



Educational India

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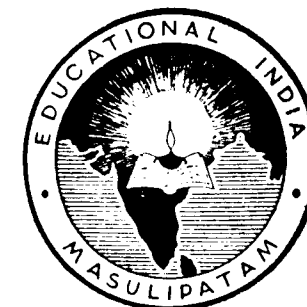
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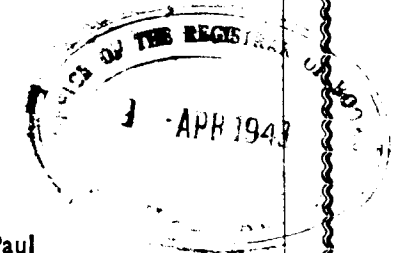
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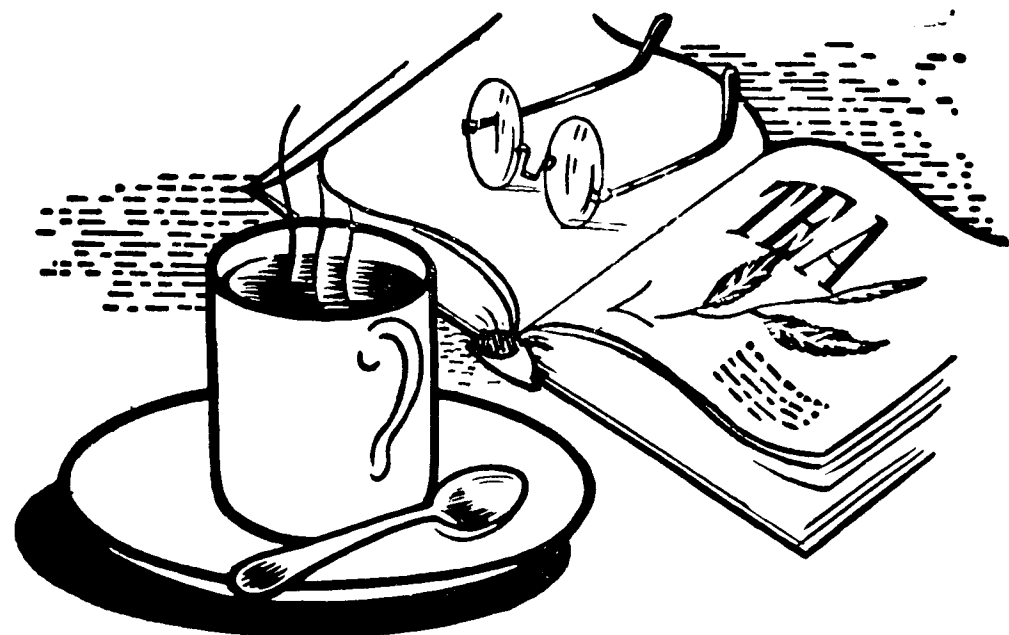


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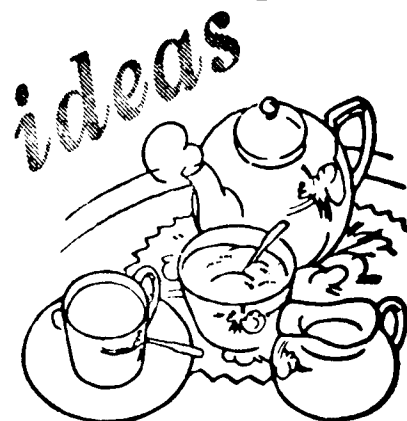
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Vocational Guidance for the Educated—I

WHAT IT IS, ITS MEANING AND PURPOSE

By Mr. J. P. GUPTA, B. A., LL. B., Dip. S. S. A.

Probation Officer, Punjab.

[Today, the problem of educated unemployment is quite an acute one in our country. This and the forthcoming two articles deal with the subject and are the result of the author's original research work, for two years, at the Sir Dorabji Tata Graduate School of Social Work.—*Editor, E I.*]

It is generally conceded that our schools and universities have failed to prepare youngmen for life. Teachers do not concern themselves with the pupils after they leave school. Education is not aiding the pupils to choose an occupation. Our schools do not believe that it is an obligation of a school to advise its pupils regarding proper preparation for one or the other occupation in accordance with their special endowments or the vocational requirements of the community. The school authorities exercise no supervision over the start. A number of bright talents perish only for want of proper and timely guidance. They enter a profession or training not according to their talents but by circumstance that force and finally tumble down or drag in. The philosophy which has controlled the present day education seems to be based on the realms spiritual, that education's objectives have been remote rather than immediate. Today young people are asking questions like these—'When I stop going to school? Shall I try to go to college? What shall I do to make a living when I leave school or college? What kinds of jobs are there in the world? What am I best fitted for? Shall I work in a factory, an office, a farm or where? How much money can I make? What must I do to get on with my family? How shall I find a job that I want? What I do if I do not like my work?'. In answer to these questions our educational insti-

tutions say, "Here are English, history, mathematics, science, foreign languages and the like; if you are bright, spend your years studying these subjects. This is our answer to your questions. Do this and all will be well. You will get your diplomas and then you will be prepared to take your place as responsible citizens. We have done our duty. Now you should do yours." Similarly we see the parents perplexed with similar questions without anybody to guide them. After the matriculation of his son an average parent faces the questions like, "Where shall I apply for my boy? How much will the training cost? What are the prospects? Will he be able to earn a living at all? What will be the nature of training and work? The school has no meaning for such queries and the parents have to grope in the dark.

Most of the children in educational institutions at present are taught substantially the same subjects and then are expected to go out and succeed in earning their living in a competitive world without any guidance whatsoever. The traditional education does not develop "occupational intelligence". I wonder why it is that we teach with such complacency the life history of the honey bee and the humming bird, the brook trout and the wood chuck, and fail to include in our study the life history of the coal miner and the fisherman, the cotton planter and the dairy man, the textile worker and the engineer, the doctor and the lawyer. The lack of the development of 'occupational intelligence' has resulted in innumerable failures and misfits and in many wrecked lives. Our universities are merely a

manufactory of an ever-increasing army of educated unemployed youths. On an average 13,000 graduates and 99,000 under-graduates are turned out every year by our universities in India. To this we must add an average of 1,600 matriculates from every province in India every year. In spite of such a large number of people being turned out from the portals of learning year by year there is no arrangement anywhere in the country for guiding these people towards the gainful employment, although majority of the students get into schools and colleges with a view to enable them to earn a living. Parents are facing today as they have never faced before the brutal reality of unemployment of their sons and daughters. It is a pity to see the utter despair of thousands and thousands of parents who saved and saved a life time and even ran into debts to give their children an education, only to see them unemployed in the end, often broken in body and spirit, loaded with degrees and certificates to whom the society denies the opportunity to put to any use their gifts and their knowledge. It is a rare home in which there are boys and girls of an approaching employable age in which the problem is not insistent and poignant.

Of all the disadvantages of prolonged unemployment in youths the worst are the disappointment and demoralization which ensues on his forced idleness. Once a man accepts a verdict of his own uselessness he often develops an indifference not only to the requirements of his job, but to his own future. There is strain and friction within the family (the wife blaming the husband for being unemployed, children losing respect for him, neglect of children due to wife being obliged to seek employment), loss of ambition to seek work, occasionally desertion of family, loss of mental balance, development of lawless habits (unemployment offering temptations for all sorts of vices such as theft, drug traffic, cheating and other nefarious methods of making money), and fostering

of bitterness against the Government and social institutions of the place.

If, however, the children find work after leaving school they feel that they are unfit for any particular work, and so they fall into blind alley that offers no opportunity for advancement and which leads to restlessness, unhappiness, discontent and crime. More than often they wander from one job to another sticking to none resulting in broken homes. So often we hear from the lips of a boy utterly miserable in the wrong job, "Oh! if I had only known about that."

Under the craft system it was easier for one to obtain information regarding occupation and trade by example in his family and friends. There was a time when it was possible for a parent to do fair job of vocational counselling for his children. Then careers were decided mostly by accidents of birth. Among certain classes custom played a large part in determining careers. The son followed the father's vocation from one generation to another. Career choosing was, therefore, almost automatic, only a few of the more enterprising and intelligent individuals leaving the well beaten trail. But in the world of to-day this all has been changed. More widespread education has opened the professions to the children of the poor, old prejudices against certain professions have disappeared, class distinctions have crumbled away. Thus the range of choice before a young man is so great that much thought is needed to decide on the most suitable course. On the other hand there is a steady increase of population by a relative decrease in the number of hands employed in industry owing to progressive and greater use of machinery. The cumulative effect of all these circumstances has been to create intense competition for a comparatively few openings. Only the proper qualified can hope to get a job. Obviously there is need for foresight and preparation for life's battle as never before. Occupations have

so multiplied and the kinds of work are so varied with their peculiar requirements and opportunities because of changing economic and social conditions that we must depend upon school to help the pupils to solve the problem. New scientific inventions and knowledge are daily modifying the requirements and opportunities with the result that some occupations have declined in importance and others have ushered in with vast field for employment so much so that this complicated texture of occupations is a labyrinth and the youngmen need expert guidance.

The school's responsibility for the well-being of its students does not end when they leave school, but it continues till they have found their place in life. If life is anything like a unity, the schools and colleges have need to give young people greater assistance in seeing life as a unity and in working out harmonious relationship between ethics and success, culture and work. The children entering upon work are like a long line of swimmers walking out on a spring board every one to take his dive. He must not stop long, for behind him there are many others ready to make the plunge. But before he dives should we not assure ourselves that the water is deep enough and clean, that the boy knows how to handle himself in the air and in the water?

