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CONTENTS

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EDITORIALS

SARGENT SCHEME CRITICISED—ANDHRA
TEACHERS' FEDERATION.

THE ERADICATION OF ILLITERACY

(A Dialogue) Sir R. P. Masani and others

BASIC EDUCATION - HAPPY RESULTS IN U.P.

Mr. J. C. Powell Price

TEACHING OF GRAMMAR

Prof. V. S. Mathur

For Detailed Contents and Special Features see inside

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DETAILED CONTENTS

	PAGE		PAGE
THE ERADICATION OF ILLITERACY		BENGAL	
By Sir R. P. Masani and Others ...	365	Additional Allowance for Teachers ...	388
* EXPERIMENT IN BASIC EDUCATION—HAPPY RESULTS IN U. P.		BOMBAY	
By Mr. J. C. Powell-Price ...	374	Disaffiliation disapproved ...	389
TEACHING OF GRAMMAR IN INDIAN SCHOOLS		Bharatiya Vidya-Bhavan ...	389
By Prof. V. S. Mathur, M.A. (Lond.), Dip. Ed. (Cantab.) ...	377	PUNJAB	
EDITORIALS		Scheme for Mass Education ...	389
Sargent's Scheme criticised ...	383	BIHAR	
Andhra Teachers' Federation ...	387	Experiment in Basic Education ...	389
THROUGH DIFFERENT PROVINCES		HYDERABAD	
DELHI		A School for a Thousand Population ...	390
Plan for comprehensive Research ...	388	PUBLIC OPINION	
Invitation to Indian Scientists ...	388	Mr. N. R. Sarkar's plea for a better Deal for teachers ...	390
MADRAS		Mr. Hazelton on Adult Education ...	391
Teaching of English ...	388	Prof. Hill on Scientific Development in India ...	391
Training of candidates for Government Service ...	388	FOREIGN CURRENTS	
English for VIII Standard ...	387	Co-education abolished in U. S. S. R. ...	392
* Extracted from the Times Educational Supplement D/ 8th January, 1944.		CORRESPONDENCE	
		The Andhra Teachers' Federation ...	394
		Ganjam District Secondary School Teachers' Conference ...	396
		The Nellore District Teachers' Guild ...	396

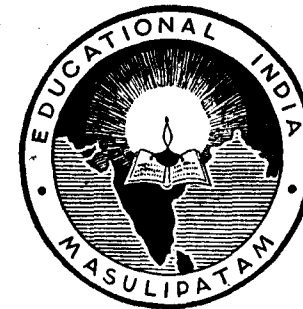
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EDUCATIONAL INDIA

*A HIGH CLASS MONTHLY DEVOTED TO TOPICS OF
EDUCATIONAL AND LITERARY INTEREST*

Edited by Prof. M. VENKATARANGAIYA



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Miss Rustomjee:— Stuff and nonsense: he only fears the consequence to his pocket.

Prof. Choksi:— That may or may not be. The fact remains that there are some who can see little gain in Literacy for the common man, but they hesitate to say so in face of the consensus of opinion.

Miss Khandvalla:— I'd suggest that there's another group of people—the hidebound: officials—who regard Literacy as a newfangled notion that'll make for political unrest.

Miss Rustomjee:— Aren't you overstating the case?

Miss Khandvalla:— Perhaps I am, but the official is prone to distrust. He honestly cannot see any real good in teaching a lot of people to read and write who have no real use for it.

Prof. Choksi:— Since we're classifying the reactionaries I may mention a third group; these who, in all sincerity, feel there are more important things than Literacy.

Miss Rustomjee:— How do you judge them as more important?

Prof. Choksi:— I don't. I'm merely saying there is such a group of people.

Miss Rustomjee:— Yes, but what are the more important things? That's at the root of the trouble. People cannot put first things first.

Miss Khandvalla:— Surely the bread problem is more important than the book problem.

Prof. Choksi:— I think Miss Rustomjee would agree. But the trouble is you cannot really tackle the bread problem unless you tackle

the other. Take away ignorance and you make a beginning towards economic sufficiency. Only a beginning remember.

Sir Masani:— Is that what you mean?

Miss Rustomjee:— Perhaps. But I'd put it this way. Let all those, who think it is not important, do without it for themselves and their own, children. Then we'd see.

Miss Khandvalla:— See what?

Miss Rustomjee:— Whether literacy was important.

Prof. Choksi:— But they may consider it important for themselves though not for the common man.

Miss Rustomjee:— That's just it. I'm fighting against this dual standard. What's a sauce for the.....

Miss Khandvalla:— I'm with you there. We've enough of the dual standard as between man and woman. We don't want it in education, so that the middle class child may get a good education and the child of the peasant or labourer get none or a smattering on the ground "what good is it to him".

Prof. Choksi:— Before we leave this topic I'd like Miss Rustomjee to say a few hard words about yet another group of unbelievers—Philistines, shall I call them?

Miss Rustomjee:— Who are they?

Prof. Choksi:— These are people I have a special prejudice against. They're the 'mere Literacy' wallahs as one may call them.

Miss Khandvalla:— Oh, yes, the ones who are always warning us against mere literacy. A very trying set of

people—some of them very worthy people.

Prof. Choksi:— They're a mixed lot. There are the illogical ones who are so against mere Literacy, that they won't have anything to do with Literacy.

Sir Masani:— You seem to be saying all the hard words this time. Let's have another cross-section of this mixed lot.

Miss Khandvalla:— How about those who, despising mere literacy, fancy there are other means to a sound education.

Prof. Choksi:— You've said it. The people who fondly imagine that the radio and the cinema by disseminating information can take the place of education.

Miss Rustomjee:— That kind of claptrap is far too common.

Prof. Choksi:— Far too common. It cannot be too often repeated that for laying the foundations of a proper education there is no substitute for literacy. If you cannot make people literate because numbers are too large and there is no money, don't pretend to educate them by boosting the resources of modern science.

