the extension of this system, do not seem to worry the Soviet Republic. The gallant part played by the women of the Soviet Union in the present war in which they are undertaking even hazardous duties till now reserved for men, and acquitting themselves creditably, would not have been possible if co-education had not been adopted without any reservation both in regard to social and professional education.

Another feature of Soviet education to which attention may be drawn is the prohibition of the physical punishment of children.

The Soviet State has also carried on an energetic struggle against illiteracy in which all possible instruments are used. That their efforts were successful is clear from the fact that even so far back as 1928, the majority of the population could read and write for the first time in Russian history. If latest figures were made available, they are sure to indicate that almost the whole population of the Soviet State is literate.

The Russians believe that education is a continuous process and should not limit itself to the education of children. In their opinion, it transcends the limits of the traditional school age and embraces within itself, all influences which affect the individual at any time during his life. As the education of adults is concerned with those who have had some school education and have passed into some vocation, vocational education of all types forms an important part of the scheme of adult education. Adult education also includes political and cultural influences which mould one's life. The Russians call it 'political enlightenment.' That the Soviet Union attaches great importance to this influence is clear from their having created a chief Committee of Political Enlightenment attached to the People's Commissariat of Education. The decree which created this Committee stated that its purpose was to unite all the work of political agitation, propa-

ganda and enlightenment in the Republic and to concentrate it in the service of the political and economic reconstruction of the country. The methods and technique adopted for this purpose are varied including study circles, reading rooms, discussions, lectures etc. But the Russians are not satisfied with the present methods and are in search of better means. Yet the results achieved so far within a short space of time, are staggering; for it is to the political enlightenment programme that the high 'political morale' we are witnessing in Russia today is mainly due.

The need for a more just appraisal of Soviet institutions is today greater and more urgent, if the new alliance between Britain, America and Russia is to result in a practical and lasting co-operation of all the three peoples, for the establishment of the Four Freedoms adumbrated by President Roosevelt. Moreover, the in-

terests of the United Nations and the peace of Europe alike demand, that Soviet influence should not be allowed to be eclipsed by that of Germany in Eastern Europe. No unprejudiced observer can shut his eyes and deny progress where it is seen. Even the Russians are not slow to profit by their errors, as is proved from the changes introduced in the various Five-Year plans. Whatever may be our predilections, we cannot help saying 'Brave Russia.' And all those who once asked 'Wither Stalin?' will have no hesitation in prophesying that Stalin's adventure will end in the utter destruction of Nazism and the liberation of Europe from all that Hitlerite Germany stands for. In this adventure, the extraordinary attention paid to the development of social and cultural services by the Soviet Union, which have moulded and strengthened its national life has proved to be highly significant.

THE SCHOOL TEXT-BOOKS

Some features relating to their Nature, Preparation and Uses

By Mr. MIR AHMAD ALI KHAN

(Continued from the last number)

As to the actual machinery for preparing and selecting school text-books, we find that, wherever education is receiving the attention it deserves, arrangements exist in this connection. A few illustrations—referring mainly to the text-books for primary schools—are given below, which will give some general idea of their workings and will also point out the problems that are involved in preparation and selection of school text-books. In France¹ the selection of text-books for primary schools passes through a number of committees. Each year the fully appointed teachers in each canton meet under

the chairmanship of a primary inspector and submit a list of text-books to be added to or eliminated from the courses. This list is sent to the academy inspector, who forwards it to a departmental committee, consisting of the normal school faculty, the teacher-members of the departmental council, and the cantonal delegates selected by the council. The academy inspector presides over this body. The list framed by this committee is sent to the rector of the academy, and is accepted if approved by him. If disapproved it is referred to the Minister of Public Instruction, who, with the advice of the permanent section of the Higher Council of Public Instruction, finally

decides. In Germany the preparation and selection of text-books for primary schools are carried out under the strict supervision of the Departments of education. Primers, readers, song-books etc., are to be approved by the country and central education authorities. In the years preceding the present war the German State took keen and direct interest in infusing national spirit and outlook in students, and with this aim in view the preparation and selection of school text-books were strictly controlled by the authorities concerned. In Italy² the writing of text-books for the primary stage is governed by the suggested course of study issued by the Ministry of Education. In 1927 the Italian Government undertook the publication of its own series of elementary school text books. By the law of January 7, 1929³ the single State text-book for elementary schools, subject to revision every three years, was introduced. A Commission was appointed by the Minister of Public Instruction with power to co-opt leaders in the field of education and teaching. The text-books are printed and sold by the general Superintendency of the State through the State Book Store. In Russia⁴ standard text-books are used in the elementary schools. These are endorsed by the People's Commissariats of Education and are published by the special State publishing houses. Great importance is attached to text-books in the United States of America.⁵ There are text-book Commissions, which are "bodies created by law for the purpose of adopting text-books for use in the public schools. They may be State, Country or City Commissions. State Text-book Commissions are the most common." In approximately half of the total number of States the Department of Education acts as the ex-officio text-book commission.⁶ In

the remaining half "either a separate body, usually of schoolmen, is appointed by the State Board of Education or by the Governor, or additional members, either ex-officio or by appointment, are added to the State Board of Education for the purpose." In the actual work of preparation of text-books teachers and other experts in the subject or in the theory, participate individually or in co-operation.⁷ Though England gives greater freedom to her teachers and the principle that "primary responsibility for the selection of books rests on the teachers is becoming widely recognized,"⁸ yet suggestive lists are drawn up by a number of educational authorities in England. Selby-Bigge in "The Board of Education"⁹ says that the Board even in the case of the grant-aided schools "may criticise through its inspectors the use of unsuitable books as affecting the efficiency of schools." In Norway elementary schools text-books are selected by the Ministry of Education after thorough discussion by the highest authorities. The subject matter and language requirements along with the educational principles involved are directly looked into by the authorities concerned. Canada¹⁰ has declared for "selection and provision by the Central Department of education, private purchase by the pupil (rapidly changing in the West), and for one, and only one text-book of Canadian authorship, for each branch of study." It is asserted that in Canada "when the size and 'get-up' are taken into consideration books are the cheapest in the world."

The report on the Progress of Education in India (1922-27)¹¹ says that the "task of selecting good and suitable text-books and library books for use in schools is both important and difficult and, in

5 Studies in Comparative Education—Kandel, p. 513.

6 Ibid. p. 383.

7 Page 25.

8 Educational Year Book, Columbia University, (1935) p. 425.

9 Vol. I, p. 280 ff.

1 Ibid. p. 472 ff.

2 Educational Year Book, Columbia University (1937) p. 324 ff.

3 Ibid. p. 502 ff.

4 Cyclopaedia of Education. Totob. by Monroe. Vol. 5, p. 575 ff.

1. Studies in Comparative Education—Kandel, p. 46.

consequence, the working and organisation of Text-book Committees form essential features of the educational administration in the provinces. "The Report mentions that "true constitution of the Text-book Committees varies in the different provinces... but their functions are in the main identical. They receive and examine books and publish lists of approved text-books and library books for use in the primary and secondary schools." The members of the text-book committees serve honorarily. The work of the Punjab Text-book Committee deserves attention. The Report¹ mentions that the Committee laid down that the authors of school books and persons interested in the sale of books should be debarred from its membership. The school text-book committee, Madras,² goes further than this in trying to prevent undue influences from playing their part in influencing the decisions of the committee. The Report on the Progress of Education in India (1932-37),³ mentions that in the Punjab an Enquiry Committee was appointed in 1934 to examine the existing system of prescribing and providing of school text-books. On the recommendation of the Committee the Punjab Advisory Board for Books was constituted and the Text-book Committee was abolished. The Board comprises of 40 members as follows:— the Director of Public Instruction (Chairman), the Deputy-Directress of Public Instruction, Principal, Central Training College, and the Secretary. There are four ex-officio members. Four are nominated by the Education Minister; four are nominated by the Legislative Council; eleven members are nominated by the Education Department; six are from the University, and eleven represent the teaching staffs of the privately-managed institutions of the province. In the leading States of India⁴

also text-book committees have been functioning since a long time. Elaborate rules have been framed for the guidance of such committees and for adopting the text-books etc.