Of what use it is to educate and train future workers without affording them opportunity for vocational advancement? Process of vocational guidance goes on in the life of every man whether he is conscious or not. Many make vocational decisions by purely incidental influence such as a chance remark of a friend, the whim of a relative, ease of getting a particular job, quick earnings and the like. No doubt some teachers aid now and then individual pupils in choosing educational or vocational opportunity but such practices without a study and proper understanding and knowledge are incidental and may be termed as hit or miss practices which fre-

quently fail to provide suitable bases for desired classification of pupils, for purposeful election of courses, for intelligent choice of life callings and for satisfactory adjustment in employment. What is needed at this juncture is the well planned programme of vocational guidance for the purpose of working as a link between school life and work life in order to make the transition from school to work easier. Vocational guidance is fundamentally an effort to conserve the priceless native capacities of youth and the costly training provided for youth in the schools. It seeks to conserve these richest of all human resources by aiding the individual to invest and use them where they will bring greatest satisfaction and success to himself and greatest benefit to society.

Vocational guidance is the process of helping the individual to select his vocation, to train for it, to enter upon it and to progress in it. In other words it includes guidance in choosing an occupation, training, placement and follow up. The social aim of vocational guidance is to guide students in knowledge and wisdom which will equip them for or impel them towards the solution of those larger problems of occupational life which are too big to be solved by individual action alone. Thus we may summarise the aims of vocational guidance as five in number:—

1. To assist the individual in choosing, preparing for, entering upon and making progress in occupations.
2. To give a knowledge of the common occupations and of the occupational world, and to assist him to find out his aptitudes and limitations so that the pupils may be prepared for vocational and political citizenship.
3. To help the worker to understand his reaction to workers and society as a whole, and to awaken in him thoughts of the future opportunities.
4. To secure better co-operation between the school and various industrial, commercial and professional pursuits.

to the mastery of the contents of the text-book requires to be tackled on the lines already mentioned.

This leads to another important matter, namely, the acquaintance with the text-book. In order that the teacher may be able to make correct or proper use of the text-book he must gain a mastery over it, for otherwise, he will be unable to decide if the book contains all the necessary information, which the students of a particular grade should obtain, nor will he be able to make out how much is to be supplemented by him or by the students through their general reading. This will also mean that the teacher should not only know the text-book well but should also be acquainted with other books dealing with the subject, for then only he will be able to suggest reading books to his students and test the knowledge which they get from such books after they have studied them. Thirdly, the teacher should be able to correlate his oral exposition, or teaching or the additional information which the students get through their collateral reading with the contents of the text-book. Fourthly, the teacher should know his student's capability for obtaining knowledge from outside books. In other words, he should know whether his students have attained adequate intellectual development, which will enable them to give time and attention to the study of book or books outside the text-book and deduce necessary points as supplementary to the matter supplied by the text-book. If they are capable of doing all this then it will be the work of the teacher to suggest to them related books on the subject, but if they are incapable of studying outside books the teacher must supply the additional knowledge through his oral teaching or exposition.

As to the actual use of the text-books two methods are generally followed in practice. 1. The use of the text-book in the class. In this connection the following steps are adopted :—(a) Selection of a por-

tion by the teacher before hand. (b) Teacher's introduction, consisting of explanation of difficulties, direction to the students as to what they should grasp from the passage or portion which they will read. (c) Reading aloud of the passage or passages by individual students, with a view to enable them as well as the whole class to get the general sense and spirit of the passage or passages. (d) Silent reading or study of the portion by all the students. In this study the students will bear in mind the previous directions of the teacher as per (b) above. (e) If the book is of the precis or manuel type additional information will have to be furnished to the students either orally by the teacher or from books outside the text-book. The teacher may also elicit information from the students by questioning them, but this should come after they have read through or studied the set portion. It should not come in the middle, as this is bound to distract their attention and disturb the trend of thought. (f) Questions, which must be previously thought out in the light of the portion set, are put to the class as a whole but answers are elicited from individual students. The aim of such questions is to find out whether the students have been able to understand the portion set to them for study and have grasped its contents. (g) If students' answers were to be incomplete, incorrect or unsatisfactory, then it will be necessary for the teacher to give the correct answers himself, but the teacher should firstly encourage his students to try their level best in giving the correct answers.

2. Portion or portions from the text-book may be set as assignments to the students to be worked out by them outside the class. Before setting such assignments the teacher should give clear and definite instructions to the students relating to the important points they should grasp and the unimportant matter they should skip over. It is necessary also, that, previous to the students' study of the text-book, difficulties of language, ambiguities in the

context, and technicalities of the subject matter, if any, should be clarified or elucidated by the teacher. It will help the students in working out the assignments if a few questions are given them in the light of which they should study the portion assigned. The next step consists in testing the knowledge, which the students have acquired by studying the portion of the text-book. Testing of this nature is generally effected by oral questions put to the students in class and getting their answers orally. Through written exercises also students' knowledge can be tested. In both the cases it is necessary to correct mistakes of students and supply them with correct answers.

The two methods of using a text-book, which have been dealt with above, are applicable to cases where a certain amount of knowledge is required to be imparted or received. In other words, these methods are applicable in using the school text-books, which are of an informative nature. Since not only the text-books of history, geography and literature can be of this kind but also text-books on scientific and mathematical subjects may aim at imparting information. It may, therefore, be said that irrespective of the nature of the subject, if the aim of the text-book is informative, the above methods are applicable. On the other hand, in almost all the school subjects there may be and are pro-

blems which used to be solved or it may be necessary that the information already possessed by the students should be applied to new or different cases and that the text-books may be of such a nature as will intend to fulfil this aim. Such cases require that in using this kind of text-book the teacher should give the students a greater number of thought-provoking questions and suggestions than if the book were of an informative kind and the subject dealt with required less of thinking and more of memorizing.

The text-book methods under reference, speaking generally, are applicable to students possessing the following characteristics :—1. Psychological development which will enable them to devote an adequate length of time and amount of attention to the study of the text-book. 2. Intellectual or educational attainment by virtue of which they have acquired the reading habit. As these two characteristics are generally met with in the students of say 5th to 8th standards, it may, therefore, be said that the above-mentioned text-book methods are particularly suitable to these students. For students below the 5th standard oral method is the most suitable, and for students above the 8th standard emphasis should be laid upon their independent study of not only the text-books but also outside books having a bearing upon the contents of the text-book.

PRINCIPLES OF NEO-EDUCATION—I

By Mr. KAPILESWAR DAS, M.A., B. Ed.

THE old order changeth yielding place to the new, sings the poet: Divine Destiny fulfils itself in many ways, lest one good custom should corrupt the world. As in the realms of politics, practical administration, social organization, national efficiency and corporate behaviour, new vistas of thought have opened with

the changes of times and circumstances, so also in education. Gulfs are sought to be bridged, contradictions reconciled, identity emphasised, divisions embraced in the lap of a wholesome fruition, theory and practice brought to a synthetic harmony, science and art moulded into a life-giving process with the dawning of

Neo Humanity. And the way to it all rests on the foundations of a sound, idealistic, and yet practicable system of education. No wonder then that the most thoughtful minds all over the world are or ought to be concentrated on a clear formulation and right cognisance of the latter.

Coming to the realistic domain, we see that three are the fundamental factors involved in education—the educator, the educated and the process of education; in terms of pedagogy—the teacher, the pupil and the subject-matter.

For a long time education was bipolar; it gave prominence only to one or two of the three factors. At one time the pupils were disregarded, while at another the curriculum was ill-considered. Modern education insists upon the tripolarity of teaching, the equal furtherance of all the entities of a unified organic totality in due proportion from correct perspective.

For sometime it was supposed that the mind of the child is a *Tabula Rasa*, an empty tablet; it was as it were an empty purse into which anything could be thrown at the discretion of the teacher. The claims of the pupil, his interests and aspirations, his needs and limitations were not duly recognised; his potentialities and achievements were not brought into account; he was not considered as an organism having anything to do with the quality and quantity of knowledge that is to be imparted to him. Wille nille he had to swallow the pill administered to him. At another time the subject-matter that should be taught was codified without consulting either the pupil's likes and dislikes, his capacity to digest and assimilate the knowledge. In other words, whether he understood the subject-matter or not, whether he liked it or not, or whether it be of immediate use to him or not, he is bound to listen to the teacher and receive the instruction.