Miss Rustomjee:— You seem to be making quite a speech about this. You seem worked up.

Prof. Choksi:— I am. And don't let's have any nonsense about a man being educated without being able to read and write. We are living in the 20th century.

Sir Masani:— Don't you think you might put that a little more clearly, Professor? I don't quite follow.

What has the 20th century to do with it? And who ever said that a man can be regarded as educated though he cannot read and write.

Miss Rustomjee:— Lots of stupid people.

Prof. Choksi:— 'Stupid' is mild, for people who ought to know better, Sir Masani:— Yes, but just what are you driving at?

Prof. Choksi:— Well, in your varied experience, Sir, haven't you met the person who tells you, with quite an air, that we shouldn't despise people who cannot read and write, that there are many older people, illiterate; but far more cultured than your newly made literate?

Sir Masani:— I see your point: in other words 'literacy is not culture'; and since it is not, cut it out.

Miss Rustomjee:— Yes, they'd like nothing better. On the principle that *No bread* is better than *Bombay bread*.

Prof. Choksi:— Don't be flippant, Miss Rustomjee. This is a serious matter. The Chairman has put it well. Nobody suggests that Literacy is culture. But can any sensible person living in the 20th century suggest that there can be real culture without the ability to read and write.

Miss Rustomjee:— I suggest that, besides the categories literate and illiterate, the Census Officer should introduce a new one 'Illiterate but Cultured'.

Prof. Choksi:— Still being flippant, Miss Rustomjee!

Miss Rustomjee:— Not at all. You know I've always been interested

in the Census and am always seeking for ways to improve it.

Miss Khandvalla :— I thought this might happen. We've given Miss Rustomjee a chance of dragging the Census into the discussion.

Miss Rustomjee :— What do you mean 'dragging the census.' No discussion on Literacy is any good, it's all up in the air, unless you get down to facts and figures. And where else will you find them except in the Census?

Prof. Choksi :— Well I'm resigned to the Census for the next five minutes. By the way, we'll not come under the Defence of India Act, if we give the figures away— will we?

Miss Rustomjee :— You are trying to gag me. I'll not have it! I think it is our duty to have a clear picture of the Literacy problem in our country.

Miss Khandvalla :— And then we'll proceed to wipe out illiteracy— over the air, at any rate.

Sir Masani :— Now, Miss Rustomjee, let's get on with your figures.

Miss Rustomjee :— I shall not apologise for giving you Census figures.

Prof. Choksi :— Please don't.

Miss Khandvalla :— Our population keeps increasing. What is it now?

Miss Rustomjee :— Over four hundred million, an increase of over 15 per cent, in ten years.

Prof. Choksi :— But all the children go to school now, so a bigger population means more literates.

Miss Khandvalla :— In Bombay city we have nearly 80 per cent of the Children at school.

Prof. Choksi :— But how many Bombays are there?

Miss Rustomjee :— Actually do you know we have more illiterates on our hands.

Prof. Choksi :— Not really! How do you make that out?

Miss Rustomjee :— Obviously — increase of population 15 per cent, increase of literacy only 1 per cent, therefore—

Miss Khandvalla :— Spare us an arithmetic lesson: arithmetic is not in the Matriculation syllabus now. Make the illiteracy figures graphic.

Miss Rustomjee :— Agreed. We love processions. Watch the illiterates of India marching past two abreast.

Prof. Choksi :— The Police would not give them a permit — don't be absurd Miss Rustomjee.

Miss Rustomjee :— Perhaps I am, but if these unfortunate illiterates hurried past, 25 miles a day, how would you balance on your bicycle, for it would take them 10 years to pass you?

Prof. Choksi :— Modern publicity methods!

Sir Masani :— Give us another picture.

Miss Rustomjee :— And risk the Professor's scorn and displeasure?

Miss Khandvalla :— Go ahead, ignore him. What about advanced Bombay?

Miss Rustomjee :— You know we have 257 miles of city roads—a joy to young roller skaters.

Prof. Choksi :— Well what of them?

Miss Rustomjee :— The illiterates of Bombay alone lying head to toe,

would make three lines down each of these highways and by-ways and we literates should be besieged in our houses unless we jumped over their bodies.

Miss Khandvalla :— Suppose we fortunate educated few took on the task of teaching, how many would each be responsible for?

Miss Rustomjee :— Each of us literates must answer for 10 illiterates.

Miss Khandvalla :— You are very depressing.

Miss Rustomjee :— Not as much as I might be, if I gave you the figures for women alone, but let us turn to the right side.

Prof. Choksi :— Oh, so you are going to spare us further figures?

Miss Rustomjee :— Not quite, I can give you more hopeful ones.

Sir Masani :— Can you give us the number of children that are at school?

Miss Rustomjee :— Gladly but the Professor might object to more figures so I give you their percentage to the population.

Prof. Choksi :— For this relief much thanks.

Miss Rustomjee :— 8.62 per cent of the male population of India is in educational institutions.

Miss Khandvalla :— And what of the girls and women?

Miss Rustomjee :— Only 2.63 per cent. Alas!

Prof. Choksi :— That is because so many girls don't go to college, I suppose.

Miss Rustomjee :— Not only for that reason. Even in primary schools there are 86 lakhs of girls.

Miss Khandvalla :— Not so bad! and what about the other stages.

Miss Rustomjee :— At the secondary stage it is 23 lakhs boys and only 4 lakhs girls.

Prof. Choksi :— Well, since we have had these two, what about the university figures.

Miss Rustomjee :— Now we come to thousands, 134 thousand young men and only 11 thousand fortunate girls in all India.

Prof. Choksi :— Not so bad!

Miss Khandvalla :— In what part do most children go to school?

Prof. Choksi :— In Bangalore, I am sure.

Miss Rustomjee :— Right. In Bangalore, 15.86 of the boys and 11.08 of the girls are at school.

Prof. Choksi :— Who is the runner-up?

Miss Rustomjee :— Why, Bombay, of course, with 14.10 boys and 5.14 girls at school and college.