The Thirtieth Year Book of the National Society for the study of Education contains the findings, conclusions and recommendations of the Text-book Committee¹ appointed by the Society for examining the problems connected with text-books in American education and for submitting report. The Year Book contains a fund of useful knowledge on the subject of preparing and prescribing of useful text-books for school use. Attention of the reader is particularly drawn to the following chapters of the Year Book—Chapter 1—The Text-book and the Method of Teaching; Chapter 4—The Professional Status of the Text-book Authors; Chapter 11—Ethics of Marketing and Selecting Text-books; Chapter 12—The Cost of Text-books; and Chapter 17—which deals with the Committee's Conclusions and Recommendations, of which a few important ones are summarized below:—1. In appraising plans for making and selecting text-books students' interests should be considered. 2. The selection of text books is the prerogative of the educational personnel of schools, which must be defended. 3. A high standard of practice should be demanded from the selecting committees and publishers. 4. Unethical practices should be stopped. 5. "State publication of text-books is unwise, uneconomical and unsound." 6. There should be researches on the part of publishers regarding the mechanical features of text-books. 7. For authors to use their positions to get their books adopted is to invite criticism and endanger the repute of the profession. 8. Teachers must have a voice in the selec-

1935, p 127 ff; Rules, Regulations and Bye-laws of the Board of Secondary Education; Reports on Public Instruction. H. E. H. the Nizam's Govt. for 1342, 1346 1 47, and 1348. Fasli, pp 72, 77, 87 and 77 respectively.

1 1931, part 2.

tion of text-books, but they must be competent to give opinion.¹

Thus a detailed study of the rules and regulations governing the constitution of the text-book committees in and outside India, and of the conditions for selecting and adopting text-books will lead one to deduce the following principles:—1. The Text-book committees should consist of able and experienced members, representing different educational bodies or interests, and having no interest in the authors or compilers of books, or in the sale of books. There should be ex-officio members, but the majority should be outside this category. The authors or compilers of books submitted for selection should either be debarred from membership of the text-book committee or be disallowed from exercising their influence or giving opinion on their books. 2. The writing of text-books should be entrusted to persons, who should not only know the subject well, but should also be acquainted with the nature and attainments of the students concerned, and the effective method of presenting the subject. 3. Books submitted for adoption as text-books should not contain matter which can be considered as objectionable from the point of view of politics, civics or ethics. They must contain nicely arranged subject matter, good language and expression, and suitable method of presentation. Text-books should be in conformity with the prescribed course, and must accord with the required standard. 4. The printing of text-books should be entrusted to persons or agencies who can print the books well, illustrate them nicely and get them up attractively. Prices of text-books should be such as to ensure the earning of reasonable profit by printers and adequate remuneration by authors or compilers. But prices should be fixed on the basis of fair competition, and monopolistic treatment of any form should be checked.

1. Vide Recommendations numbers 1, 2, 3, 5, 9, 12, 16 and 18, p, 305 ff

5. Opportunities should be provided to the guardian and the public to express their views from time to time on the text-books which their children use, and if their views are sound they should be respected and given effect to by the authorities concerned. 6. Text-books should neither be changed too frequently nor should they be retained in the course for too long a period. 6. Canvassing on the part of authors or compilers for the adoption of their books as text-books, or on the part of printers or publishers for purchase or sale of books by or through the text-book committees or Departments of Education should not only be strictly checked but some penalty should be imposed to prevent undue influences from playing their part.

But inspite of the fact that in India text-book committees have been functioning since a long time, and there are useful rules and regulations relating to the personnel of the text-book committees, the duties of such committees, the preparation and selection of books and so on, in actual practice, however, we are far behind other countries where text-books are fulfilling their aim as agents of education and training. Those of us who have experience or knowledge of the inner working of the text-book committees, the nature, quality and prices of text-books will admit that with a few exceptions wastage and exploitation of many kinds are countenanced. These are serious matters and should be done away with as soon as possible.

To remedy these defects, among others, the following suggestions may be considered: 1. Enquiry Committees composed of able, experienced and impartial members, representing Education Department, government and aided institutions, guardians of pupils, the public and the university should be instituted in the provinces and Indian States from time to time to enquire into the various problems connected with the nature, quality, prices, preparation, selection, uses, etc., of text-books, and make recommendations for

1 Ibid. p. 281.

2 Calendar — Commissioner for Government Exams. Madras (1939—40) p. 93 ff.

3 Vol. 1. p. 271.

4 As illustration Vide Education Code of H. E. H. the Nizam's Dominions, Chapter 10, Govt. Central Press,

The Place of English in Elementary Schools

By Mr. KALIA PANIGRAHY, B.A., L.T.

AFTER the abolition of Taluk Boards by the Madras Government some years back, the Elementary Schools, both Lower and Higher, came under the control of the District Board which, till that time, was in charge of only the High and Middle schools imparting Secondary Education. As a result of this control of two types of schools, Elementary and Secondary, transfers were made from one kind of school to the other kind and there was a good deal of confusion in the question of teaching work. In course of time the difference between Elementary and Secondary education was, to some degrees, lost sight of and an imperceptible idea of raising the Elementary Schools to the status of Secondary Schools is gaining ground. No one need be sorry for the rise in number of Secondary schools in the country. But it is not desirable that the objective of Elementary education should

Continued from preceding page

improvements. These recommendations should be adopted by the authorities concerned. 2. In the text-book committees more attention than at present should be given to the principle that the members of these committees should be chosen on the basis of ability and merit and not on influence, and that the committees should represent different interests. 3. Encouragement should be given to printers and publishers of merit so as to enable them to employ the art of printing and publishing in improving the production of text-books and at the same time keeping prices within limit. 4. Non-official bodies or agencies representing school teachers should be formed, whose function it must be to convey to the authorities fair, impartial, concrete and definite opinion on the merits or defects of text-books in use.

(To be continued)

be clean forgotten and that it should be regarded only as a stepping stone to the Secondary School. Each system of education is a stage by itself, and it should be the aim of those concerned to make each stage complete by itself. That has been the latest idea of Indian educationists who have been trying to give a reorientation to the educational system of the country. Elementary education, in the interest of the country and its masses, should be kept separate from Secondary Education and no false ideas of prestige and status should make us blind to the fact that the purpose of one is different from that of the other. The M. E. R. defines Elementary Schools as "Schools, the bulk of whose pupils are unlikely to continue their studies beyond an elementary stage." In the last Quinquennial Report of the Progress of Education in India, much faith has been bestowed on this kind of education. It says, "The Vernacular Middle stage (Please note not Anglo Vernacular) plays an important part in the education of rural population of India." It further says that this system, as opposed to the Anglo-Vernacular, is more efficient and better adopted to the practical needs of the people. The Bengal Report says, "Only through a properly organised system of vernacular middle schools can any real progress be made in the education of the masses." "It is in these schools", according to the U. P. Report, "that the solution of the problems of finding a satisfactory system of general education may be found." Vernacular Middle Schools which are the same as Higher Elementary Schools have all these prospects of serving the educational needs of the country on account of the absence of English teaching which requires not an inconsiderable amount of energy on the parts of both the teacher and the taught.

The instruction of English even as an optional subject will take away from these schools the chance of the spread of general education far and wide. It will be a disturbing feature in the calm atmosphere of Elementary Schools. Rightly therefore does the India Report remarks: "The most disturbing news comes from North Orissa where, it is stated, the vernacular middle school has become almost extinct and has been replaced by the English School." Perhaps the same disturbance is going to occur in South Orissa, where Higher Elementary Schools will become as good as Middle Schools with English as an important subject of study.

In no report of Basic Education in India is English given any place at all in the Basic School. On the other hand each report has definitely banned, as it were, any foreign language at the basic stage. This has been done not on grounds of patriotism, but on the basis of sound educational needs. For example, the U. P. Report says, "The teaching of classics and the foreign language has been completely omitted from the curriculum of basic schools. The teaching of a foreign language at the basic stage is regarded as unnecessary." The Central Advisory Board of Education has agreed to the conclusion of the Zakir Hussain Committee that "English should not be introduced as an optional in basic schools." The Board reports further, "The Committee agree that the demand for English will be met by the transfer after Class V or about the age of eleven plus to schools where English is taught and that English should not be included in the curriculum of basic Wardha Schools." The same idea is given expression to by the U. P. Report when it says, "Students of Basic Schools could either be admitted to the first class of the College (High School) after completing the first five years' course or they could be admitted to the third class of the College after undergoing seven years' education at the Basic School. English will be compulsory for those who join College after

completing the first five years' course at Basic School. As Basic Schools will not undertake the teaching of English, special arrangements will have to be made to remove the deficiency in English of those who choose to seek admission after taking a full course at a Basic School."

From all the above quotations it becomes quite clear that the earnest and most up-to-date desire of the Indian educationists is that Elementary Education should be reared up in a pure atmosphere of the boys' natural environment and that no foreign language, however valuable it may be, should be allowed to make its inroad into the precincts of the Elementary School. When this is the general trend of educated opinion, introducing of the English language in the Higher Elementary Schools from V Standard to VIII Standard does not seem to be based on a sound theory of education. The idea of making Elementary Higher Schools feeders to the high school classes is going direct against the main objective of Elementary Education. Of course all the boys of the rural parts cannot be and should not be prohibited from entering a neighbouring high school. But it is not a sound proposition and good national economy to alter the very course of Elementary Education for the sake of "Catching the few", who may afford to undergo the course in a Secondary School.