Both these procedures have now been found to be inconsiderate, undesirable, nay even wrong. The truth is the child is fit to receive the type of knowledge which he likes best, which he can turn to use in life's troublesome journey, which is a beacon to him beckoning to higher and higher realisations and greater and greater pursuits, which steers him clear out of the storm and stress of life's voyage on the perilous seas of existence. Again, since the person to be educated is the pupil and no one else, it goes without saying that he should be the centre of instruction. But according to the views stated before, more attention was paid to factors other than him. Modern educationists have discovered that this is not the right procedure and hence they seek to make education pupil-centred. This veering round of the centre of emphasis in the imparting of education has many implications. The teacher has to teach only what the pupil likes and that too in a way he can comprehend. The pupil is required to cooperate with the teacher in the process of learning. He should be an active participant in the acquirement of knowledge and skill, aptitude and transformed outlook, but not a passive listener to teaching. The importance of this principle cannot be too much stressed. The co-operative enterprise of the teacher and taught should seek to unfold the pages of history rich with the spoils of time, to wrest new truths from the body of Nature to utilise them in furthering the cause of peace and progress of humanity. The student learns: side by side the teacher learns; for his content of knowledge becomes richer and deeper as it is brought to bear on newer and newer contexts, paradoxical and contingent situations, and becomes brighter being rubbed with the sands of newer problems to be tackled. The pupil, again, must always be made to express what he learns through a workable scheme and the consequent satisfaction of doing. Passive listening is static: it is to be made dynamic by

means of learning by doing. It has to lead to self-teaching. There can be no impression without expression and vice-versa. Learning by doing is firsthand knowledge: the ordinary method of learning by hearing is secondhand spoon-feeding. Ineffectual pieces of encyclopaedic information, uncorrelated and untested in the acid tests of life, hang loose and lay on the mind like a silent weight. Polished and chisled under the hammer of life, they grow into a work of beauty, art and joy.

Another point asserted in Neo-Education is correct and useful methodology. Even madness has a method, they say. Unmethodical action leads to sheer waste of time and energy, ill-sorted equipment and stagnation. Co-ordination and systematisation of work is highly beneficial. A method is a means of producing the maximum effect by minimum effort. It will not do simply to give a counsel of perfection. Ideals are easily enumerated, but very hard of attainment. To quote the common adage, there is a gulf of difference between saying and doing. How to achieve, how to approximate what is to what ought to be is the crux of the problem, the point at issue and therein comes the importance of the enunciation of proper methods. In the realm of education, from the earliest times, mention has broadly been made of three methods, the catechetical, the experimental and the expository. Neo-education reads newer meanings in them.

The first can roughly be said as the method of questioning and answering. Even the earliest teachers made it the sole form in which knowledge could be imparted. Indeed it has universal import, for knowledge depends on man's infinite questioning and proper response to it. It was Socrates who perfected it, so much so that it is generally known by his name.

Equally important is the second. Knowledge is acquired mostly by observation and inference. Observation is a name given to the process wherein the

sense-organs are brought into contact with the external world. This observation again may be unaided or aided by instruments. The other form of observation is what is termed experiment, that is observation under control. In experiment we handle the object we observe, submit it to various physical and chemical changes and note down the differences in its conditions and compositions. This is experimental observation and the method by which it is done is the experimental method.

The method of exposition is of no less importance. Clear and impressive exposition of a subject is a very strong aid to understanding and assimilating it. Till the last century each subject had its own way of exposition and there was no attempt made in order to standardise all its ways. The three broad heads of introduction, lesson proper and revision formed the main links of the frame-work which would suit all manner of exposition. Early in the last century the great German psychologist and educationist, Herbart, proceeding to standardise the various methods into one form suggested five steps to cover the whole lesson. He claimed for them universal application because his steps are those of the psychological method proceeding from the known to the unknown and systematisation and organisation of different bits of knowledge into coherent wholes, his well-known formal steps being preparation, presentation, association, formulation or generalisation and application. The first three deal with facts and the last two with principles arrived through those facts. Association is made through linking by contiguity, comparison or contrast, while the validity of a principle is established by means of verification, i.e., application of the principle to instances not hitherto observed.

Some well-known laws of learning as the process whereby we acquire new experiences and modify existing ones come here uppermost to the mind, such as those

of readiness, effect and exercise. When a person is ready to act, to act induces satisfaction, whereas not to act induces annoyance. Conversely, when a person is not ready to act, to act induces annoyance and not to act induces satisfaction. Also, any mental process is strengthened or weakened in proportion to the satisfaction or annoyance which results from it. Again, use strengthens and disuse weakens a mental process.

Education is of universal value. Even those belonging to the lowest rung of the ladder of civilisation are profited by receiving the education of their respective tribes. There are numerous agencies that educate the individual other than the school. All these aim at enabling the child to act the part required by it in society. Every one has to be taught things that he does not know and has to be trained in the capacities with which he was born. Some powers are not born in the individual but show themselves in after life and it is the business of the educator to develop the powers of the pupil, latent and acquired. Thus knowledge, skill and culture are the highest ends of education,

the last being the cumulative effect of the first two. Skill implies not only knowledge but the power over it to handle it whenever necessary. Culture, again, includes the individual as well as society and therefore corporate feeling will have to be added to the other ideals of education. The development of the child implies the best use of the native equipment which should be supplemented by a good deal of acquired culture. Development of a child begins with his native capacity and extends to processes hitherto unknown and unlearned. This training of capacity on proper lines which would prepare the person to be able to react appropriately to the situations of life is the function of education. Every conscious act is purposive and the school is the training-ground for the development of persons of worthy purposes. The school and the home in close collaboration ought to furnish discriminating guidance to the child both in the formation and execution of noble purposes. They are obliged to provide for sufficient freedom and wholesome guidance to the child whom we desire to develop into a person of right attitudes and actions.

Reorganisation of Secondary Education With Special Reference to Orissa

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

(Continued from the last number)

We have to see the various reasons that have led to the failure of the present secondary education so that we may avoid them in our reorganization of the same. The first and chief defect is want of planning. There seems to be an aimless drift in all the stages of education. It is quite necessary that by the time the boy leaves his post-primary education final class it has to be settled for him if he should leave education at that stage or if he will be taken up for the next stage.

The selection does not end there. For secondary education should not be as of old simply a stereotyped training ground for getting a passport to the university but also for preparing for life. All secondary schools need not be of the type, nor need a secondary school confine itself to one particular kind of curriculum. In the words of K. T. Shaw "due provisions for individual aptitudes, needs and circumstances can be made by introducing a far greater range of options in the course

and by establishing different types of secondary schools. It is necessary for the boy to fix up at the beginning of his secondary school course whether he is going to continue his higher studies in the university or whether he will enter profession after his scholastic career. The type of the courses of study will depend upon such a selection of aims before hand. If this is done much worry regarding the trouble of unemployment and disappointments will be avoided.

The dominance of the University is another evil of secondary education which can be eliminated only after secondary education is considered to be a definite stage of education "designed to equip people on the vocational side for certain definite lines of skilled activity, and providing general education and training through such activity." The Madras S. S. L. C. system had such a laudable aim though on account of certain inherent defects in it it did not reach its goal and reverted to the clutches of the University. The S. S. L. C. scheme of Madras had also for its aim the elimination of the examination evil by means of a system which gave enough importance to the day to day work of the pupil at school. But thanks to the interested teachers who were more anxious for percentage of passes than for real training of the boy, the system was murdered in its infancy and the examination got back its original mechanical importance over the tender life of the child.

We will have to ascertain the different kinds of secondary educational institutions that should cater to the educational needs of the adolescent population of the country. There was a recent proposal of the Madras government that high school education should be bifurcated into two stages after the middle school so that boys who would go to the university would be given separate instruction under a separate curriculum and the others who would not go to the university would be trained

up in such a way as they would be quite fit for different professions. This is also what Abbot and Wood proposed and what the Bihar Education Reorganisation Committee recommended. The first type of secondary schools may be called pre-university schools, where general education comprising the humanities and sciences will be provided for. These high schools will be just like the existing high schools with only change that the standard of requirement will be far higher and more definite than at present.

Further, even though the courses of studies in these schools will be mainly literary and scientific, and even though the chief aim of the system will be the imparting of liberal education the vocational and the activity element in life will not be lost sight of. Besides studies in language, literature, science and humanities the boy shall be taught the right use of his hand and eye, so that there may not be any monstrous disproportion between the development of his brain and the skill of his hands. A vocational bias is essential, so that the principle of the dignity of labour which is very important in a democratic society where the true status of the manual labourer will be given its due recognition may be followed. Therefore in addition to the teaching of language, literature, mathematics, history, geography and general science, manual training and physical education should be made compulsory items in the scheme of studies of a secondary school. Physical education is not simply a luxury to be provided for those getting a liberal sort of education. It is an essential factor in every system of education given to young men. While introducing it in any type of secondary schools its importance and influence on both the body and mind should not be lost sight of. It should not be regarded simply as an item to be relegated to those who do not show capacity in other branches of studies concerning the development of the brain.

Nothing Should be allowed to exist in the environment of the school which is not conducive to the total ground of the human personality. The Hadow Committee says for instance "The purpose and object of physical education is not merely to improve the physical condition of the children and to secure the full development of their health and strength, but also to aid in the development of their mental powers and in the formation of their character. Physical education therefore has a physical effect on the body and an educational effect on the mind. "It is therefore quite necessary that care should be taken to introduce this education in every school on a compulsory and universal basis. Special secondary schools to teach different vocations and fit boys for different occupations of a higher and more qualified nature should be started in different localities; such schools may be called technical schools in general or each such school may be given a definite name after the subject or occupation which it teaches. Thus one may be an agricultural school, another an industrial school. It may so happen that one industrial school may have different branches under different heads such as carpentry, metal work, weaving etc. There may be special Schools for each vocation. Others may be commercial schools where boys will be taught commerce, book-keeping and type-writing and shorthand. Another may be a school of medicine producing chemists, druggists and compounders. In these new types of secondary schools where the merchants, the farmers and the artisans of the nation will have their training to fit them for future life, the total absence of general education from the entire scheme should not be permitted.