Miss Khandvalla :— Are we really better than Bengal and Madras?

Miss Rustomjee :— Why, of course.

Sir Masani :— While we are at it Miss Rustomjee, can you say which province has the lowest attendance?

Miss Rustomjee :— The C. P. for boys and Bihar for girls.

Prof. Choksi :— How do you account for so many children staying away?

Miss Rustomjee :— Oh dear, don't you know that even in our advanced province we have 7,899 villages without schools, nearly 36% of the inhabited villages.

Prof. Choksi :— And that in a country where over 80% of the people are rural.

Miss Khandvalla :— Have you figures for adults under instruction ?

Miss Rustomjee :— For various reasons these are difficult to get accurately.

Prof. Choksi :— Miss Khandvalla, you are aware that in Bombay City, since the Literacy Campaign of 1939, we have made nearly a lakh, that is, about nine per cent of our population, literate, and we are carrying on.

Miss Rustomjee :— And Bihar has dealt with equally large numbers.

Miss Khandvalla :— In Bombay it was men as well women, in Bihar it was mostly men.

Miss Rustomjee :— If only we could use force.

Prof. Choksi :— Force, Miss Rustomjee?

Miss Rustomjee :— Yes in a good cause and it is more economical.

Sir Masani :— How's that ?

Miss Khandvalla :— It costs Rs. 200 to make a child literate and takes 5 years.

Miss Rustomjee :— But only Rs. 10/- if that, for an adult and only a year at most.

Prof. Choksi :— So if we attend to the adults we save 20 times in cost and 5 times in time.

Miss Rustomjee :— Cheers ! The Professor has come under the spell of arithmetic.

Sir Masani :— Well, let us not discuss ways and means of making India literate.

Prof. Choksi :— Yes, I've had quite enough of figures.

Miss Khandvalla :— Same here !

Miss Rustomjee :— Oh, alright ! Where do we begin ?

Miss Khandvalla :— At the beginning of course ! Who is to do the job ?

Prof. Choksi :— That's a good idea Miss Khandvalla who is ? Not individuals or private organisations I.....

Miss Rustomjee :— Good heavens no, imagine how much effort there'd be wasted, and how much time frittered away. They will never be sufficiently systematic.

Miss Khandvalla :— I agree, but a much more serious objection against making them responsible is that they are bound to be biased.

Prof. Choksi :— And a still more serious objection is the one I was about to mention when Miss Rustomjee interrupted.

Miss Rustomjee :— Oh, dear I am sorry ! I always do get carried away !

Prof. Choksi :— It's good to be carried away Miss Rustomjee but to come to my objection it's just this that I don't think individuals or private organisations can ever have the power to enforce their decisions.

Miss Rustomjee :— Well put, Professor !

Sir Masani :— I see that we all agree on not making individual or private organisations responsible for the education of the people. But if not they whom do we choose as our agency ?

Miss Khandvalla :— The State naturally. For such a large scale enterprise only the State can have the necessary powers and finances. Besides I can't see any other agency less biased than the State.

Prof. Choksi :— I think you are quite right Miss Khandvalla. I take it we

are all agreed that the State will be our agency ?

Miss Rustomjee :— H'm. Are we ? Do you think any type of State will do, Professor ?

Sir Masani :— I know what you are getting at Miss Rustomjee. But if we sit down to discuss the kind of State we'd like to have we'll be at it all night. Let's keep to our main business which is that of finding out concrete ways and means for getting rid of illiteracy.

Miss Khandvalla :— Right, Mr. Chairman, still I think Miss Rustomjee's question was quite to the point. We must assume a democratic State.

Prof. Choksi :— I support that.

Miss Rustomjee :— So do I.

Miss Khandvalla :— Next we assume that our State has an enlightened Legislature and a Cabinet Minister responsible for education.

Prof. Choksi :— Yes, of course } Together. Miss Rustomjee :— Certainly } ther.

Miss Khandvalla :— Good, in a State like that we could open a second front.

Miss Rustomjee :— Where ?

Miss Khandvalla :— We have primary education ; our second front will provide education for all adults between 15 and 50.

Prof. Choksi :— Excellent, but what's the present state of primary education ? Your Cabinet Minister will take years and years to make it universal.

Miss Khandvalla :— No, why should he ? You are being unduly pessimistic, Professor. My Cabinet Minister could do it very rapidly. He would only have to issue a de-

creed that henceforward primary education was free and compulsory and that every child had to attend a primary school for at least four years.

Prof. Choksi :— How simple ?

Miss Rustomjee :— He would of course also see to it that his primary schools have a trained staff and that the children are supplied with books, papers, slates, pencils, etc., and midday meal free of charge.

Miss Khandvalla :— Naturally — The whole scheme is going to be very expensive.

Prof. Choksi :— Very. Will your Cabinet Minister be able to obtain the finances, Miss Khandvalla ?

Miss Khandvalla :— Yes. Of course ! Don't forget Professor we have assumed that our State has an enlightened Legislature. Such a State will surely look upon the education of its youth as its primary responsibility.

Miss Rustomjee :— Quite right. That's why we've decided to take the responsibility for education out of the hands of individuals and groups.

Sir Masani :— Does that mean that you two would exclude all private enterprise from your scheme ?

Miss Khandvalla :— Not at all, I believe in utilizing all possible financial resources ! A democratic State will permit private institutions to work under its control. You agree Miss Rustomjee ?

Miss Rustomjee :— Of course, I do.

Prof. Choksi :— That's kind of you two women ; so my college can

continue to exist provided it is controlled.

Miss Rustomjee :- Exactly.

Prof. Choksi :- And I am glad of that.

Sir Masani :- And now tell me Miss Khandvalla how do you intend your Cabinet Minister and his men to provide for adult education? This problem is different from that of compulsory primary education.

Miss Khandvalla :- How Mr. Chairman? What precisely have you in mind?

Prof. Choksi :- May I explain? You can compel children but how can you compel adults who work for the greater part of the day? Besides I confess I don't like the idea of compelling any one to do anything.