It may be argued that there should not be any objection to the introduction of English as it is not compulsory but only optional. But when once it finds a place in the curriculum, every boy will be attracted towards it and on this account it will virtually become a compulsory subject even though in name it may remain an optional one.

Another objection to the instruction of English is inefficiency on the part of the teachers. With due deference to the teachers of these schools, it has to be said their teaching of English cannot be so good as in a Secondary school for the one

important reason that English is carried on in the latter school under the direct and immediate guidance of a graduate Headmaster, whose knowledge in English is certainly superior to that of the Secondary grade trained teacher. This supervision and guidance are lacking in an Elementary school. It is out of the question to think of the appointment of a graduate teacher at present in a Higher Elementary School as the Head Master. Therefore whatever the enthusiastic Elementary school teachers may say, Elementary School English will naturally be inferior to Secondary School English. So it is better English should be given its due place in Secondary schools and no place in Elementary schools.

The absence of English in Elementary Schools will in no way adversely effect the dissemination of general education in the country. Mr. K. G. Saiyidain, a renowned authority on education, has said, "It is obvious that the life of the large majority of Indians who toil on the land in the villages, English has no place, and when primary or "Basic Education" becomes universal — as in due course it must — English will not, and should not, form a part of the curriculum of mass education." The aim of Elementary Education is the education of the masses. The problem of international and interprovincial contact need not worry this large section of the people whose internal and external needs can be fulfilled in their own language. English is not the only optional subject suggested in the Elementary School curriculum. There are other subjects, such as, First Aid, a second

Vernacular, Music, etc. Any one of these or all these will be of greater benefit to the rural citizens of the country than English.

English being a foreign and more difficult language will certainly consume a good deal of the attention of both the teacher and the taught and the other subjects are sure to suffer in their importance and utility. Even Abbot and Wood, who cannot be accused of being prejudiced against the teaching of English in the Lower Secondary Schools, are not in favour of having it in all such schools. They quite realise "The social and economic value of a knowledge of the language which is current in the higher ranges of Government service and business." They therefore suggest that "English, at least as an optional subject, may have to be included in the curriculum of some of the Lower Secondary Schools where there is a public demand for it." They want this inclusion only "In those schools whose children for the most part, come from homes where English is normally spoken of and are likely to be prepared for positions of responsibility in Government and business." Certainly, they do not mean the rural Elementary Higher Schools of the type of which we are now thinking. In their opinion "An early study of English" is simply "a burden on the millions." It is therefore not at all desirable that the causes of education be ill-served by the teaching of English in the Elementary stage. It will be far better to utilise this time and energy required for this subject in improving the Elementary school curriculum in other ways.

They call them "Cup of Tea" heroes—twelve N. A. A. F. I. canteen workers, eight women and four men, who have received special awards from their headquarters for "conspicuous gallantry during the course of the war". Their stories show that no matter how fiercely the enemy attacked camps and air-fields during the Battle of Britain, servicemen and women defenders still got their cups of tea. One of the women, a canteen manageress, tended the wounded in addition to carrying on with serving food, when a gun site was bombed.

—From *Tea News and Views*—No. 1

Supervision in Secondary Schools

By Mr. K. N. PASUPATHI, B. A., L. T.

THERE is no job more onerous in its nature and more responsible in its duties than that of the headmaster or headmistress of a high school. No successful training or real education can be imparted to the pupils of a school, unless the whole school organisation is well thought out and planned by its head.

Many and varied are the duties attached to the office of a headmaster. Of them all, the task of supervision of the work of the numerous assistant masters, occupies the first place. By frequent contacts with all members of the staff, he must get informed of the quality and quantity of the work turned out by them.

Supervision by head teachers, if done thoroughly and in the proper spirit, will considerably raise the level of the quality of teaching in schools. It is sad to reflect how, in these days, very few heads of institutions discharge this duty with success or earnestness. Most of them are either indifferent to this aspect of their work or afraid of doing it for fear of hurting their assistants' sentiments.

To supervise the work of teachers is no doubt a difficult job. The head must be tactful, clever and tolerant. He should be wholly free from the fault-finding propensity which, unfortunately, many headmasters easily develop, and hence come to grief in their relations with their assistants.

Supervision is of such supreme importance that a headmaster has to devote nearly half his time at school to this work to achieve fruitful results. He must see that teachers work at the proper pace to finish the courses prescribed for the year in each class and every subject, and that the teaching conforms to proper methods. If there is no authority to test a teacher's work, it is natural for him to grow slack

or even careless. Hence a tactful headmaster has to employ ways and means of testing the work and stimulating the efforts of teachers.

With this object, he should frequently visit the various classrooms without in any way being formal or formidable. If done in the proper spirit, there is no reason why supervision by head teachers will not be even welcomed by their assistants. It is for headmasters to enlist the hearty co-operation of teachers in this task.

The supervision work which once occupied a large portion of the headmaster's time now receives much less attention at his hands. It is not difficult to explain why. The office-work has, of late, so considerably increased that it absorbs a lot of time which could be better utilised for teaching and supervision purposes. Moreover it is thought that a headmaster had better leave each teacher to himself, as a policy of "laissez-faire," absolute non-interference, generally helps to create a smooth atmosphere in schools. But, it is obvious that, while undue interference with a teacher's freedom and methods of instruction, is positively harmful, utter neglect on the part of the headmaster to supervise the work of the staff is bound to lower the standards of attainment in institutions.

In large high schools, headmasters are absorbed mostly in office and administrative routine work. The headmaster deals more with papers at his desk than with pupils and teachers. His own teaching work is hardly much—just a period or two in the day. If a headmaster does not teach much, nor assist in or stimulate the work of teachers serving under him, he cannot be expected to know, or be in live touch with, his pupils and colleagues and their requirements. Even if he gains a

HISTORY TEXT-BOOKS

By Mr. L. N. DUBE, M.A., L.T.

THERE are two factors for the efficient instruction of history—the teacher and the text-book. Which of the two factors is more important is a question of great controversy. To Hasluck the most efficient factor will be the text-book, while to his extreme opponents the oral instruction is not only the best method in history but it does not require any text-books. This controversy is futile and useless, because in fact both the factors are necessary for the efficient teaching of history. Exposition by the teacher in vivid and simple language has its place in history-teaching, while the text-book prepares pupils for sustained efforts, for real study and concentration of mind. It is this reason that the text-books have had a very important place in school instructions not only in India but also in Europe and America. The text-book helps pupils in revising their course. It affords fundamental data on which the oral lesson of the teacher can be based. It serves as a means for training pupils to read books

Continued from preceding page

high reputation as an administrator, he loses his own soul as a teacher, and, what is worse he may lose the soul of the school also, if he is not in intimate touch with the teaching work.

So supervision and teaching must receive much more attention at the hands of headmasters and headmistresses in secondary schools. They should be helpful rather than critical in their relations with the staff, friendly and sympathetic, constructive rather than destructive in their suggestions. Surely no assistant master will take exception to, or offence at, friendly and helpful suggestions coming from an elderly teacher whose soul motive is to increase the usefulness of the work of teachers and schools.

and generates love in them for the use of books. To learn how to use books is proper to the learning of history. The ability to judge the value and scope of a book which is one of the most valuable bits of technique is developed through the use of books and it is learnt through the use of text books. Moreover the text-book makes up the handicaps of the oral lesson of the teacher.

A series of oral lessons, however brilliant and entertaining, cannot be expected to be more than evanescent, unless it is supported by study on the part of the pupils; nor can any devices however ingenious and attractive be made an efficient substitute for the independent study of books.

Text-books generally follow the syllabus of the class. But these have been found lacking in many respects. The history syllabus as prescribed in all the provinces generally gives sufficient liberty as to the choice of the subject-matter to be included in the text-books. But it is for the authors to arrange the subject-matter according to the capacity and needs of the classes and to avoid the repetition.

In some provinces History begins from the elementary stage of the English education. The syllabus lays down that the whole history of India should be covered up both in III and IV classes (first two elementary classes) by means of stories of important personages. It means that some important characters should be taken in class III and some in class IV but these stories should contain such different phases of lives as may acquaint the pupils with some form of history. The stories for class III should contain enlargement of such sensational episodes of personal importance of the heroes or heroines as may bring their characters before the

readers. The History-book of Class IV (2nd class) should cover the whole course of Indian History and the stories should deal with such anecdotes and episodes of the life as may bring out clearly the characteristics of the different periods of History. In both the classes the stories should not be full life sketches. At the end of each lesson exercises for dialogues and dramatisation should be given. But these broad principles of education have not been kept in view by the authors of the history text-books of these two classes all over India. The following are the common defects.