For, in the special schools where different crafts will be taught in all their details and where from products will come forward to direct the industrial progress of the country, the necessity of a liberal kind of education cannot be ignored. It is not desirable that craft training in an

Industrial school should make the boy entirely craft centred without any hope of drawing this inspiration from a liberal knowledge. General education should go side by side with craft education and by the time the youth finishes his secondary education he shall become not only a craftsman but also a learned man. Crafts or vocations should be integrally related to knowledge. In the words of an educationist of England: "There is no subject in the curriculum of any type of vocational school for any age of boy or girl that might not be liberalised while at the same time furnishing the highest degree of vocational effectiveness." Cultural subjects such as history, science, civics and mathematics are all necessary for the proper understanding of different vocations. No craft can be taught without the aid of language and the boy in the vocational school will not be a loser if he spends a part of his time to understand the proper use of his language. The importance of geography and mathematics in a school of commerce, of chemistry and biology and general science in a school of medicine, and geometry and arithmetic in an industrial school, of carpentry and textile work cannot be minimised. Therefore the secondary schools of the two types should have in many respects the same kind of syllabus, with only a difference on the emphasis given either to the liberal studies or technological studies. The principle is that craft activities should not be deprived of their cultural value and cultural subjects should not be handled without a practical bias. It may be that in the same school the two courses of studies, viz., pre-university and occupational may run together side by side. It is enough if it is realised that all the boys of a secondary school are not meant for the university alone and that those that are not going to enter its portals should be given so useful and practical an education that their services should be accepted by the society.

Regarding the medium of instruction it may briefly but emphatically be stated that the only medium that can be conceived of in any province is the provincial language and nothing but it. It will simply be moving the hands of the clock behind to think of a foreign medium at this stage of our progress in education and enlightened opinion being definitely in favour of the most natural medium of the mother tongue it is not necessary to put forth arguments. Every effort should be made to make this a success and there is not the least reason why the success will not be a glorious one. It is simply a myth to say that our language is incapable of expressing the ideas necessary for imparting higher kind of education. Another myth needing immediate explosion is that it becomes a handicap in the higher studies of the university. That this is not a truth can be borne out by statistics and facts. In the latest issue of the "Teaching" Mr. G. R. Rangaswamy examines the abilities of a large number of S. S. L. C. boys who prosecuted their university studies in Mysore and arrives at the conclusions that there is no deterioration of ability and that the vernacular medium does not impose any handicap at all. He further says that even in the learning of science there is no ground for the fear that boys learning science in the vernacular in the secondary stage suffer in the college. In conclusion he says with great confidence: "This investigation establishes that the instruction in the vernacular medium in High Schools has no adverse effect on the progress of the pupils at the college stage." Just another point before I close. In Mysore where the people's language is Kannada the medium is Kannada and such of the few citizens of the state who happen to be non Kannadas are given the option of following the English medium as before. The same is the case in the Andhradesa where no provision of any medium other than Telugu is made in secondary schools with the proviso of the

continuation of the English medium in exceptional cases. Similar examples may be multiplied in other parts of India. It is therefore quite unreasonable and simply mischievous to carry on any agitation against the proposal of the educational department in any province or area that the medium for those who cannot take up the provincial language for the purpose will continue to be English. The department however may do well to modify their order to the effect that such an exemption will be given only for a certain time during which attempts should be made to use the vernacular medium instead of English.

In the brief space of such an essay it is not possible to dwell at length on all the different aspects of secondary school reorganisation. The questions of security and tenure of the teachers' service, the problem of the relation between the management and the staff and many other allied subjects concerning the position and status of the teaching profession have to be very carefully thought over before definite conclusions are reached. Unless teachers themselves are alert on these topics they will be obliged to suffer by default. Above all the teachers should cultivate that feeling of self confidence and conjoint action in the educational problems of the country and should not, in a mood of lethargy and inertia, depend on others to think for them and to show them the way. If for example the educational system of the Province is going to be nothing but an Orissa edition of the Patna scheme, if the Orissa University which is being beaten out on the legislative anvil is to be simply an Orissa copy of the Bihar model, if the Patna matriculation is going to be the only goal of our Secondary education for all times to come, God save us from such a state of affairs. The Patna Matriculation Scheme which had been tested and found wanting by the Behar Education Reorganisation Committee 1940, when introduced in South Orissa from January 1943 will no doubt

get for us the long desired eagerly waited and urgently required unification of the two parts of the province in the field of education. But it will never solve the problem of secondary education. No time should therefore be lost to construct systems of education at all stages on sound basis by avoiding the various defects of the old schemes which are not unknown to the intelligent section of the country. A national system of education should produce for us the intelligent voter at the primary stage, the sincere representative at the secondary stage and earnest leader at the University stage.

In the opinion of Mr. Wallace, the Vice-President of the United States of America the 20th century is the people's century and as such we have to take proper care

of the people who are the real masters of the Government which is of a democratic type. We have therefore, to keep in view that as we have to educate our masters we should be very careful in what we do lest we should be found fault with for our neglect. Our education must be in the present century an education to make democracy safe and to make the people of the land fit for it. Opportunities are quite splendid to have the best type of education in the autonomous provinces which have under their control the necessary powers to mould the educational destiny of the country. We will not be considered wise if we cannot reshape it by a suitable reorientation of the educational system at such an opportune moment of our national history.

TEACHING ENGLISH POETRY

By Mr. A. S. VENKATARAMAN,

Headmaster, Board High School, Madanapalli.

A PART from the question of English poetry in Indian schools—to which we shall revert shortly—its place in the scheme of studies in English schools has been doubted and therefore discussed. I believe that the critics who adopt this line of thinking are not against poetry as such but are prompted by high standards of literary excellence and judgment.

The real conception of poetry is that it is a highly changed form of expression. If reading or writing is an individual experience, poetry is more so and so any definition of poetry 'a criticism of life', as 'not a thing said but the way of saying it', can at best be only imperfect. Once you grant that the nature of poetry is diverse, it follows that the way of approach too is essentially diverse.

We are told that even in England, an indifference to poetry is associated with—nay, springs from—a dislike towards the poetry lesson at school. This is far from

damning the teachers with faint praise,—a sheer injustice and a real dis-service to teachers.

There is however, a consolation to them. Owing to the diversity of its nature, poetry cannot be taught. Nevertheless, the teacher can create conditions in which a poem becomes significant for pupils.

Few will deny that a poem which does not excite the teacher's imagination should not be selected. A poem which does not inspire the teachers can hardly make any appeal to the children under his care. Wyatt's counsel to teachers is, "Do not teach the poems which you do not yourself appreciate."

The aim of the poetry lesson requires to be carefully defined. It cannot be to enlarge the vocabulary or widen the reader's knowledge or expression, though incidentally these ends may be subserved.

Rather it is meant to impart to each individual a keen and sincere pleasure in a new experience and to increase his powers of sympathetic insight and imagination. The teacher tries to reproduce the experiences of the poet, to live his life, so to say, so far as the poem is concerned, and in consequence to stimulate emotions and imagination on the part of the readers. The teacher is concerned with creating approaches to poetry which will give pupils the greatest chance of recreating for themselves the experience of the poet when he composed what they are reading.

There are some real grounds which justify time being spent on poetry in schools. 'Poetry is a Joy in itself'. It delights us immensely, and educates the width and depth of our response to life'. The very roots of life, imagination and instinct, are nourished by it. What is more, poetry aids the development of personality by widening a pupil's mental and moral outlook. Those who seriously dispute the place of poetry in schools, dispute, in fact, the purpose of education.

What about English poetry in Indian Schools? It is maintained that as poetry is essentially music and as the rhythm of Indian music is different from the rhythm of English music, the rhythm and metre of English music are beyond the appreciation of Indian students. At any rate whether the musical charm of English words can be brought within their appreciation commensurate with the time and labour spent on it, is doubtful.

There is a good deal of force in their contention. It is difficult to controvert the arguments but still there is a place

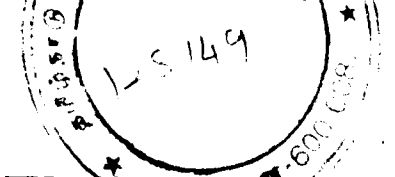
for English poetry in our Schools. While the rhythm of English verse is beyond the reach of Indian students, the music of it is still music and English poetry is also beauty, beauty of thought, mood or feeling. To deny it to our pupils would be to withhold a means of developing their aesthetic sense, their joy in beauty, and the nobility of English poetry.

Again, so long as English occupies its position, as the first or second compulsory language, so long as English prose requires to be taught at the school stage, so long English poetry too should be introduced. Bates in his Teaching of English Literature says, "It will not be generally disputed that poetry is of the two (prose is the other) the higher form, that it is capable of imparting a finer pleasure, that it produces a greater culture, and perhaps most important of all, that it does not lead to intellectual debauchery, as the excessive reading of inferior newspapers, magazines, and novels". The purifying influence of English poetry on the taste of our pupils in their formative stage can hardly be disputed. The reading of good English poetry aids the writing of good melodious prose.

In this matter however, the proper method of approach should be explored. Prescribing literary extracts in the early stages is the wrong way of tackling the problem. The use of ill-graded or ungraded or not well-planned English Readers is another wrong way. As Wyatt says, "To aim at literature is to miss the way to language. To aim at language is to pave the way to literature". The emphasis has to be shifted from the literary to the linguistic side of English studies in our Secondary schools.

"India has a message for the whole world. Her treasures of spiritual wisdom are for the healing of nations. Many are struck with amazement that a nation so great, spiritually, morally, materially, once upon a time, has come down to its present low position. The recent past of our country is an age of decadence and shaken nerves..... If India wants freedom, it is for enabling her to teach the world lessons of moral perfection and love."