Miss Rustomjee :- Why not Professor? There are a lot of people I'd send back to school, and I bet you any thing, if I were to mention a few names, even you, in spite of your tolerance, would agree that going back to school would do them all the good in the world.

(LAUGHTER)

Miss Khandvalla :- You know, much as I dislike to use compulsion for adults I think our State will have to resort to it to some extent. Compulsion for instance on employers of labour to run compulsory literacy classes.

Miss Rustomjee :- The workers would like to become literate if their wages were increased as soon as they passed a literacy test.

Prof. Choksi :- Oh, and that's going to be easy is it? What's there to stop the employers from arguing that the scheme is impracticable as production would suffer if a lot of time were taken up by literacy classes.

Miss Rustomjee :- That argument Professor can be easily refuted. I've worked it out and the loss of time to the employer is negligible.

Prof. Choksi :- No more arithmetic please!

Miss Khandvalla :- You are right Miss Rustomjee. The employer's argument can easily be refuted; besides it has now been definitely established that the efficiency of a literate worker is much higher than that of an illiterate.

Prof. Choksi :- Why bother to refute the poor employer, just compel him!

Miss Rustomjee :- I agree.

Sir Masani :- What other measures do you propose to adopt Miss Khandvalla to spread literacy among adults?

Miss Khandvalla :- Well, one of the essential conditions of joining Government or Municipal service must be the possession of a literacy certificate. Under such Government services I would naturally include the army, navy and police forces.

Miss Rustomjee :- An educated army, incidentally, is an excellent force for spreading literacy.

Miss Khandvalla :- I believe the Red Army has been a veritable mobile university.

Miss Rustomjee :- Yes, it's one of the many ways in which our prisons can be reformed. But haven't we

forgotten the domestic servants and the agricultural population? How are we going to see that they are made literate?

Prof. Choksi :- Compulsion again of course!

Miss Rustomjee :- So you're getting to like compulsion.

Prof. Choksi :- Not at all; I'm making a helpful suggestion. For domestic servants make their employers responsible. They must teach their servants themselves or send them to a literacy class.

Sir Masani :- And suppose some domestic servant remains illiterate, who is responsible?

Prof. Choksi :- The employer of course; that's only logical.

Miss Rustomjee :- Double his income-tax!

Prof. Choksi :- By employer, I mean the mistress of the house.

Miss Rustomjee :- Well Professor, that disposes of the domestic servants but what about the other class—the agricultural class?

Miss Khandvalla :- I think we should take the example of Russia and China. Russia first organised a statistical agency and then proceeded to open classes in every single village.

Prof. Choksi :- Yes but how are we going to find all the teachers we'll need?

Miss Khandvalla :- The State could adopt the scheme that Miss Rustomjee put forward some time ago.

Prof. Choksi :- What is that?

Miss Khandvalla :- I am referring to the scheme which suggested that our Matriculates should be made to go to industrial and agricultural areas where they should have to conduct literacy classes before they can enter college.

Sir Masani :- I see, do I understand you to suggest that we should have a kind of conscription for our youth for the purpose of adult education just as they have conscription for military service and industrial labour in other countries? I would rather have a voluntary effort.

Miss Rustomjee :- Well what's wrong with the suggestion? I think it'll do our young people a lot of good to be made to undertake social service.

Prof. Choksi :- I quite agree.

Miss Rustomjee :- I think getting away from their homes and books for a while and coming into touch with other people will help them to grow up.

Prof. Choksi :- Yes.

Miss Rustomjee :- I agree with all my heart

Sir Masani :- We seem all to be of one mind at last. But to get back to our topic—Miss Khandvalla—I presume your literacy classes will be free—won't they?

Miss Khandvalla :- Yes—Certainly.

Miss Rustomjee :- And books, slates, pencils, etc., will be distributed free of charge as in the case of children, won't they?

Miss Khandvalla :- Yes, Miss Rustomjee.

Prof. Choksi :- What other means besides books do you propose to use, Miss Khandvalla ?

Miss Khandvalla :- Pictures, plays, exhibitions, newspapers, the radio, organised expeditions. They won't be useful in making people literate, but there are certainly very excellent means for increasing their general knowledge and I'd like to add, for educating them in the real sense of the term.

Prof. Choksi :- Ah-I see- we've got perilously close to discussing the difference between literacy and education. That's bound to lead us to culture.

Miss Rustomjee :- And then God help our listeners ! I dread that word culture. Most of the time people don't know what they are talking about when they use it.

Sir Masani :- How true Miss Rustomjee--and now to conclude, may I say that our decision to make Government responsible for the eradication of illiteracy does not absolve you and me from doing our share.

Miss Rustomjee }
Prof. Choksi } Of course not !
Miss Khandvalla }

Sir Masani :- Government and Government officials will of course have their part to play but the issues will be decided by men and women whose convictions, decisions and actions are the foundation upon which rest governments. No government will succeed if the public is apathetic, and if the Indian people can be convinced of the evils of illiteracy, we shall have taken the first step towards its eradication.

EXPERIMENT IN BASIC EDUCATION

Happy results in U. P.

By Mr. J. C. POWEL-PRICE

THE United Provinces scheme of basic education was from the first only part of a larger plan of educational reconstruction. In essence it is a logical application to Indian conditions of modern ideas on elementary education. It was English educational practice as examined in a close study made just before the war that coloured the whole scheme ultimately put into execution.

APPROACH THROUGH CRAFTS

The term "Basic Education" refers to the use of crafts as a basis for the teaching of the different subjects of the school curriculum. The use of basic crafts to introduce and illustrate a lesson is a quicker and more interesting approach to most subjects and has proved to be a very potent means of exciting the interest and maintain-

ing the attention of young minds. The crafts used are book-craft which offers endless opportunities for accuracy and artistic expression, pottery and weaving for the application of design and the teaching of form, and later wood and metal work. The environment of the rural school added to these crafts the fundamental craft of gardening as a prelude to agriculture and the simple principles of natural science. The use of art as a means of expression on lines similar to those introduced by Cisek in Vienna, and later developed in English elementary schools, permeates the whole scheme and has had remarkable results.