I. The stories are full-life sketches.

II. The stories are isolated and such details have been given as are beyond the comprehension of the students of those standards. In the lesson on Kabir the authors have given the philosophy of Kabir which is out of place. In the lesson on Mahmud of Ghazni the details of all his invasions have been given. In the lesson on Lord Wellesley an account of the subsidiary alliance is found. Such examples can be multiplied.

III. On suitable occasions, attempts have not been made to appeal to the feelings of patriotism, unity and valour. It ought to have been easily done in the stories of Rana Pratap and Shivaji, Nanak and Akbar, Rani Durgavati and Lakshmi Bai.

IV. The historical unity between the past and the present has not been kept in view. When mentioning Kannauj as the capital of a very generous, religiously-minded and courageous ruler in the VII century, the authors ought to have brought in something of the present and thus ought to have created interest for the subject by bringing up the idea of historical development and continuity.

V. Maps contain many details and are crowded.

The Education Department of the U. P. has recently prescribed proper history from Class V and a history text-

book written for Class VI of Vernacular Middle classes has been prescribed for this class. On the very face of it, the idea is absurd. The capacity and the needs of the boys of the V and VI Classes of English schools cannot be the same as those of the pupils of the Vernacular schools. In my opinion History text-books for Classes V and VI should contain a brief outline of history of India. A few most important events of every important ruler's time should be described and be made interesting. Wars, dates and cultural and social advancement of the periods should be avoided as far as possible. But the characteristics of the administration of the rulers should be brought up into prominence. In no case all the administrative measures should be given.

All the history text-books of Classes VII and VIII begin with a lesson on "our country." This is an abstract lesson, which is ill-placed. Geographical factors, love, patriotism are all important but they should be taken up on suitable occasions in the story of a patriot or a national hero. The lesson dealing with the influences of the Geographical factors on the course of Indian History should be the last lesson and not the first lesson. Most of the defects pointed out in the History text-books for V & VI Classes are also present in the text-books for VII & VIII Classes. In addition to these there are repetitions of the account of the lives of characters and details about small kingdoms. Such interesting and important topics as life of Caliphs, court-life in the time of Moghuls, the life of the Rajput and Moghul soldiers have not been given. No abstract of the summary has been given to facilitate the revision-work. As a matter of fact History text-books for Classes VII & VIII should make up the deficiency of the historical events of the previous text-books. The treatment of the subject-matter should be in simple language. Besides giving a full account of administration, the books should contain economic, social and

cultural conditions of the people of different times.

The treatment of the text-books for IX & X Classes ought to have been different from those of VII & VIII Classes. The treatment should be topical and Kings-wise.

How the present culture came into being and contributions of the people of one period in the social, economic and cultural fields must be emphasised in these books. On suitable occasions instances from the English, European and American histories ought to be taken for comparison. These books ought to contain greater details about the points of contact with foreign cultures.

USE OF BOOKS

Old days have disappeared when the text-book in history was, of course, the chief instrument of instruction but now the oral lesson is more commonly relied upon and has to a great extent superseded the text-books. "Text-books should be regarded as servants and not as masters" is the motto now-a-days. They should play a varying part in teaching according to the age of pupils. In junior classes their use should be very limited. In the middle classes these should be supplementary to the teacher's oral lesson and in the senior classes the oral instruction is to be mostly replaced by the study of books. How to make use of the present History text-books is really a great controversial problem. Their use depends first of all on the kind of the text-book. If it possesses all the characteristics of a good book, it can be used fully, otherwise its use will be limited.

In classes III and IV pupils should be asked to read the text-book lesson, after the oral lesson, if the lesson illustrates the same quality of historical character, of course, with the help of a story different from that narrated orally by the teacher. In short it means that the story should not be identical but supplementary. Their reading will impress upon the readers the

quality of the hero. Having given two or three stories orally which illustrate kindness of Lord Buddha, pupils may be asked to read stories given in their text-books, if these also illustrate the same quality of Lord Buddha. Having given an account of Fahien's journey to India, pupils may be asked to read their text books, if they contain as to how he spent one particular day in a city.

In classes VII and VIII, the text book may be used before, after and during the oral lesson. During the oral lesson, the points will be elaborated, supplemented and some particular point may be stressed. In short it means that the text book will serve as the data, its information will be supplemented and will be put to account in reasoning from cause to effect and in making generalisations. The text-book will also be used for revision.

In IX and X classes pupils may be asked to prepare thorough notes without much guidance of the teacher from the text-books. They may be asked to write an outline on a certain topic from their text books. A student will read his note while other students will be asked to criticise it. The teacher will suggest his own criticism. Thus pupils will learn how to discover what is really significant and why. Again they may be asked to summarise a topic in the class and then to expand and elaborate it. Other students will be given a chance to criticise it. The aim of this type of the use of the text book is to make the students so intelligent in their use of books that they may by a single reading learn what he should learn and what he should leave.

Thus a history text book is a useful ally of the teacher. But it is liable to be put to grave abuse. If it is looked upon as a complete and final authority, if the assignment is merely a task rather than a problem to be worked, it tends to make teaching mechanical and ineffective. Then its effect both on the teacher and the taught is demoralising and it makes the class inattentive.

RESEARCH IN BASIC SCIENCES

Sir C. V. Raman's Madras Convocation Address

"The true wealth of a nation consists not in the stored-up gold in its coffers and the banks, not in the factories, but in the intellectual and physical strength of its men, women and children. If you ask me what is the greatest industry—the key industry—of a nation I have no hesitation in saying that it is the production and diffusion of knowledge", said Sir C.V. Raman delivering the address at the Convocation of the Madras University on November 26.

"As one who has been assigned the duty of addressing the graduates to-day," Sir C. V. Raman said, "let me, in the first place, congratulate you on this occasion in your life. I assure you that this is a great occasion. It is a fashion nowadays to decry Indian Universities. We hear so much to-day about Capital and Labour, about Marxism and Capitalism and about basic industries and so on, and here I should like to make a confession of my own faith. I have been a teacher for 25 years and I say this advisedly that the true wealth of a nation consists not in the stored-up gold in its coffers and the banks or in the factories, but in the intellectual and physical strength of the men and women and children of the country. The greatest industry, the key industry, of a nation is the production and diffusion of knowledge. You are the products of the greatest key industry of the country. There is no nobler work for a man or an institution than to bring up a young generation in health and strength and in the vigour of intellectual and physical activity.

THE FOREIGN EDUCATION FAD

"I do not wish to be unjust, but I think there is in the minds of many Indians a feeling that Indian universities may be good but not good enough or not quite so good as they ought to be. Before the war as you know, a great many young Indians went abroad, to Great Britain, Germany, France, America and other parts of the world, to study in universities there. Behind all this, there was a kind of abstract feeling that we must send our young men to Oxford, Cambridge or Paris if we want to give them the best. Parents and young men shared that belief. I have been told that, at a rough estimate something like a crore of rupees was

spent annually by students from various parts of India studying in various universities abroad. What a pity! I do not decry the idealism and the thirst for knowledge, so far as these were the motives underlying their going abroad, but one cannot help deploring the state of affairs which made such a thing necessary. If you study the budgets of our universities, you will realise, with the same feeling with which I regard this vast expenditure of money abroad, that even half that amount, Rs. 50 lakhs, would mean a vast addition to the resources in staff, laboratories, libraries and other equipment to our universities here. That being so, it is but right, I think, to ask if India is getting the value for the vast out-pouring of her money each year? I say it with due deliberation and sense of responsibility, that I hold all that money as literally wasted. I do not for a moment, let me repeat, seek to decry the great universities of Great Britain and other countries. But, what we are concerned with now is this: Do Indian students really benefit by going to that environment to the extent they think they do, and can they not do just as well and even better still by staying here if all the money were used here? To that question, there can be only one answer.

"A VICIOUS CIRCLE"

"Believe me, I say with a due sense of responsibility that no country in the world and no people should continue to believe that their own teachers, their own institutions, their own scientific Chairs and Academies are inferior to those of other countries. Can we ever hope to see anything achieved unless we shed this complex? If we want our institutions to be great and rise to eminence, we must lay aside such beliefs and refuse to accept the proposition that Calcutta, Madras or Allahabad is inferior to Oxford or Cambridge or any other university in the world. I will go further, as a teacher pleading for understanding, I am prepared to quote any number of examples to show that Indians who have stayed here and worked at our universities and used the opportunities present here, have done infinitely better and shown more real originality than many of those who went abroad. I do not say that a few who did go abroad have

not really benefited: but, I do maintain that if they had stayed here, they would have benefited more, certainly not less. I feel strongly that it is up to you and every one interested in the future of Indian education to try and make our institutions—I include here the Universities and everything connected with the advancement of learning—the very best in the world. If we find the resources wanting, let us try to make up. Let us try to make the institutions the best—we should not be satisfied with anything less than the best. What will be the result? Instead of a great many of our young men going out of the country, they will remain here and strive to advance our reputation and that will make us strive for more good things.