— S. S. RADHAKRISHNAN.



WAR AND THE WORLD PROBLEM *

By Sir C. R. REDDY, M.A., D. Litt., M.L.C.,

Vice-chancellor, Andhra University.

IN England, when the Navy Budget is introduced, the First Lord of the Admiralty gives an account of all the Navies of the world and provides for a Navy better than that possessed by any other Power. The standard there is not a Navy better than what it was a year before, but a Navy which is superior to the best in the world, aye, to a possible combination of the best in the world. At one time they had the two-Power standard. The requirements of international competition determine the standards of progress that England maintains. In India, it is the other way about. We are here treated to statistics to show that there has been some improvement over the last year and the year before that, and we are asked to be profoundly grateful for the wonderful progress, relatively to our backward past, achieved. This is most defective, it is most deceptive.

Moral and Mental Dualism of Imperialist Powers.

Now, let us, for one moment, ask ourselves the question, how comes it that there is this dualism in the moral and mental attitudes of the Imperialist Powers? They apply one standard in their own administration, a very different and fallacious standard in the administration of their dependencies. What is the root of this mental and moral dualism? There is no book which, at the present moment is likely to be of greater interest to the student of Politics than Sir John Seeley's "Expansion of England." He has there pointed out that there are two types of States, the Organic and the Inorganic. In the organic State, it does not matter what the form of government is, there is one soul, one heart, one will and one ambition actuating both the government and the people. Parties and classes act in subordination to the nation's good. It is one body politic. It has therefore one life and in all its larger interests, is actuated by one will. Sir John Seeley has pointed out that that is the kind of relationship that

exists between England and her Colonies like Canada and Australia. This particular relationship is not dependent on forms of government nor is it disrupted by class or party rivalries. Apparently it is dependent on racial and other affinities. I will later discuss the question whether it cannot be dependent on other affinities besides physiology. The relationship, Sir John Seeley pointed out, between England and India is not organic but inorganic. It is mechanical. There is no common life. If anything, there seem to be differences which are apparently, and on a surface view, irreconcilable. It is not one blood that courses through both the countries. It is not one life, one soul, one ambition, and it is this that is at the root of so many of those dilemmas and difficulties that vitiate or confront the administration of India and cause our political agitations and asperities.

Imperialism and the Global Order.

The Foreign Secretary, Mr. Anthony Eden, in his recent speech, spoke of Great Britain after the war remaining a great power. Other British statesmen also are beating the Imperialist drum in answer to American criticisms of their policy in the East, Middle, Central and Far. Mr. Eden gave certain arguments in favour of it; England had a great mission to discharge; she had known how to govern; she had got the traditions of government in her. All true, perhaps. But analysis would show how that particular result, if it does come about, will not lead to world peace but may possibly become the ground and seed of a further world war to follow. Mine is pure analytical argument. At present, there are four big nations, not to speak of many small ones, which are fighting the Nazis—Russia, China, United States and England. All the ideals that the Allies are out to establish are contingent on their winning a smashing victory over the Axis... In fact, the kind of language that has been employed recently by British statesmen is indicative of their thorough confidence in the coming victory. I also think that victory may come and will come sooner than anticipated. That is

the very reason why after such a long time I have adopted a slightly critical tone to-day because we are now on the up-grade in our fortunes. Victory cannot long be delayed. There is nothing wrong, therefore, in entering on a bit of self-examination regarding the objects and the aims the Allies are out to realise. Now, Four Powers are fighting and if there is victory, it will be victory for all the Four Powers, and not for one only. If at the peace Mr. Anthony Eden wants provisions by which England would remain a Great Power, he cannot deny an equal ambition on the part of America, on the part of Russia or on the part of China to be Great Dominating Powers. The least number of Great Powers under such a scheme would be four and we know what that would lead to. The friends of to-day may become the enemies of tomorrow. In politics there are neither permanent friendships nor permanent enmities. After all, is there an organic relationship between these Four Powers? No... So if there are four Great Powers, the ground is laid for possible animosities, for new alliances, for further alignments and balances and an outbreak of a further trial of strength. The question arises then—is there no way of getting over these competitive racialisms, nationalisms, statehoods and imperialisms, which have been at the root of all wars?

Concept of Humanity and of a Global Order as its Embodiment.

Is there a way out? I think there is. After all, the conception of humanity is wider and nobler than that of race, than that of nations and states. The very word 'humanity' connotes that there is possibility of an ethical relationship between different races, which transcends the exclusions of blood and of physiology, the greed and rapacity of our animal nature. There can be unity in a moral purpose and it can be as real as the unity of blood and the unity of race. All religions, universal religions like Christianity and Islam which believe in conversion, proceed on the hypothesis that all humanity could be brought into one brotherhood, one fraternity and that a moral or spiritual purpose can unite us as much as colour and race; and illustrate this by churches and missions spread over the globe and having all races as members. But moral ideals are not likely to be very effective unless they are based on material interests and the movement of history. Is there then any movement of history now which opens up the hope and the possibility of a

world order being established, so powerful and so supreme that the old competitive nationalisms and imperialisms would be transformed, regulated and kept in due subordination?

Historical Movement and the Global Order.

I think there is such a movement, and my reason for saying so is this. Air power has abolished boundaries..... Natural boundaries have gone..... The whole world now is one unit for purposes of war. And should it not be one for purposes of peace? Federative political arrangements and co-operative economic distribution of production and consumption are bound to be evolved. If not what is the alternative—wars, the elimination of weaker by the stronger powers, and the emergence of the strongest power as the World-Master, the Nazi ideal in a round about way!!

...I think therefore the future of the world depends, as many thinkers have now been advocating, on an equalitarian co-operative world order to be established by the victory of the Allies. Why do I say that it has to be established by the victory of the Allies? Because the Nazi theory, the Nazi practice, is domination by Herrenfolk. They mean death to the rest of the world, while it will be a privileged life for the Germans. If there is going to be anything like a good order, like a decent peace, good-will in the world, and co-prosperity of peoples, it must come from the victory of the Allies. And it must take the form of an equalitarian co-operative world order.

Is a Global Order Possible?

Is such a global order possible? I have already shown that historical evolution is pulling in that direction, that otherwise no permanent peace plus good-will in the world is possible, and furthermore, the idea has already been there since 1914. In the light of experience of all these years, statesmanship ought to be able to devise a more effective institution than the old League of Nations. The old League of Nations failed. Firstly because Russia was excluded on account of her Communism. The United States, the author and evangel of the idea, would not come in but stood aloof in rebuke of European imperialism. This is not known to many people. The Senate of the United States refused to ratify the Treaty of Versailles on the ground that the League of Nations Covenant

(Continued on page 289)

* Extracts from the Convocation Address delivered by Sir C. R. Reddy at the 4th Annual Convocation of the University of Travancore on 5.11.42.

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, March 1943

Bifurcated practical Courses

ADDRESSING recently a conference of teachers of European schools Mr. T. Austen, I. C. S., Adviser to the Governor of Madras is reported to have observed thus: "Large and radical changes are to be introduced this year in the Indian Secondary schools by the setting up of what are commonly called 'Bifurcated practical courses' at the high school stage leading to channels of employment which hitherto could only be reached by matriculates or graduates of a University". From this it appears that the Madras Government is going to give effect to the decisions which it arrived at in 1940 on the subject of "Reorganisation of Secondary Education" and which were notified to the public in the Press Communique No. 57 of 2nd July 1940. It is however not known whether the scheme of reorganisation will be introduced as a whole or whether only a piece meal change is contemplated. The public have so

far been kept in the dark on this aspect and from the information available it appears that it is only a few items in the scheme that will be put into effect in the current year. This piece meal reform is highly objectionable and it is sure to produce a number of undesirable consequences which will affect seriously the larger section of pupils in secondary schools. It would have been far better if government had seen its way to introduce the whole scheme. The parts of which the scheme is made up are interdependent and it is a mistake to think that some parts are more important or urgent than the rest.

IN the form in which the scheme was embodied in the communique referred to above the object aimed at was to divert pupils from University Courses to utilitarian or vocational courses. Such a diversion was considered desirable in view of the fact that under the existing system, "large numbers of students, mostly unfit for higher studies and not caring for such studies, are, after completing their secondary education, forced to join colleges with the sole object of qualifying themselves for the clerical services of Government or of private bodies and institutions; and that while the cause of higher education thereby suffers, these youngmen themselves are unable to get employment in the only class of appointments for which they are fit, viz., clerical appointments and they and their families are put to great expense and suffering".

SO long as the sole object of parents in sending their children to schools and to universities is to get them

appointed later on as clerks and so long as government and private bodies feel that a university degree is unnecessary to enable one to become an efficient clerk it is best that the existing connection between university education and employment in the clerical services of government should be made to disappear. But the remedy for this is not a reform of education. It is much more simple in character and in the press communique of July 1940 reference was made to it. It is to reduce the age-limit for recruitment to clerical services to 18 to 20 and to debar graduates from sitting for competitive examinations held for making such recruitment. When once this is done there will be an automatic check to the flow of undesirable students into the universities.