It was recognized that the change would have to begin at the lower stages and that the schools could only be changed gradually. First it was necessary to train the existing primary teachers and the inspecting staff in the new methods. There were 39,056 men and 5,546 women teaching primary classes to be dealt with. In August, 1938, a Basic Training College was opened in Allahabad, where instructors for the refresher centres which would have to be set up to retrain or recondition these teachers might be themselves trained. The following year these instructors were posted to the headquarters of the seven educational circles to start the refresher centres. As it was necessary to introduce the system rapidly it was only possible to give a three months' training in the elements of the crafts and the manner in which they were to be applied to the subject-matter of the curriculum, which was

at the same time being worked out in detail in the practising school attached to the Basic Training College. Two hundred and fifty teachers at a time were deputed to attend these centres by the District Boards and Municipalities, who are the local authorities for elementary education.

ENTHUSIASTIC CHILDREN

The first classes on basic lines were opened in existing primary schools, at the rate of 90 per district, or 1,700 in the province, in July, 1939. All teachers are being trained in the basic technique as it is intended that ultimately all primary schools shall follow the basic curriculum. Simultaneously the inspecting staff—especially the sub-deputy inspectors who are mainly concerned with primary schools—were given courses at the Basic Training College in the new methods and the ideas behind them. The normal and central training schools, where new primary teachers are trained, were also run on these lines to enable all new teachers to teach the basic curriculum. The same thing is being done in normal and central training schools for women where the system of training women teachers has been expanded and revolutionized. All teachers in girls' primary schools have also been trained to introduce basic methods in their schools at once.

By July, 1943, over 5,000 primary schools had been completely transformed from the infants to Class IV (ages 7 to 11) and were working on the basic curriculum with very encouraging results. The change in these schools has to be seen to be be-

lieved. Children have no longer to be fetched to school – they come crowding in before the opening hour, full of enthusiasm to continue the engrossing task of learning by doing. They leave with reluctance. The change is having a noticeable effect on village life. The children who have been trained on these lines are much more active, both mentally and physically. Games, physical training, dancing, and music are all part of their education, and they are encouraged to give little entertainments to the villagers, acting of all kinds, shadow plays, tableaux or music, and dances featuring the legends and religious tales so well beloved by the Indian villager. The susceptibilities of the stricter Muslims who object to dancing have, however, been carefully safeguarded. It is clear that the Indian child has a love of colour, beauty and form, rhythm and movement which had only to be evoked.

MAKING EQUIPMENT

The task of planning and working out the scheme has been a most engrossing business for all concerned and the greatest enthusiasm has been shown. Everything has had to be evolved from first principles and as the result of ceaseless experimentation. The staff of the Basic Training College had not only to train the first instructors but to retrain them as fresh development occurred. They had, in addition, to prepare the material, work out the experiments and even write the necessary books. Indeed a whole new scholastic literature had to be created, for there were no suitable books to meet the new

demands. Strange though it may seem there is no Hindi or Urdu poetry written specially for children. It had to be created and some really delightful poetry has been the result. Special readers to suit the crafts had to be prepared, together with illustrated handbooks, on the particular crafts. Arithmetic books on new lines were written, and stories on world history were called for. These have been so appreciated that the trouble has been to conserve them for the children, as the general public is buying them up and paper is scarce. It was fortunate that the Principal of the Basic Training College, Dr. Ibadur Rahman Khan, proved to be a born editor, full of ideas.

Material for the crafts presented a major problem. Only two rupees a month per school was available for all purposes from local funds, and this, of course, was quite insufficient. Experiments were therefore made with substitutes. Brushes were made from bamboo shoots with the ends teased out. Colour was manufactured from different earths, from berries, flowers, and leaves. Paper and cardboard, which became increasingly difficult to supply, is being made by the schools themselves from rice stalks, grass, and so on. Self-sufficiency is encouraged as much as possible. For the simple preliminary equipment which was necessary the Government made grants to the Boards, who provided the rest by various economies. It did not involve a large expenditure.

NEW TYPE OF BUILDING

A new type of school building has been evolved. A brick-built school

which cost at least Rs. 6,000 before the war was too expensive, with the result that schools were not built. The new type of school building is of light construction on a rammed earth plinth with brick pillars and roof of thatch or country tiles on a framework of wooden beams and bamboo rafters. The sides are of matting or cane screens, which can be put up or let down to shut out too much sun or wind or rain. The cost of such a school to accommodate two to three hundred children is under Rs. 1,000 at present rates, and it lasts well. Properly looked after it is a solution of the accommodation difficulty.

Reconstruction did not end with the transformation of the primary

school. The new system has been extended to the lower secondary or middle stage, and a new curriculum is now in force all over the province in both vernacular middle schools (corresponding to senior or central schools in England) and in the Anglo-vernacular high schools. It provides for advanced bookcrafts, improved wood and metal work, weaving, pottery, and housecrafts for girls, as well as art, music, and general science. Agriculture or rural knowledge is studied in suitable areas, in addition to the normal subjects. Integration has not been found as possible as it is in the earlier stage, but a certain amount of correlation is being achieved. Here, too, new books have had to be prepared and a new attitude introduced.

Teaching of Grammar in Indian Schools

Prof. V. S. MATHUR, M.A. (Lond.) Dip. Ed. (Cantab)

Government College, Lahore.

"It may roundly be said: no one who does not know a language can understand the grammar of it, and the statement of grammatical rules must always follow, never precede, the examination of the usages and spirit of the language with which they are concerned."—Foat.