"The moment we believe that the right thing to do is to send our young men abroad, we come to believe also that the right thing is to have men with foreign degrees as teachers, professors, and for other places. It is a vicious circle. I should, therefore, put it before my young friends that their aim must be to reach the highest in the field of scholarship and learning by remaining and studying in Indian Universities, and I am sure they can achieve their ambition. ...In the development of research in this University, there has been a fundamental lack of balance, if I may say so, and appreciation of the basic principles on which learning should be organised by a University. If I speak to-day on this point, it is because the Vice-Chancellor, I am glad, is a distinguished man of science. I am very happy about it, because I am sure that what I say will fall on fertile soil and that by the time the University celebrates its centenary, some of these deficiencies would have been rectified."

IMPORTANCE OF BASIC SCIENCES

"One of these wants", Sir C. V. Raman said, "is the complete lack of research activity in some of the branches of Science. For instance, there are the great branches of Knowledge, Theoretical Physics, Chemical Physics, Physical Chemistry, Inorganic Chemistry and so on. These great branches of knowledge may be taught in colleges, but can any one who knows anything about Science say that anything worthy of mention is being done anywhere in the Madras University in these subjects? I say that with great diffidence, but I know what is being done. I am not one of those who would

say that a University must do everything. But there are certain basic sciences and I know of no University in the world that claims to be a University engaged in research and scientific work which ignores these great and fundamental sciences. For, you cannot organise successfully the kind of atmosphere you want in a University if you ignore these branches of knowledge. I think it is the clear and plain duty of the Madras University and its *alumni* and all those—I hope there are many—who look forward to seeing a great and glorious future for it, to organise the highest kind of study and research in these branches. Then and then only can we who hope to see the right kind of results coming out from all those activities in which the University is already engaged in. I am sure the true meaning and spirit of my appeal will be realised and no time would be lost in rectifying these obvious and fundamental defects in the organisation of studies in the Madras University. We see in other parts of India a Rash Behari Ghosh or a Jamshed Tata or a Tarak Nath Palit coming forward to give of his best for the promotion of learning. Has it not been truly said that he who gives for learning will be remembered long after kings and emperors are forgotten? There is no greater gift a man can make than a gift in the cause of learning. It is up to the graduates of the University, past and present, who have benefited by the teaching of the University, to come forward and support the University in trying to develop these fundamental activities. I am not one of those who think that the University should concentrate on pure academic studies only; but I think you cannot really hope to see anything like real development of Applied Science or Technology if the university ignores the organisation of studies in the basic sciences. As any one who really has gone into the matter knows, the success of technology and practical education rests essentially on the existence in the University of a strong School of Basic Sciences. Technology trying to advance without Science is like a man trying to walk in darkness with eyes completely blindfolded. It is very necessary that if we in Madras wish to see our students and our men and women enjoy the fruits of the earth to the fullest extent, we cannot achieve that object by following the idea that technology could be encouraged without a study of the basic sciences."

NOTICE

All articles for publication, and books for Review should be sent to the Editor.

Business communications should be addressed to the Manager.



EDUCATIONAL INDIA

Masulipatam, Jan., 1943

University Appointments Boards *

THE Report of the Calcutta University Appointments and Information Board for the five years ended 31st May, 1942, is an instructive document from which a great deal has to be learnt by other universities in the country as well as the general public. It is a record of substantial work done by the Board to help the *alumni* of the university in securing employment appropriate to their general and technical qualifications. It deserves careful perusal by educational authorities not only for what the Board actually achieved but also for the various problems which it raises directly and indirectly. The Board was started in 1937 with a view to select from among the graduates and under-graduates of the university apprentices for practical training in firms and industrial concerns, to recommend

* Report of the Calcutta University Appointments and Information Board on Five Years' Work ended 31st May, 1942

to firms names of suitable candidates for appointments, to supply information to the *alumni* regarding the careers open to them, to advise and also train if possible students preparing for various service examinations and to organise from time to time courses of lectures by well-known businessmen and industrialists on different industrial and commercial subjects. These aims are of a comprehensive character and if realised, the acuteness of the problem of educated unemployment will disappear. During the course of the five years of its existence the Board did not only a good deal of exploratory work but also succeeded in finding suitable jobs for a very large number of persons. It has done all this work by maintaining a register of graduates and under-graduates with detailed information about the training received by them and their scale of preferences for different employments. Through confidential enquiries and personal interviews it has selected from this register persons who are fit to be recommended for employment in the several business and commercial concerns of Bengal—concerns which have agreed to obtain its assistance whenever they are in need of educated employees. That the Board has been carrying on its work with scrupulous care and a high sense of responsibility is borne out by the fact that two hundred firms in Bengal and a large number of government and quasi-government departments have agreed to co-operate with it, take the apprentices recommended by it and utilise its services in several other ways. Besides this—the most important aspect of its work—it organised a course of eighteen lectures by eminent experts and published

them in a handy volume for the benefit of the student community. It is to be hoped that in years to come the Board will prove to be of still greater service to the educated young men of the province of Bengal.

ONE question that arises out of the Report is whether it will not be much better if the university regulates admissions into its several courses after finding out what prospects are really open to its future graduates instead of first producing graduates of all sorts and then consulting the business firms as to whether they can employ them. The present system of un-regulated and even ill-regulated admissions into university courses results in a huge waste of effort. Many more graduates are produced than what the business world can absorb. If one calculates the expenditure incurred by the parents and guardians of students on their education, as well as the expenditure incurred by government and the managing authorities, the loss is found to be most appalling. It is best that this is avoided and it can be avoided only when universities realise that they owe to their *alumni* a moral responsibility and carry out their tasks with courage. Unfortunately most universities are defective to-day in both these respects and it is this that is to a great extent responsible for the seriousness of educated unemployment.

THERE are some university authorities who contend that it is not a legitimate function of theirs to find suitable careers for their graduates and under-graduates and they do not want to have the purity of academic atmosphere contaminated by materi-

alistic considerations. But this is not a sound view of the situation. It is in most cases the outcome of blindness to the realities of life. It is moreover a view inconsistent with the high moral ideals which should always form the basis of the work of every institution of learning. It is a view which is in consonance with the attitude which businessmen adopt towards their customers; and the sooner it is abandoned the better it will be.

IN the ordinary business concerns the producer of a commodity does not care to enquire whether what he produces and sells is really conducive to the welfare of the consumer or not. It is a matter of indifference to him whether the purchaser puts the commodity to a right or wrong use or to no use. So long as there are persons who demand commodities and who are prepared to pay a price for them he goes on producing them irrespective of other considerations. This is the reason why we find in the market large quantities of alcoholic beverages, harmful drugs, worthless fineries and useless toys even though there is a scarcity of articles of food and clothing. To add to all this there is the habit of creating an artificial demand through advertisement for a large number of commodities which the producers know to be really harmful to society but which they go on producing as there is a demand for them.

IT is not proper that universities should adopt the maxims and standards characterising the world of business. But we find all around us the adoption by the universities of the economic formula, "supply in

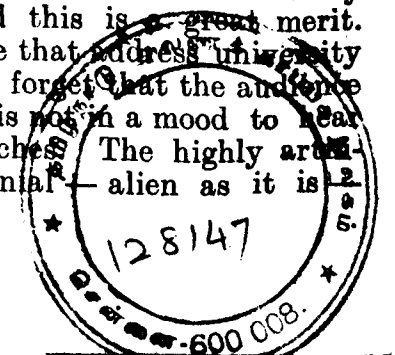
response to demand." Ignorant young men have created a demand for what is called higher education. And universities think that it is their duty to satisfy this demand irrespective of all other considerations. It has for several decades been a matter of common observation that most graduates of universities become quite unfit—because of the education they receive—to earn a decent living. This is as much true of those that specialise in sciences and technology as of those that pursue the study of humanities. Government service is not able to absorb them in the same way as it was able to do till about a quarter of century ago. There are very few industries in the country which can make use of their scientific and technological knowledge and skill. Banks, financial houses and commercial concerns are not only few in number but carry on their work on such a small limited scale that they do not require the services of the graduates in Commerce that are produced by universities in large numbers year after year. Besides all this there is that superstition—a superstition entertained by university authorities also—that graduates of Cambridge, Oxford and other foreign universities are superior—Heaven alone knows in what respect they are superior—to graduates of Indian Universities and they should be given preference in all walks of life. Knowing all this, is it right for universities to go on "manufacturing" more and more graduates every year and throw them into a market which is already glutted with large quantities of unsaleable stock? This is the crux of the whole situation. It is to this that most

universities are blind; and even when they are conscious of it they do not take the steps necessary to remedy this state of affairs. When a young man not knowing what to do comes and knocks at the portals of the university, should it not be the duty of the authorities to ask him not merely what he wants but also why he wants it and what use he is going to make of it when once he gets it?