FROM the information we have been able to gather it does not appear that government have decided on the reduction of age limit for recruitment to public services. Moreover there is a talk that the change referred to by Mr. Austin consists merely in introducing into a few schools—about ten—in each district, courses in subjects like short hand, precis-writing, letter-writing or drafting, type-writing, book-keeping, commercial geography and handwriting. Pupils who wish later on to enter clerical services will be called upon to decide now—when they pass the IV form stage—to undergo courses in these subjects and if the press communique of 1940 is to be strictly followed it is only these pupils that will be permitted to enter such services.

IT is not our purpose to discuss here whether in the interests of efficiency of clerical services the course that government is now thinking of adopting is good. We are afraid that the introduction of these courses in Secretarial practice at such an early stage as V form may not secure to the government the right kind of clerks. Our reason for entertaining such a fear is that the standard of general education that such pupils will have is bound to be low. Their attainments in English language in which all clerical work and correspondence have to be carried on will be of a low order. It is very rarely that we come at this stage across pupils who can read with understanding a simple unseen passage in English, grasp the central idea in it and make a precis of it. In the matter of spelling, grammar and idiom pupils in the present day high schools are markedly inferior to those of a generation ago and this process of deterioration is steadily going on. Under these circumstances there is the possibility of the efficiency of government offices being undermined if sufficient care is not taken to provide in the high school stage a sound general education and an equally sound instruction in English to those who are to specialise in courses in secretarial practice.

BUT after all, this is not the fundamental objection to the reform that government is going to introduce with effect from current year. The objection is of a more serious character. In the bifurcated courses which educational reformers have had in view for the last so many years provision has to be made for training for vocations other than clerical

services. In a conference held in 1939 under the auspices of government to discuss this question of introducing vocational courses it was resolved that a large number of technical, industrial and commercial subjects should be included in them and that pupils who normally proceed to universities should be diverted to these courses and learn wood-work, metal work, printing, book-binding etc., It is unfortunate that government to-day is not prepared to start courses in these vocational subjects. This is however the crux of the question; and until such courses are introduced secondary education cannot be said to have been reorganised.

THIS is just the time for undertaking such a reorganisation. The demand for technical workers is large. Steps are being taken by government itself to satisfy that demand. In several centres schools have been started for this purpose. They are being equipped with necessary tools and instruments. What is therefore required is to fit them into the general scheme of secondary education. At least this aim should be kept in view so that when normal conditions are restored these centres might become the nuclei for the future bifurcated schools.

THERE is also one other danger to which several schools now existing may be exposed to in case courses in secretarial practice are introduced in a few select schools in each district. Will it result in the closing of classes in type-writing, shorthand, book-keeping etc., in schools where they are taught at present? What will be

come of the teachers of these subjects? Will the Director of Public Instruction use his powers in regard to Grants to compel some schools to open courses in these subjects and to withhold grants in respect of other schools? All these are matters of serious import and it is our hope that hasty decisions will not be taken and that government will keep in mind the interests of all schools and of the teachers and pupils in all of them. It is equally necessary that managements of schools and Teachers' Associations should be alert and consider all the issues involved in the step which the government is thinking of taking in July next.

Educational Retrenchment by Local Bodies

IT is reported that several Local Bodies especially in the Madras Presidency are thinking of reducing the expenditure incurred by them on education with a view to balance their budgets. Some of them have already given notice to the teachers employed in their schools that their services would not be required after the current school year. Notices have been given not only to those who were employed on a temporary basis but also to those who have been holding permanent posts. In several cases teachers who received such notices have put in a service of nearly twenty years and more. In one district board it is proposed to retrench 33% of the existing staff i.e., 73 out of a total number of 224 teachers. It is necessary that the government should pay special attention to this question and prevent in

proper time the injustice that is being done to a large body of teachers.

THERE are two or three points that have to be taken into consideration in this connection. In the first place many of the Local Bodies in Madras have been superseded and they are now being managed by special officials appointed by government or by boards and councils consisting of members nominated by government. For all practical purposes it may be said that to-day they are run by government itself. It is not therefore right for the government to say that they are not responsible for the Policy of retrenchment adopted by Local Bodies. Really and as a matter of fact the responsibility lies with the government itself. And government should extend to the teachers in the services of Local Bodies the same sympathy and generosity which they have shown to teachers and other employees in Government Service. A second point to be considered is that government has been levying additional taxes to meet the additional expenditure caused by war conditions. This has been possible because in law government is free to add to the number of taxes and to increase the rates at which taxes are levied. But Local Bodies are not in that position. Government has placed various restrictions on the taxing powers of these bodies, and it is not possible for them to increase their revenues in any way. As this difficulty in increasing their resources is chiefly due to restrictions imposed by government on them it becomes the duty of government to come to their relief now and make it easy for them to

meet their normal expenditure without being compelled to take recourse to retrenchment. Government should come forward with more grants to Local Bodies for educational purposes. This is what the exceptional and the abnormal situation of the present day demands. A third point to be considered is that the teachers whose services it is proposed to dispense with are persons getting low salaries in most cases. Very few of them have got any savings to fall back upon if they are forced to become unemployed. In days when the cost of living has gone up to such great heights as is the case now it will be cruel if the families of so many teachers are put to additional misery and suffering. Humanity requires that government should intervene and prevent this catastrophe overtaking these teachers. Unless there is a certainty that they will enjoy security of tenure no teacher could be expected to carry on his work with efficiency and zeal. There is one other point to which attention has to be invited. Some of the special officers managing district boards have been arbitrary in selecting the class of teachers whose services are to be dispensed with. In one district board it is mainly the teachers of Sanskrit and Hindi that have been so dealt with. There is no special reason why this particular set of teachers should have been axed. At a time when owing to the growth of undesirable communal squabbles the study of Sanskrit is being discouraged it is a matter for deep regret that responsible officers should take such a narrow view of the importance of Sanskrit in the cultural life of our country and join forces with those

Reorganisation in Madras Government Scheme Disapproved

The recent proposals of the Government of Madras, regarding bifurcation of courses after Fourth Form stage have come up for discussion before a largely attended public meeting of the parents and teachers of Masulipatam on 22-2-43, at the Victoria Memorial Town Hall, with Mr. K. Sivaramakrishna Rao, M.A., L.T., Principal, Hindu College and Syndic, Andhra University in the chair when the following resolutions were passed unanimously.

RESOLUTIONS

1. This meeting of the citizens of Masulipatam expresses its strong disapproval of the scheme of reorganisation proposed to be introduced in schools from July next for the following reasons:—

- (i) The Fourth Form is too early a stage for bifurcation, neither parent nor teacher being able to determine the student's aptitude or capacity at such a stage.
- (ii) It will be a hardship to the average student to have the Vocational and Pre-University courses organised and run in water tight compartments, with no interchange at any future stage possible.
- (iii) The scheme of Vocational Education proposed is not sufficiently well-thought-out or comprehensive. It is not based on any study of the general needs of the student or of

the local needs of Industry and Commerce in the areas where the schools are situated.

- (iv) The Vocational courses comprising only such subjects as Typewriting, Shorthand and Precise Writing will not cater to the needs of the general employment market. Those that fail to secure Government employment are liable to be stranded, because of their poor equipment in respect of general education.
- (v) Vocational education as it is desired by a middle class parent for his children, is of a higher degree than what qualifies for small clerkships in Government or Private service.

2. That this meeting resolves to earnestly request the Government not to proceed with this lopsided scheme until the War is over and until the Government is in a position to take in hand a more comprehensive and better balanced scheme, threshed out with reference to local Industrial and Commercial needs as has been recommended by such reports as Dr. A. H. Mackenzie's, N. S. Subba Rao's and Wood and Abbot's on the subject. [F. O. C.]

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.

Continued from preceding page
reactionaries. From these and several other points of view bare Justice requires the prompt intervention of government for preventing this ill-advised retrenchment in educational expenditure.

THROUGH different PROVINCES

DELHI

CHINESE EDUCATIONAL MISSION

According to the provisional programme fixed for the Chinese Educational Mission, the places which the Mission will visit are Delhi, Calcutta, Madras, Bangalore, Mysore, Hyderabad, Bombay, Dehra Dun, Lahore, Aligarh, Jamshedpur and Santiniketan.

At these places the members will visit educational and research institutions, paying special attention to medical, scientific, industrial, technical, forest, irrigation, dairy, public health and tropical medicine research institutes. The Mission will study the possibilities of utilising the facilities for research at these centres for China's benefit, mainly by drafting a certain number of Chinese students and professors with the sanction of both the Governments for study in India.

Reciprocal arrangements may be made to enable Indian students and professors to go to China. Mr. Sargeant, Educational Adviser to the Government of India, had drawn up a provisional scheme after his visit to Chungking last summer, but the details will be filled up during the stay of the Mission in India.

About six weeks have been allotted for a rapid tour of the country and the programme suggests a very businesslike management, a little time being given to places of cultural interest. The Ellora and Ajanta caves seem to be the exceptions but Benares and Allahabad will strike many as notable omissions from the itinerary. The delegation consisting of five members will be led by Dr. T. F. Tsiang, Director of Political Bureau and formerly Ambassador at Moscow, Leader and Mr. Y. H. Ku, Vice-Minister for Education, Deputy Leader.

CHINESE GIFT TO ACADEMY OF INDIAN CULTURE

The International Academy of Indian Culture, Lahore, in a communication to the press, says:

"In 1941 Generalissimo Chiang Kaishek presented to the Academy a complete set of

Chinese Buddhist literature, consisting of no less than 2,000 works, which had been written during 16 centuries, from the first Century A.D. upto the 17th century A. D. A large number of these are translations of Sanskrit books, which are unfortunately now altogether lost in India. This literature is a whole world representing every sphere of learning and it fills vast gaps in our knowledge of ancient India. In continuation of the above noble gift we have now received a further instalment of 20 volumes, incorporating the results of modern researches carried on in China in ancient Buddhist literature."