THE aim of teaching Grammar to the students of English is not, as is often erroneously supposed, to teach them how to write English, or to understand English. The study of a foreign language has been based by the modern educationists on the

principle of what is known as the Direct Method which purports to teach a language to the students by establishing a direct association of its living form with the minds of the students and creating in them a 'sense' with regard to the usages of that language, that works like the best of the mental processes that govern human actions, unconsciously. This language sense is created and developed not by studying the rules of the grammar of that language but by coming into contact largely, exclu-

sively and freely with the original modes of expression used by the people to whom the language is native. This can be done best by mixing freely with those persons and by extensive reading in the original literature of the language.

Nevertheless, if Grammar cannot teach us a language it does not lose its utility, even for school students. Its real and proper use lies in giving a training to the students in "observation, reasoning and logical thought," faculties in themselves highly valuable for leading an intellectual life. It also helps to provide rational bases for the common usages of the language as they have already been learnt by the students by direct association with the living forms of the language. Even in human history it was so. Language came before Grammar, which was an after-attempt to classify and resolve to order the multifarious usages of the language. Therefore in the teaching of English the same procedure should be followed, if the teaching of it is intended to follow that great canon of all instruction, that instruction should "follow nature."

METHOD OF TEACHING GRAMMAR TO SCHOOL STUDENTS.

The rules of Grammar should therefore arise out of a study of the language forms rather than the language forms should arise out of the rules. In other words Grammar should be taught "concretely"; the rule should come as a corollary after examining many concrete examples of language forms in which its working obtains.

The first step therefore in the teaching of Grammar to students is the presentation of concrete examples embodying and illustrating the use of the particular canon to be taught to the student. A consideration of the essential nature of a number of similar instances will lead them to discover the principle underlying all these examples. The next step therefore is generalisation or statement of the Rule. As far as possible efforts should be made to elicit the rule from the students' own observation and comparison. The statement of the rule in definite and precise language too is a work which had better be left to the students themselves, the teacher asking the students continually to amend and improve their statements of it, pointing out where and when they fail and asking suggestions for improvement.

It will be noticed that by following this method the pupils are building up their own grammar of the English language from their own actual experience rather than learning it from a book where it has been put for them all dressed up in cut and dried form. They are creating it rather, rather learning it by rote or cramming it. In teaching after this fashion the teacher is following another great principle of education that enjoins upon him the necessity of teaching inductively. When the Rule has been stated by the students in definite language a knowledge of a principle of grammar has been acquired by them. It now remains only to apply that knowledge to other instances that occur. This should be done by taking other

examples and tracing the working of the rule already learnt, and by classifying them according to the rule.

The next step in the learning of Grammar therefore is Application of the rule, which serves to classify the notions of the students with regard to the implications of that rule and its real import in the actual exercise of the language.

The teaching of Grammar to the young students therefore as presented in the above paragraphs comes down to the rule that the principles of grammar should be taught inductively and applied deductively to other instances. It would serve better the purpose of clarity to illustrate the working of our method by giving hereafter model notes of lessons for the teaching of some grammatical topics to the students. The topic that we choose to treat in the following Notes is the teaching of Nouns to the Vth class in Indian schools. It might be noticed by the way that the lessons will be some of the very first lessons in English Grammar (to Indian students). Before this stage, only some information about the difference between the subject and predicate in a sentence shall have been given to them.

APPENDIX

'NOTES' FOR THE TEACHING OF 'NOUNS' TO CLASS V

The general aims in the teaching of grammar to school students have already been explained in the preceding paragraphs. We shall therefore

only be concerned here with the specific aims of each lesson.

The topic is proposed to be dealt with in three lessons dealing respectively with nouns as names of persons, things and places.

It will be noticed that whereas the last two lessons contain preparation the first begins directly at the preparation stage. The reason for it is that in the last two lessons the material for connecting the lesson with the last lesson is supplied by the last lesson a recapitulation of whose main principles can form a suitable starting point for the new lesson; whereas in the case of the first lesson there is no such material available. Nor is there a necessity of such a preparatory step in our method of teaching the subject; for as the rule to be arrived at is to be got by examining instances where it is operative the first step is necessarily to present the instances from which it is to be called out, and nothing need precede it.

Let us now come to the lessons themselves.

LESSON I NOUNS

Aim:— To help the student to understand that the words which tell us the names of persons are 'nouns'.

Methods: *First step:*— Presentation of Examples. The following sentences will be written on the black-board.

Savitri is a good girl.
Moti reads his book.
Mohan runs to the school.
Sushila sings nicely.

Kailash is in his room.
Mira is on the stool.
Lata cooks foods.
Vina laughs.
Kalla is our gardener
Dina goes to the market.

Then he will ask the students questions in the following manner.

Subject Matter.

The word Savitri tells us about the name of a girl.

The word Moti tells us about the name of a man.

Teaching Devices.

About what does the word Savitri in the first sentence tell us?

About what does the word Moti in the second sentence tell us?

Similar questions will be put with regard to the names in all the sentences; after which the teacher shall ask:

Subject Matter.

All these words tell us about the names of persons.

Teaching Devices

About what do all these words tell us?

At this the teacher will tell students that all these words are called 'names'

Second step:—Generalisation:—The teacher shall, then, by the help of questions, get the following rule from the students and write it on the black-board asking the students to copy it in their note-books.

Rule:—Words that tell us about the names of persons are 'nouns.'

Third Step:—Application:—From the sentences given below the students will be asked to point out nouns.

Rama was a famous King
Sita was his queen
Vinod plays foot ball.
Vishwa can ride a horse.
Hira swims well.
Hari knows me.
Rameshwar killed a snake.
Natvar is a good player.
Dhira spins.
Vimla draws water from the well.

LESSON II

NOUNS (continued)

Aim:—To help the students to understand that the words which tell us about the names of things are nouns.

Method: First Step-Preparation.
The following sentences will be written on the black-board.

Girya is a naughty boy.
Sohan is coming tomorrow
Malati can paint pictures.
Murali can dance.
This table has four legs.
This chair has also four legs.

Questions in the following manner will be asked with regard to the 'first nouns of every sentence'.

About what does the word Girya tell us?