THIS is not to condemn the work of Appointments Boards. It is only to point out that the situation requires handling at an earlier stage and that the task of these Boards will become easier and more effective if the universities have the vision and the courage to deal with the matter at the time when they are engaged in admitting students. To indulge in over-production and then think of remedies for the evils it brings about is not the right course to adopt. In ancient India it was only those that were prepared to dedicate themselves to lives of poverty that went to the universities. Have they no lessons to teach us?

A Model Convocation Address

THE address delivered by Her Highness Setu Parvathi Bayi of Travancore at the Convocation of the Andhra University is from all points of view a model one. In the first place it is characterised by brevity; and this is a great merit. Most of those that address university convocations forget that the audience before them is not in a mood to hear lengthy speeches. The highly artificial ceremonial—alien as it is—



through which the senators and the graduates have to go is itself boring; and a lengthy speech coming after it only adds to the boredom. In the second place it deals with matters of permanent interest and value, with truths which do not change with time, place or circumstance. In this respect also it is different from the routine convocation addresses which have become fashionable today. To us it has somewhat been a sort of enigma as to why persons who do not like the idea of students indulging in controversial politics should themselves convert university convocations into platforms for carrying on propaganda in favour of or against this or that current political issue. They should know that the political issues of the moment can be looked at from different standpoints and an attempt to dogmatise about them is bound to be futile. More than anything else the convocation is not the proper platform for airing all sorts of political views. The Maharani has wisely and appropriately avoided this—not certainly because she knows less of politics and administration. Propaganda leaves the audience in a most irritated mood and graduates should not be left in such a mood when they pass formally out of their *Alma Mater*. In the third place the Maharani has impressed in a most eloquent manner the necessity of preserving and developing the cultural values of life and culture always implies a respect for inherited traditions of the land. This is a message of which we are in sore need today. Science and technology have no doubt their value. But to over-emphasize them and to forget that their value is only instrumental and that they

become harmful when they are not at the service of culture is a tendency which is overtaking many universities today.

A UNIVERSITY should always keep before itself the idea that its mission consists in producing men with a broad and ennobling outlook on life; and that this cannot be achieved by the kind of over-specialisation that is becoming normal with them. The Maharani has rendered an invaluable service to the cause of higher education by placing emphasis on the maintenance of *Dharma*, the development of art of creative skill and the fostering of aesthetic and spiritual development. It is hoped that this elevating message will produce the desired effect and make our universities real centres where seekers of all aspects of truth can meet and pursue their investigations in a spirit of self-sacrifice.

Personal Notes

LEVERHULME FELLOWSHIPS FOR INDIANS

The advisory committee for Leverhulme Research Fellowships have recommended and the trustees have approved the award of scholarships to the following, tenable for varying periods, upto two years, for research in subjects noted against each:

M. R. Anand, B.A., Ph.D., author and lecturer, Landmarks in Urdu Literature; R. S. Bagnall, D. Sc., F. R. S. E., Entomologist, a monograph of the British Apterygota, including Springtails, Bristletails, and other primitive groups and Miss A. M. Cameron, M.A., Warden, Lady Margaret Hall Settlement, Lambeth, voluntary social service by wage-earners.

THROUGH different PROVINCES

DELHI

HELP TO EVACUEE STUDENTS

To help evacuee students who are now in India and unable for lack of funds to continue their education at Indian Universities, the Government of India have decided on a scheme of allowances which will not be repayable. It is realised that the maintenance advances provided by the Government for evacuee families are not adequate for the expenses involved in University and higher technical education.

Only those students who are (a) either evacuees from Burma, Malaya or other enemy-occupied territory or the dependants of parents or guardians who are such evacuees or who are now stranded in enemy-occupied territories; and (b) already in university classes or in technical institutions or, having passed their school final stage, become eligible for admission to a university not later than 1943 will be entitled to apply for these allowances.

A student in need of assistance under this scheme should apply to the District Magistrate of the District in which he or his parents or guardians live.

R. I. N. TORPEDO SCHOOL OPENED

The Royal Indian Navy's Torpedo School was opened 'somewhere in India' on December 17 by Her Highness the Maharani of Nawanagar. The school's foundation stone had been laid, it may be recalled, by H. H. the Jam Saheb on August 8 last.

INDIAN PHILOSOPHICAL CONGRESS

It is understood that in view of the difficult times we are passing through, the Reception Committee of the Indian Philosophical Congress has decided to postpone the 18th session of the Congress to the Easter week-end in April 1943. The precise dates and details of other announcements will be published later on.

The session will be held in Lahore under the presidency of Prof. P. N. Srinivasachari.

MADRAS

TECHNOLOGICAL COLLEGE FOR COIMBATORE

The Syndicate of the Madras University, meeting on the 28th November, resolved to recommend to the Senate the founding of a College of Technology at Coimbatore, accepting the offer of the South Indian Mill Owners' Association in this regard.

The Association offered to provide a non-recurring grant of Rs. 3 lakhs and a recurring annual grant of Rs. 25,000 towards the expenses of the proposed institution.

The Syndicate recommended that the Government might be approached by the University for assistance. The Vice-Chancellor was authorised to work out the details of the scheme which is to be placed before the Senate at its meeting in March, 1943.

DEARNESS ALLOWANCE TO TEACHERS

In response to a memorandum submitted by the Andhra Provincial Elementary Teachers' Managers' Federation on the 5th December, on the question of the grant of dearness allowances to teachers, the Director of Public Instruction is stated to have replied that he is still pressing on the Government the necessity for paying allowances to teachers working in aided schools. As to an increase in the scale of grants to aided schools, the Director stated that within five years the Government had already raised the scale twice, and that it would be considered again in due course. The Director pleaded inability to pay monthly grants to schools as it involved additional staff and heavy work to the Department, but promised to again consider the matter on some suggestions offered on the matter.

BENGAL

UNIVERSITY APPOINTMENTS BOARD

The Appointments and Information Board of Calcutta University started for the solution of

educated unemployment completed five years of its existence. On January 23, 1937, the Senate, on the recommendation of the Syndicate, accepted the scheme of the Hon. Dr. Syamaprasad Mookerjee. Accordingly the Appointments Board was established as an experimental measure for a period of two years. On the expiry of this period the Senate decided to make the Board a permanent Department of the University.

One of the most important tasks of the Board is to find out to what extent the training imparted by the University proves helpful to its *alumni*, particularly in business careers. The number of candidates registered during the quinquennial period was 2,987 comprising graduates in Arts, Science, Commerce, Engineering, Medicine and under-graduates.

The procedure followed by the Board of registering and recommending candidates has received the approval of the business community. During the quinquennial period under review the Board was requested to recommend candidates for as many as 81 vacancies. The actual number of candidates for whom the Board could secure employment or training was 631. In some of the appointments Indians have been employed for the first time.

TRAINING IN SOCIAL WORK

The social work course, organised by the Calcutta University Appointments Board in conjunction with the Indian Jute Mills Association, was inaugurated on December 9.

The Vice-Chancellor of the University said that the course, for which there were 20 enrolments at present, 14 from officers of mills and six probationers, would cover a period of one year and would include Sociology, Applied Economics, Law, Statistics, Public Health and Sanitary Law, and Industrial Psychology.

It is stated that it had been devised to give students an appreciation of all the principal items which entered into a study of labour problems.

A special committee has been constituted by the University in connection with the course, with the Vice-Chancellor as Chairman.

HEALTH OF UNIVERSITY STUDENTS

From the Report of the Students Welfare Committee of the Calcutta University for 1941-42 just published, it is revealed that there

has been an increase in the proportion of students medically examined who are suffering from diseases and defects requiring immediate attention.

Out of the 1,114 students examined, it was found that the proportion of students suffering from diseases or defects requiring immediate attention was 64.7 per cent compared to 54.7 per cent in 1940 and 49.3 per cent in 1939. "This sudden rise in the incidence of such diseases is mainly due to the increase in the number of students found to be suffering from enlarged tonsils and congested throat."

The health of women students, adds the report, is for practical purposes on the same level as that of the male students, according to the figures. Cases of defective vision are somewhat higher among the women students examined.