MADRAS

DEARNESS ALLOWANCE TO TEACHERS

The Government, it is officially stated, have from time to time provided means to improve the position of teachers in aided Elementary Schools in the Province. Chief among them are the periodical increases in the rates of teaching grants admissible to the several grades of teachers; and the allotment of larger funds in the budgets of recent years to ensure that the grants for which teachers are eligible are paid to them without any appreciable cut.

Having regard to the rise in the cost of living which has become pronounced during the past few months, the Government have now directed that these teachers be granted a dearness allowance of Rs. 2 each a month as from the 1st October, 1942.

The additional cost is expected to amount to Rs. 14 lakhs a year.

SCIENTIFIC TERMS AND THE MOTHER-TONGUE

At a recent meeting of the Teachers' College Association, Saidapet, Madras a resolution was passed stating that in teaching various subjects in high school classes the effect on the students is distinctly greater and the knowledge gained is relatively more permanent in case the scientific terms used are of the mother-tongue

than when they are either English, Sanskrit, Persian or Urdu words and requesting the Government to take special care in seeing that the terms which are likely to be published shortly by them conform to this principle "which is based on teaching experience."

BENGAL

AID TO SCHOOLS IN "EMERGENCY AREAS"

The immediate need of making substantial special recurring grants to all the schools in "emergency areas" whose very existence is threatened by depletion of number of students on the roll and heavy fall in income, is urged upon the Government of Bengal by a resolution adopted at a conference of headmasters, secretaries, teachers and representatives of such schools held at Calcutta on Feb., 6.

By another resolution, the Conference urged the Government to formulate and give speedy effect to a scheme of financial help to all the schools in the province in order to enable them to get over the general economic crisis due to the war.

AIR TRAINING SCHEME

The authorities of Calcutta University have, it is learnt, submitted certain proposals to the Government of India in the War Department suggesting steps that they consider necessary for giving effect to the air training corps scheme prepared by the Air Headquarters in assisting students of the University who might desire to enter the technical or clerical trade groups of the Indian Air Force.

BOMBAY

SCIENTIFIC AND INDUSTRIAL RESEARCH COUNCIL

Twenty-five new research schemes for the next financial year were sanctioned by the Governing Body of the Council of Scientific and Industrial Research which met in Bombay on February 3 under the presidentship of the hon. Mr. N. R. Sarker. The Governing Body also recommended to the Government for substantially enhancing the present annual grant of Rs. 10 lakhs in view of the expansion of the research activities in recent months.

It is understood that the Governing Body has suggested the appointment of a committee to draft a new constitution for the Governing

Body for more efficient discharge of its duties and for better co-ordination of the activities of the various research committees, the industries and the Government.

The Governing Body has appointed a small committee to examine the plans and other estimates of four new industrial research laboratories proposed to be established shortly. They include the National Chemical Laboratory proposed to be founded at Poona and for which Tatas have donated over Rs. 8 lakhs, the laboratories to conduct researches in metallurgy and fuel.

The meeting also reviewed the progress of over sixty research schemes at present being carried on.

U. P.

TEACHING OF INDIAN MEDICINE

Far-reaching recommendations have been made by the Committee appointed by the Chairman of the Board of Indian Medicine under the presidentship of Rai Rajeshwar Bali, to revise the curriculum of studies in Ayurvedic and Unani Colleges affiliated to the Board, says a Press Note.

The Committee has opined that a study of modern sciences is essential for a proper growth of the indigenous system of medicine, but that it should be so correlated as to form an integral part of the entire course. The Committee has recommended that College courses must be spread over a period of five years and practical experience in a dispensary must be insisted upon. The Committee has also devised a shorter course of three years for such candidates as may not have the time to take up the full course.

The Committee is of the opinion that the medium of instruction in any Ayurvedic or Unani College should be Hindi or Urdu, as the case may be, but for College course a knowledge of Sanskrit or Arabic is desirable.

AIR TRAINING

The Aligarh University is co-operating with the Indian Air Force in making a training experiment which, if successful, should be capable of considerable expansion. The scheme is designed to assist young students at Indian Universities who may consider entering the technical or clerical grade groups of the I. A. F. by giving them a course of preliminary training in subjects they would be required to learn on

being accepted by the I. A. F. Uniforms and distinctive badges will be provided for students taking the course, and during their training period they will receive a stipend of Rs. 20 per month.

WARDHA COMMERCE COLLEGE REOPENS

The Government has agreed to release unconditionally the buildings of the local Govindram Seksaria College of Commerce and issued the necessary orders to the Deputy Commissioner, Wardha, to hand over the buildings of the College and the hostel to the college authorities. It will be recalled that following the political disturbances in Wardha during August last, the C. P. Government took possession of the College buildings on the plea that they were used for unlawful assemblies.

BASIC EDUCATION CONFERENCE

A congregation of the Basic Schools of Surgeon, Waroda, and Sevagram, which are maintained and worked by the Hindustani Talimi Sangh as experimental and model centres took place at Wardha about Jan. 20. Notes were compared and problems relating to correlation were discussed.

PUNJAB

RECREATION CENTRE FOR CHILDREN

With a view to providing wholesome recreation to children in Lahore, the Punjab Children's Aid Society has started a children's recreation centre providing a number of instructive indoor and outdoor games for children upto the age of 14 years divided into age groups without any restriction of caste, creed, status or nationality.

There is a separate department of children's reading room and library equipped with the interesting and useful books and toys as also children's newspapers and magazine; and arrangements exist for taking children to visit museum, zoo, gardens and other places of importance. Debates, lectures, magic lantern shows, music, child guidance, vocational and educational guidance are some of the important activities of the centre.

This is the first centre of its kind in the Punjab where recreational activities are properly directed and supervised by a trained expert social worker from Bombay with the result that

the children are being diverted from the street play, surrounded by physical and moral dangers, to the wholesome activities of this centre leading to the development of the qualities of good citizenship.

SIND

EDUCATION OF MUSLIMS

Steps are to be taken by the Sind Government to raise the standard of education among Muslims in the province. These will include the application of the Compulsory Primary Education Act to the whole of the province — instead of to some areas only as at present — and the levy of an educational cess applicable only to the Muslims.

UNIVERSITY FOR SIND

The Committee, which was appointed by the Sind Government some time ago to go into the question of having a separate University for the Province and to make recommendations regarding the course of instruction etc., was presided over by the hon. Syed Miran Homemed Shah, Speaker of the Sind Legislative Assembly. The majority of the members favour a separate University, on the ground chiefly that the Bombay University courses were too antiquated for modern needs and that Sind never had a chance of influencing the Council of the Bombay University in the interests of Sind.

The Committee has also suggested a course of instruction in which all higher classes would be thoroughly overhauled, so as to give a wide choice to students according to their aptitudes. The Committee also recommend that the many problems peculiar to Sind should be the subject of post-graduate courses in Sind's own University. There should be a School of "Sind Culture", a School of Aeronautics, for which Sind is ideally suited and a net-work of colleges all over the Province.

CEYLON

SHORTAGE OF SCHOOL BOOKS

A shortage of school books extending over a fairly wide range is being experienced in Ceylon as a result of the stocks at many of the booksellers' establishments having been exhausted.



PUBLIC OPINION



DR. AMARNATH JHA ON RESPONSIBILITIES OF STUDENTS

Dr. G. Amarnath Jha, Vice-Chancellor of the Allahabad University, delivering the inaugural address of the Bangalore Intermediate College Association on 9th January, explained the responsibilities of students and the part they could play in the removal of illiteracy in the country. They should remember that in spite of all the vaunted progress, the amount, the extent, and the volume of illiteracy in this country was appalling. During their vacations they could usefully employ themselves in helping their countrymen to read and write. In some Provinces and States, some half-hearted attempts had been made to spread adult education, and in the Mysore State, the speaker regretted, that the work of the Mysore University Settlement had been stopped.

Continuing, Dr. Jha exhorted the young people to devote themselves to the development of their mother-tongue, and pointed out that it would be unnatural, illogical, and fatal to the development of their intellectual thought if they clung to the medium of an exceedingly difficult foreign language for their education. He also stressed the cultural unity of India despite geographic, linguistic and religious differences and the need for shedding all ideas of separatism which had unfortunately crept into our national life.

MR. S. V. RAMAMURTY ON HARNESSING SCIENCE FOR RURAL UPLIFT

Presiding over the inaugural function of the Andhra Cultural Week held at Madras on 21st inst., Mr. S. V. Ramamurti, Chief Secretary to the Government stressed the need for Indian intelligence to utilise science for the enrichment of Indian life and said that in this task Andhra scientists had taken a prominent share. Sir T. S. Venkataraman, Dr. Kamesam and Mr. Viswanath had applied their vision of a new horizon to the needs of plant breeding, timber technology and agriculture in India.

Scientific workers in India had valuable work to their credit. What was needed was to convert their science into the art of our life. For this purpose, he suggested, society might be viewed as rural and urban. Towns were our points of international contact and villages the main location of our national life.