When the students come to the last two examples they will naturally see that here they have a different kind of name word, a kind that tells us about the name of a thing instead of a person.

Second Step:—Statement of Aim:—Here upon the teacher will tell them that that day they would read about another kind of nouns—about the names of things, rather than persons.

Third step:—Presentation of examples:—The following sentences will be written on the black board:

The pencil is black.
The wall is white.
The roof is high.
The door is green.
The window is open.
Give me my pen.
Take away your books.
Open your copy books.
Clean your pens.
Write a letter.

Then questions will be asked from the students in the following form.

Subject matter

The word pencil tells us about the name of a thing.

Teaching Devices

About what does the word pencil in the sentence tell us?

Similar questions will be put with regard to the names in all the sentences.

Subject matter

All these words tell us about the names of things.

Teaching Devices.

About what do all these words tell us?
At this the teacher will tell the students that they are all nouns.

Fourth Step:—Generalisation. As in the first lesson the rule will be elicited from the students and put on the black board.

Rule:—Words that tell us about the names of things are 'nouns.'

Fifth Step:—Application:—In the sentences given below the students will be asked to point out 'nouns.'

This is my bag.
It is Sohan's cat.
The cup is white.
The chalk is also white.
I want a big mango.
A tree is standing in our garden.
The nib of my pen is broken.
Give me some paper.
He likes sugar.
Do you have a car?

LESSON III

NOUNS (continued)

Aim:—To help the students to understand that the words which tell us about the name of places are 'nouns'

Method:—First Step-Preparation:—The following sentences will be written on the black board.

Usha can read Hindi.
Gopal knows my house.
Open the sky-light.
The floor of the room is gray.
Let us go to the market.
Flowers grow in the garden.

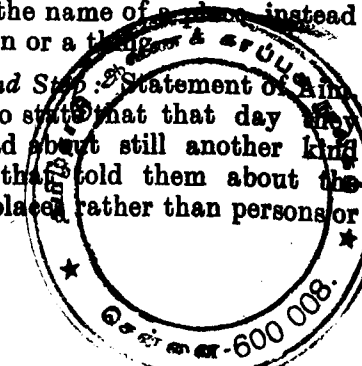
Questions in the following manner will be asked with regard to the nouns in every sentence:—

About what does the word Usha tell us?

When the students come to the last two examples they will naturally see that here they have a different kind of name-word, a kind that tells us about the name of a place instead of a person or a thing.

Second Step:—Statement of Aim:—Teacher to state that that day they would read about still another kind of nouns that told them about the name of places rather than persons or things.

127267



Third Step:- Presentation of Examples:- The following sentences will be written on the black-board.

The children are playing in the field.
He has gone to the park.
My brother lives in a big town.
He went to a village.
Grass is growing on the lawn.
They are standing in the compound.
There are many shops in the bazaar.
Bombay is on the shore of the sea.
He is standing on the bank of the river.

There are many countries in Europe.
Then, questions will be asked from the students in the following manner.

Subject Matter

The word 'field' tells us about the name of a place.

Teaching Devices

About what does the word 'field' in the first sentence tell us?

Similar questions will be put with regard to the names in all the sentences after which the teacher will ask.

Subject Matter

All these words tell us about names of places.

Teaching Devices

About what do all these words tell us?

At this the teacher will tell the students that they are all 'nouns.'

Fourth Step:- Questions:- As in the first and second lessons the rule will be elicited from the students and put on the black-board.

Rule:- Words that tell us about the names of places are 'nouns.'

Fifth Step:- Application:-

In the sentences given below the students will be asked to point out 'nouns'.

Many doctors live in the street.
India contains many provinces.
Rivers flow to plains.
My home is far far away.
I daily go to the ghat to bathe.
A frog lived in a well.
He went to Lucknow yesterday.
My brother lives at Simla.
Negroes live in Africa.

All India Federation of Educational Associations

The 20th All India Educational Conference will be held at Hyderabad, Deccan during Christmas holidays in December 1944; and in order that its work may not be delayed, the undersigned will be obliged if constituent associations, individual members, members of the Federation Council, the Reception Committee and Educationists in general would kindly send suggestions to him regarding any subject or topic or resolution for General Session and for each of the Sectional Conferences separately, before the 15th of June 1944 at the latest, to enable the undersigned to place them before the Executive and Council Meeting for final selection.

Mr. D. P. KHATTRY,

Honorary Secretary,

All India Federation of Educational Associations
Post Box 52, Cawnpore.

NOTICE

All articles for publication should be sent to the Editor, and all remittances to the Manager, Educational India, Masulipatam.

The Editor will not hold himself responsible for the views expressed by the contributors.



EDUCATIONAL INDIA

Masulipatam, May & June, '44

Sargents' Scheme Criticised

THE Memorandum on Post-War Educational Development in India prepared by Mr. John Sargent has now been before the public for the last nine months. It has been carefully examined from all possible points of view and we are now in a position to state briefly to what criticism it has become subject and in what directions the critics consider that the scheme should be modified.

A SUMMARY of these criticisms is found in the introductory chapter of the Report issued by the Central Advisory Board of Education and the additional

notes appended to this report by some of the members of the Board. Various persons not belonging to the Board have also expressed their views all these months but what is contained in the Report may be taken as a fair sample of what the critics have to say about the scheme.

THERE are some who think that the scheme is utopian in character, the expenditure proposed is too high and there is no possibility of the scheme ever being put into action. Like many recommendations made by Royal Commissions and other investigating bodies this scheme also will be consigned to the archives of historical libraries. Many may continue to talk about it, but nothing is going to come out of it.

WE do not propose to answer this criticism. Politicians and statesmen alone can answer it; and it has also been answered by them. Many have expressed the view that war has shown that there is no limit to the amount of money that can be raised from a people for purposes regarded as urgent and vital by those ruling over them. It has also been pointed out that the subject of educational finance cannot be treated in isolation and that it is intimately bound up with developments in the general economy of the people and in agricul-

ture and industries. As educationists, it is our duty to recognise that while there may be some financial obstacles to the execution of the scheme there is nothing inherently utopian about it.