BOMBAY

PROGRESS OF EDUCATION

The total number of educational institutions in the Bombay Province increased during the year by 602 to 22,751 and the number of pupils by 22,889, to 1,855,281. The increase in the number of institutions was mainly due to the opening of adult education classes during the year.

Of the 21,657 towns and villages, 13,976 possessed schools, the average area served by each town or village with a school being 5.5 square miles. The percentage of male scholars under instruction, in all kinds of institutions, to the total male population was 12.62, as against 12.46 in the preceding year. The corresponding percentage of female scholars to the female population was 4.89 as against 4.84 in the previous year.

The total number of pupils under instruction in recognised institutions increased by 26,346 to 1,832,689.

Direct expenditure on Public Instruction increased by over Rs. 24 lakhs to over Rs. 427.9 lakhs, but indirect expenditure decreased by Rs. 0.4 lakhs to Rs. 59.0 lakhs.

CONCESSIONS TO STUDENTS IN DEFENCE SERVICES

Students of the Bombay University who during the present war are enrolled in any of

the [combatant services have been granted certain concessions by an Ordinance issued by the Syndicate of the Bombay University.

These include grant of terms on the basis of the period spent by them in the combatant services; exemption from appearing in those subjects in which they have passed before leaving the University, though they may not have obtained exemption marks in them; and permission to enter upon a course of studies for higher examination before they appear for the next lower examination.

The Ordinance will be in force for the duration of the war and for a period of two years after the cessation of hostilities.

UNITED PROVINCES

DIPLOMA IN NURSING

A resolution was passed at the annual meeting of the Allahabad University Court on December 11 urging the institution of the Faculty of Medicine in the University as early as possible and as a preliminary step, in this direction to arrange for the institution of a diploma course in nursing for girl students in co-operation with the local *zenana* hospitals.

The Vice-Chancellor said that there would be no difficulty in giving effect to the second part of the resolution and the University would take steps to establish a diploma course in nursing for girl students.

HINDUSTANI ACADEMY REVIVED

The U. P. Government have decided to revive the Hindustani Academy in the United Provinces with effect from the first of this month. Dr. Rai Rajeshwar Bali, who was responsible for its establishment in March 1927, has accepted the invitation of H. E. the Governor to become its President, and will hold office for three years.

PUNJAB

COLLEGE FOR MUSLIM WOMEN

His Highness the Nawab of Bhopal laid on November 28, the foundation stone of the Muslim College for Women at Lahore, which has been opened by the Anjuman Hiamayat

Islam and affiliated to the Punjab University. Instruction is given up to the M. A. degree.

High Highness announced a donation of Rs. 20,000 for the institution and promised further support.

His Highness also announced a donation of Rs. 25,000 for the educational uplift of the muslim community, presiding over the anniversary celebrations of the Anjuman Hiamayat Islam, Lahore, on November 29.

ORISSA

PROVISIONS OF UNIVERSITY BILL

The Government of Orissa have published the Orissa University Bill which has been referred to a Select Committee at the last session of the Orissa Assembly.

Under the terms of the Government resolution of March 2, 1938, a Committee was appointed to examine and report on the various problems connected with the early formation of a separate University for Orissa. The report of the Committee was published on June 24, 1941.

The Orissa University Enquiry Committee were impressed, says the statement of objects and reasons of the Bill, by the considerable volume of public opinion in favour of a separate University for Orissa to be started at the earliest possible time.

The Committee in their recommendations have closely adopted the structure and functions of the Patna University. Their main recommendations are that:

The proposed University should be an affiliating University to be established immediately which, in course of time, should undertake post-graduate teaching (teaching in such subjects as Economics, History and Mathematics besides Oriya and English);

Provision should be made for admission of high schools and colleges, when any, in the Orissa States;

The proposed University should hold its own Matriculation Examination and provide for a variety of optional subjects.

The Orissa University Bill has accordingly been prepared. The structure of the University follows the Patna model.

The medium of instruction in the Secondary Schools in the Orissa States is Orissa and it is assumed that such States will present students for Matriculation Examinations to be conducted by the proposed Orissa University.

MYSORE

OCCUPATIONAL INSTITUTE

The Government of Mysore have passed orders sanctioning a scheme submitted by Sir M. Visvesvaraya, ex-Dewan of Mysore, for the starting of an Occupational Institute in Bangalore.

Sir Visvesvaraya has offered to make a donation to this Institute of the entire amount of honorarium payable to him for the period he was the Chairman of the Bhadravati Iron and Steel Works, the amount being Rs. 1,30,000.

It is proposed to make a start with the following 12 occupations: mechanical and electrical engineering, classes I and II; radio mechanism; tailoring and cloth-making; working in leather and manufacture of boots and shoes; printing; house-building; mining; plumbing and installing sanitary fittings, boilers and engines; automobile mechanics.

The main purpose of the Institute, it is stated, is to find employment and careers for the large and growing body of youths in the State, to improve the working capacity of the people and through it their income, and to increase the quality and quantity of products grown and manufactured and the aggregate value of goods and service produced within the State.

It is proposed to make provision for training about 30 students drawn from all over the State in each selected occupation. The work of the institute will be decentralised and spread over as wide an area as possible. The Government desire that the training in as many of the dozen occupations as possible should commence from July 1, 1943.

TRAINING IN JOURNALISM

At a meeting of the Senate of the Mysore University held on November 27, a proposition recommending the opening of a Post-Secondary Course in Journalism was adopted by a majority, after some discussion. Several members supported the proposition as it stood, while others, including the Director of Public Instruction, opined that a higher initial qualification than a

Secondary School Certificate was necessary for admission to the course.

INDORE

UNIVERSITY FOR INDORE

The Government of His Highness the Maharaja Holkar have appointed a Committee consisting of Mr. H. B. Richardson, Education Minister, as Chairman, to go into the whole question of establishing a University at Indore and submit a report to the Government. The Committee is expected to begin work very shortly.

KASHMIR

PROBLEMS FACING BASIC EDUCATION

"In a primarily agricultural country like India the purely academic type of education which aims at the production of clerks and 'literary' persons is obviously out of place and ill-fitted to meet the needs of national life," observes Mr. K. G. Saiyidain, Director of Education, Jammu and Kashmir State, in the Annual Report of the Education Department for the year 1940-41.

He continues: "Though it is too early yet to speak dogmatically about the ultimate outcome of this new experiment which is being tried in the Jammu and Kashmir State on the basis of the experience so far gained, there is reason to believe that the ideas inspiring the scheme are essentially sound."

Surveying the progress of the new scheme of education in the state he observes: "The growth of Basic schools in numbers and the extension of work on the basic lines to the upper classes have brought to the forefront the question of arranging more frequent and detailed supervision for them. A proposal has been made for the appointment of special supervisors to ensure that this experimental work does not fall into a routine. "While considerable educational expansion and consolidation has been going on, in connection with mass education, the Department is also confronted with certain serious problems which must be tackled before secondary and collegiate education can be placed on a sound footing such as the problem of accommodation and proper equipment for schools, particularly the secondary schools, which are at present very meagrely supplied with educational apparatus and furniture.

PUBLIC OPINION

TRAVANCORE MAHARANI ON THE ROLE OF UNIVERSITIES

"The Universities in the future should be universal in the sense of being able to create not only pervasive ideas but also the apparatus and the environment amidst which such ideas might germinate" observed Her Highness Setu Parvathi Bayi, Maharani of Travancore, in her Convocation Address of the Andhra University held on the 12th December at Guntur. As Her Highness was not able to attend the function, the Address was read by the Vice-Chancellor, Sir C. R. Reddi.

Continuing Her Highness said: The future would be for those who make things side by side with originating new thoughts and new visions of beauty. Mentioning physical education as the first care of Universities, Her Highness added: "Discipline in action accompanying freedom of thought and speculation will be their next care, and finally, the fostering of aesthetic and spiritual development which is the foundation and the *sine qua non* of that poise and harmony without which enduring work will not emerge."

Her Highness concluded: "Many things have contrived to bring about a shrinkage of the world. No nation and no people can hereafter live wholly independently of the others and this implies not less but more toleration and breadth of outlook, a great sense of fair-play and more desire for union amidst diversity. Differences of language, of race and of creed may even be useful adjuncts of mental training but the supreme ideal is surely the fundamental unity of inspiration and endeavour. That must be the keystone of the arch that will bridge our past and the future, and bear us safely over the rapids and whirlpools that are the symbols

of the strifes of the present. This is our hope and it can best be achieved by the wise direction of a harmonious scheme of education that will at once kindle the light of learning and produce the mellowness of wisdom and the sweetness of authentic culture."