Mr. Ramamurti observed that what was required in India from science was that village life should be enriched, good food, lighting, clothing and housing conditions being provided. This should be done by improving rural methods of production. As instances of what had been done in Madras he mentioned cholam malt, cream jaggery, vegetable oil lamps and improved hand-looms. The need for improved housing with the use of local materials—timber, chunam and bricks instead of steel and cement—was being sought to be met. Educated young men had a great task awaiting them in the transmutation of science received in towns into the art of the life in villages.

MR. J. P. GUPTA ON VOCATIONAL COUNSELLORS

Writing in *the Hindu* of Jan., 18th, Mr. J. P. Gupta suggests Counsellors for guidance in Vocational Education. He writes:

In giving advice regarding vocations, two sets of differences have to be considered: one is differences among individuals in physical characteristics, general intelligence, special aptitudes, special limitations, personality traits and the like; the other is the difference in requirements and opportunities of a varied range of occupations. The problem of vocational guidance is that of assisting an individual, who possesses certain assets, liabilities and possibilities, to select from among many occupations the one that is best suited to him and then to aid him in preparing for it, entering upon it, and progressing in it. Vocational guidance is fundamentally an effort to conserve the priceless capacities of youth and the costly training provided in the school. It is an economic advantage to the employee in the shape of

better wages and permanency, to the employer as natural aptitude and skill of the worker decide employer's profit and to society, in keeping a contented and loyal class of people.

In the West, vocational guidance is given by almost every school. Our educational institutions too should provide such facilities. The elementary school can give a general background of information concerning occupations. It will give the pupils some idea of the nature of the work done in different occupations and of the history, the social status and the contribution to society of many of the more important occupations. Better and individual attention is needed at the VIII class when there is choice of optional subjects. Finally, at the end of the High School course, there should be proper guidance for a job or for higher education or for technical training as the case may be. For this purpose each school should have at least one vocational counsellor who may be known as career teacher. He should have special training in the assessment of temperamental traits and in imparting vocational guidance, survey of vocational opportunities and making vocational plans. He should have knowledge of economics, industries, human nature and be imbued with a spirit of enquiry. Such a teacher should be freed from classroom teaching, disciplinary problems and routine work. His duties will be collection of up-to-date and detailed information relating to occupations and technical training to assist pupils in intelligently choosing educational and vocational opportunities and to follow ex-students in their work. He is also to arrange visits to industries, industrial exhibitions, offices, and to invite industrial experts and others connected with employment to speak to the students regarding the prospects of employment in the line they represent.

SIR R. MEVEREL STATHAM ON EUROPEAN EDUCATION

Addressing the Conference of 'European Education' on Jan., 27th, Sir R. M. Statham, Director of public instruction pleaded that in the interest of the European schools themselves they should raise the permissible percentage of non-European pupils. He said:

"It is impossible for an isolated small community to complete successfully with the members of other large communities in the

struggle for careers and employment especially when the avenues of employment hitherto largely reserved for that small community have been thrown open to competition, unless it keeps its educational standards up to the general standards of other communities. I do feel that the admission of larger numbers of cultured young Indian boys and girls into our European Schools has very definitely helped those schools to have higher examination standards and to face the future changes in India with greater confidence than was possible years ago". Sir Meverel read extracts from the report on Education by the Auxiliary Committee of the Indian Statutory Commission dealing with this aspect and went on to say. "There are, and I frankly think it unfortunate, still European Schools in this Province which do not admit Indians at all and other schools who from my experience only admit Indians with reluctance and under pressure". Sir Meverel hoped that the Conference would consider this question remembering that "European and Anglo-Indian communities will gain greatly rather than lose by increasing the facilities for the education of Indians in their European institutions."

"I feel strongly, that any policy of complete isolation will be bound to fail and that the more widely the European and Anglo-Indian children, particularly those who do not come from well-to-do families, share in the general development of education in the Province, the greater will be the benefits and security for the community as a whole in the life of the Province and of India after the war."

Sir Meverel also stressed the need for pupils in European Schools learning one Indian language and pointed out that the financing of European Education would also be a considerable problem in the future. If the existing statutory protection in the matter of grant-in-aid was removed at any future stage, the sources from which "our schools can be financed, the question of endowments, scholarships and rates of fees will have to be carefully considered" and Sir Meverel felt confident that the community, though small, had already developed "the strength to go forward successfully under whatever circumstances changed conditions may necessitate."

Letters to the Editor

Bifurcated Secretarial Courses in Madras.

Sir,

All on a sudden, a few days ago, without giving time for public criticism at a time when the attention of people is engrossed in war, and the popular Ministries are out of power the adviser in charge of education has announced, the introduction of secretarial courses in selected High Schools as a first instalment of the much needed reorganisation.

The principle of bifurcation, when it was mooted was much condemned as it would not suit the requirements of Indian youth specially in the High School stage, where it should be one complete entity embracing general knowledge subjects. Even those who advocated the principle pleaded for a free interchange of pupils from the vocational to university and from the university to vocational courses at its different stages and argued in favour of Agriculture, Wood work, Mechanical and Electrical Engineering, Photography, Radio, Banking, Insurance and co-operation which would provide many useful outlets for students trained in those subjects. To think of introducing merely Secretarial course—Book-keeping, Type-writing, Short-hand and Commercial Correspondence at a very early stage in life, when a boy of thirteen or fourteen could not be expected to have the discretionary power of choosing his calling in life does not appeal

to reason and judgment of people who are in the full know of Indian conditions.

Moreover such young men who might have made a choice wrongly would have to pay the penalty for ever by keeping out the doors of university education and ever contenting themselves with the meagre salaries that may be doled out to them in the lower ranks of Government service. They may have to take the risk of being unemployed as the government could not provide jobs for one and all or expose themselves to the tender mercies of private employers who may not be satisfied with their cultural equipment. To damn them to eternal discontent and slavery of clerical jobs is to do them life-long injustice, besides dealing a good blow to the spread of collegiate education.

When the Government feels that it is not in a position to adequately finance even this said scheme in all schools at once and the same time, due to war emergencies, it would have waited for better times when liberal grants could be made for a more comprehensive reorganised scheme. Such a feverish haste to implement a scheme of their making, however important and radical it may appear to be, is not in keeping with the maintenance of high educational ideals. The opinions of experienced teachers who have devoted their talents and foresight to educational projects should have been taken into due consideration before launching out a scheme as a leap into the dark.

What most people rightly demanded was a training in general knowledge subjects and in one or two vocational subjects of practical utilitarian value in the case of all students in the secondary school stage, so that they may with mature minds choose either a vocational course or a university course. The Government would do well to keep the present piecemeal scheme in abeyance and act in concert with other provincial governments in the right time.

— C. B.

WAR AND THE WORLD PROBLEM

(Continued from page 277)

formed part of the Treaty and that one of the provisions of that Covenant was that members should guarantee the integrity of the states joining. This meant that America should guarantee European imperialisms in Africa and in Asia, which it felt it could not do consistently with its republican principles or the self-determination of peoples professed by the Allies. The Senate Foreign Relations Committee held an enquiry at which Egyptians, Indians and others from the Middle and Far East gave evidence. The Senate said, " We cannot enter the League which has to guarantee the present frontiers of the different Empires. "

Global Order possible only under the victory of the United Nations.

Now I am sure that in some of these respects there will be a change in the future and that the United States will take a leading and healing part. But such a development is contingent on two hypotheses. First the United Nations must secure a smashing victory. Under the Nazi-Fascist ideals there is no scope for human liberty; there is no scope for even the cultural freedom and the economic prosperity of the different nations of the world. Therefore,

the first condition is that the United Nations shall win a victory. The second condition is that they shall remain united after the victory. That did not take place after the Great War. Italy broke off; Rumania also broke off; Japan was sent out, because it was England that denounced the Anglo-Japanese alliance. The United States would not enter the League or ratify the Treaty. I do trust that this time at least the United Nations will keep together; but they cannot keep together if Mr. Anthony Eden says, " England shall remain a great, world-dominating power ", and if Mr. Churchill says " everything that England gained in China and Asia in the days of their weakness shall be regarded as our eternal and natural properties. " Then Holland and France and Russia will make similar claims and the Global war would have resulted in a Global *status quo* and stalemate. That is why I said we need not talk politics about these matters. If we talk analytical politics and merely analyse the propositions laid down by the Imperialists and see how they lead to absurdities and self-contradictions, we shall have done something to produce a correct understanding of the trend of history and induce them not to betray the causes they profess, in the hour of their success.

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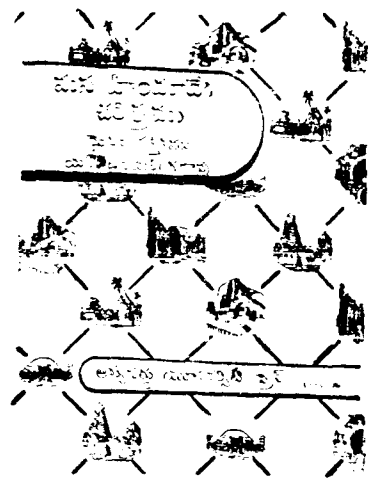
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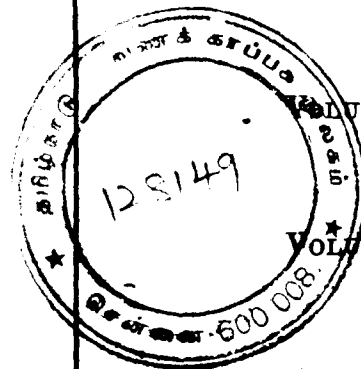
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