Rt. Hon. SASTRI ON POST-WAR EDUCATION

Presiding over a public meeting under the auspices of the Servants of India Society, Madras, the Rt. Hon. V. S. Srinivasa Sastri referred to the problems facing education after the present war and said that the nations engaged in the present war, which was on a scale unparalleled in the history of the world, found that all their resources, all their wisdom and all their energies were hardly sufficient to answer the demands made on them by the war and education, therefore, did not receive the attention it deserved. Even the money allotted to it diminished in most countries as the war's requirements increased. In England they heard of attempts made to draw the attention of the Government to the fact that however great the needs of war might be, they must not be allowed to encroach on education and its needs.

Unfortunately in India, Mr. Srinivasa Sastri continued, education had been one of the first heads of expenditure to feel the effects of the war. There had been no progress and it could even be maintained that there had been retrogression. He, for one, could not even contemplate the great changes in the system and in the plan of education that would have to come into existence. The Finance Minister in the coming time would be compelled reluctantly to give education a place somewhat

behind that which we might claim. "There is nothing, however" Mr. Sastri said, "to prevent us from laying down the ideal, clearing our ideas and also making demands on an unheeding Government. Let us do so. We have always asked and, although a hundred times refused, we will continue to ask in the belief recommended in the Bible that if only you continue to ask, some day the compliance will come."

TRAVANCORE MAHARAJAH'S PLEA FOR TECHNICAL AND LIBERAL EDUCATION

"Not a little of the general distress which has overwhelmed the world is due to the disproportionate importance attached to one-sided scientific and technical training" observed H. H. the Maharajah of Travancore, delivering his address at the 12th Convocation of the Annamalai University on December 9.

His Highness said: "The world cannot do without such training and indeed for us, in India, who have been lagging behind in the race and who, by nature, are predisposed to contemplation rather than to action, the lessons of the laboratory, of the workshops and the polytechnic have to be learnt without delay. The claims of pure and applied science cannot be denied and the Engineer, the Physicist and the Chemist as well as the Doctor and the public health specialist will be amongst the indispensable elements of the future; but the Annamalai University is amongst those institutions which, without ignoring such claims, also stress the importance of an all-round reconstruction of education, holding that every system should combine with technique and with science the teaching of an appreciation of harmony and beauty not only in art but in daily life and ideals—a knowledge, in other words of the things that are more excellent."

"Rightly viewed" His Highness added, "there is and should be no antithesis between a technical and a liberal education. No such antithesis was envisaged

in any Eastern scheme of studies or even by the European scholars, artists and scientists of the middle ages or later by Bacon and Newton. A complete education, as Milton declares, fits a man to perform justly, skilfully and magnanimously all the offices, both private and public, of peace and war. The ignoring of these aspects has perhaps led to the catastrophes that are evident around us. Accumulated and perverted scientific knowledge and the strict regimentation of the human intellect applied not only to the armies in the field but to the armies in the class rooms and workshops have proved futile and, indeed, dangerous because tolerance and fair play and the spiritual aspects of human life cannot safely be ignored.

SIR VISVESWARAYA ON EDUCATION OF WOMEN AFTER THE WAR

"It is the duty of women of the cultured classes not only to educate themselves but also to spread education among women of the peasantry and working classes" declared Sir M. Visveswaraya addressing the members of the Mahila Seva Samaja, Bangalore, on the 8th December last.

In the course of his speech he said: "In the New Order which will follow after the war, one advanced view is that in the first seven years of life, the child should be shown the way to become aware of the world; in the second seven years, the development of her moral nature should be helped by elementary education; in the third seven years, the intellect should be developed and also her sense of discipline and responsibility. This brings up the period of training to 21 years. In the fourth seven-year period vocational training is recommended without which the education of women is not considered complete. To make it of value to Indian women, it has to be adapted and adjusted to the realities of life in this country".

Letters to the Editor

Educational Retrenchment

SIR,

It is a sorry spectacle to see retrenchment figuring prominently in the field of educational expenditure whenever there is a talk of meeting deficit budgets and balancing them. In spite of one hundred and seventy years of British rule in India, we find that Ministers, Advisers, Special Officers and Secretaries have not yet realised the great role that the education of the youth is expected to play in training up future citizens with a sense of their duties, rights and responsibilities. The greatest of all nation-building departments is given a place of least importance in the ladder of Indian progress and prosperity. They do not even care to acquaint themselves with hard facts and figures that the amount spent on elementary education is less than a thirtieth or fortieth of what is spent in other democratic countries, that the remuneration paid to an elementary school teacher is far less than a fiftieth of what is paid elsewhere outside India and that the percentage of literacy is less than a tenth of what obtains in other civilised and advanced countries.

The elementary school teacher like any other human being has to maintain a wife and a number of children, keep the wolf from the door of his family, and look after the education, marriages of his children and other obligations incumbent on him. He has to do justice to his calling, accumulate his store of knowledge by wide reading, while playing to the tune of the manager and dancing attendance on him. At a time when free and elementary education should have been taken over under State management with decent

prospects for the teachers and revised curricula, on a five year plan basis, we find the authorities in charge of it in municipalities and district boards, keeping in abeyance their scales of salaries and increments earned as a result of laborious service spread over a number of years. When they plead for dearness allowances in view of soaring prices of all commodities, due to an unwillingness on the part of the Government to enforce rationing and price control owing to the peculiar economic and political conditions prevailing in the country, they are only assured of a scanty pittance of a rupee or two in most cases, which falls very low when compared with allowances granted to other employees with the same scales of salaries in other walks of life.

Moreover the Inchcape axe is sure to make use of the schoolmaster as the first victim though he ranks last in regard to emoluments, status and prospects in life. We hear of a proposal to dispense with the services of hundreds and thousands of schoolmasters in Madras Corporation schools, Ahmedabad Municipal schools and other local boards here, there and everywhere. The powers that be should have thought of saving the poor plodding poverty-stricken teacher by enforcing a graded cut in the case of all those three figured salaried people or collecting an increased rate of education cess which can be equitably distributed and easily collected at a time of high prices for paddy and other agricultural produce, without dealing a death-blow against a very important social unit, and servant, who would be a source of enlightenment and inspiration to many a village and its inhabitants. Every possible care should be taken to see that he is assured of security of tenure, and a decent contented living, so that he may go on with his daily work free from worldly cares, terrors of retrenchment and the frowns of his superiors in office, as he is a valuable asset to school, society and State.

—C. D.

BOOK REVIEWS

A PICTORIAL GRAMMAR—Oxford University Press. Pp. 224. Cloth cover. Price Rs. 2/6.

The Pictorial Grammar brought out by the Oxford University Press is no mere addition to the series of Grammar text-books already put on the market. It marks a departure from the rest in that it is a new approach to the study of English Grammar through pictures and play way. It is Grammar through pictorial composition.

Though in the various provinces the study of formal grammar has been adopted in schools, the idea is surely gaining ground that much that goes under the name of grammar should be omitted and that grammar should be a handmaid to composition. This view has been earnestly kept in mind in the preparation of the book under review. Grammar lessons, each with a simple definite grammatical aim, appear under the pleasant disguise of composition lessons, on common every day incidents. Pictures and other helpful devices have been freely used to illustrate the sentences and fix the grammatical terms in the mind. For instance, about twentyfive propositions are introduced through pictures illustrating a cross-country running race. So also there are pictures generally for actions and comparisons. Some of the pictures place the studies in an English background and supply the needed *realien*. The exercises are interestingly varied, the sentences definitely simple and the ideas eminently suitable to the young ones. All that is unnecessary, burdensome or bewildering has been cleanly eschewed.

The book may be used as a regular text-book in grammar and composition or

as an additional text-book in composition in the lower and middle school classes.

— D. I. A.

LIVING AND EARNING A LIVING (Book III. India, Europe and British Isles) — By Helen T. Scudder, M.A., Geog. Dip. Published by Oxford University Press.

While writing this book on Geography, the author has kept in mind the principle of self-activity on the part of the pupil. Every chapter of this nice little book is provided with a carefully planned assignment which is to be worked out by the pupils themselves. The teacher should follow "Don't tell the children" policy and assist them to find out the facts asked for at the beginning of every chapter after a study of it.

The subject matter is in accordance with the present syllabus for Form III in Indian schools. All the agricultural products in India are adequately dealt with under separate heads.

The lessons on British Isles and Europe are indeed excellent. Information given is quite methodical and highly suitable to the needs of the Lower Secondary pupils. The most noteworthy feature of this book is its "find-outs" together with its numerous illustrations and additional exercises. We heartily commend this book for use in Indian schools.

— Ch. L. S.

REMINDER

The Annual Subscription from some of our subscribers is overdue. Will they kindly remit the same by M. O. at their convenience and oblige?

Manager.

Approved by the Text-Book Committee, Madras.

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