SOME others refer to the fifty-year period laid down for the completion of the scheme as too long a period. This is a legitimate criticism. Russia succeeded in making a whole nation literate in less than twenty years. Even Sir R. M. Statham, the Director of Public Instruction, Madras expressed the view that, "any suggestion both in regard to expenditure and policy which may take effect only 40 or 50 years hence are in grave danger of being put on one side and neglected," and he has shown that it is possible to execute it in a shorter period and with less expenditure. This is a criticism which deserves to be considered with much care.

THE criticism that the scheme is "Western" in character and has not on it the marks of Indian tradition and Indian needs does not deserve much consideration. These words "Western" and "Indian" are generally used in a rather loose manner and do not convey any definite idea which could be of use in practical life. Moreover the details of the scheme are to a

great extent based on Mahatma Gandhi's ideas of activity as the foundation of all education. There is also nothing in the scheme which prevents it from being altered according to regional needs and circumstances. Moreover, the West and India have in modern times come so closely together that it is very difficult to speak today of a purely Western and a purely Indian system of education.

A FEW critics have referred to the omission of religious instruction from the scheme. Mr. M. Ruthnaswamy, the Vice-chancellor of Annamalai University thinks that a whole chapter should have been devoted to a discussion of the ways and methods by which religious education may be incorporated in the educational system of the country—especially of the difficulties by which it is surrounded. But it should be noted that the scheme does not propose to go into all the details of future education in India. Moreover there is nothing new or fresh that can now be stated about religious education in schools. This subject has been before the public for the last one century. We have around us examples of schools providing for religious instruction and of those that do not do so. It has now come to

be more or less agreed that schools maintained out of public funds should not compel pupils on their rolls to receive religious instruction and that it is best for the state to observe strict neutrality in this matter. The 'conscience' clause which is the outcome of this situation has been working in a fairly satisfactory manner. This does not mean that the children and the youth of the country should not be given any religious instruction. On the other hand we are among those who believe that such instruction should be provided for them. Only this must be done outside schools. Parents may make special arrangements for this. Other voluntary organisations may also play an important part in this field. Just as the different kinds of scout organisations are taking prominent interest in all those extracurricular activities for which no place can be found in the regular school curriculum, so also institutions like the Ramakrishna Mission and the Theosophical Society may start special classes to teach religion to the youth of the land. In other words, there are ways and means of providing religious instruction outside schools; and it is best that they are made better use of instead of schools taking the responsibility on themselves.

THE scheme has also been criticised for suggesting that nursery schools should be provided for. Sir M. Statham for instance says:- "I am entirely against several millions of children, at the age of 3, being taken away from the care of their mothers and am firmly convinced that the majority of Indian opinion is behind me." Here again critics have not understood the spirit in which proposals for starting a limited number of nursery schools especially in over crowded, and industrialised cities and towns have been put forward in the scheme. Industrialisation is regarded as a great and urgent necessity in India. It is sure to alter the conditions of urban life and also of family life. This is the experience of all countries. We cannot have a system of economics of the new type without some of the features that accompany it in the field of social and domestic life. We can't have the best of all worlds. We have to learn many lessons from the industrialised countries. And one such lesson is the need for making special provision for the children of those mothers who are compelled to work outside their homes. Nursery schools are a logical outcome of this situation.

THE scheme has also been accused of favouring centrali-

sation at the expense of provincial autonomy; and this has been done specially by the muslim members of the Central Advisory Board. Here again we should not be deceived by mere words and phrases like centralisation and autonomy. There are different degrees and kinds of centralisation. Moreover, the problem is not special or peculiar to India. In countries like the United States it has been in existence. Provinces are not rich enough to bear all educational expenditure out of their own revenues. Central Government must come to their aid. The whole system of "Grants-in-Aid" bristles with difficulties as regards the relation between the body giving the aid and the body receiving it. World experience has shown how most of these difficulties have been overcome. We can also overcome them provided we are not attached to terms like autonomy in a merely sentimental manner.

It has also been pointed by some that details regarding the special problems of Girls' education and the education of the backward communities have not been discussed in the scheme. We regard on the other hand that this is really one of the bright features of the scheme as a whole. We have been in this country accustomed to look at questions

from the narrow sectional and communal stand-point, ignoring the national point of view. It is one of the welcome features of the scheme that the individual is taken as the basic unit irrespective of the community to which he or she belongs and it provides for the sound education of each and every one. There is nothing in the scheme which prevents educational authorities from devising special ways and means and special methods for educating those who are not normal or who are backward and who require special treatment. Absence of reference to details like these indicates that the scheme wants to give a free hand to the concerned authorities to work out their own plans in the light of their experience.

WE think that on the whole the scheme provides for a system of general education in broad outline and that while all criticism should be welcomed, attention should be more increasingly paid to putting the scheme into effect without any delay. Addressing the East-India Association a few days ago, Mr. Sargent himself has observed thus: "I am old enough in Government service to realise that almost any body who is not mentally defective and some of those who are, can produce a report of some kind.

What matters and what is even more difficult in India than elsewhere is to translate the report into action. My experience in India has shown me that a report is only too often treated as an alternative to action." Let us hope that at least in this case the experience of Mr. Sargent becomes false.

The Andhra Teachers' Federation

THE Andhra Teachers' Federation recently held its annual conference at Nellore. This was a most successful session and the thanks of the Federation are due to the local Reception Committee. A number of important resolutions were passed. The Conference gave its approval to the principles embodied in Sargent's scheme and urged on the Provincial and Central Governments to take immediate steps to work out the details and to start action in certain matters—especially in the matter of raising the salaries of teachers—without waiting for the conclusion of the war. Whatever may be the case in other provinces the financial conditions in the Madras Province are bright and the Government is having a huge surplus. There is no more useful way of utilising the surplus than improving the condition of

teachers. Experience however shows that Governments do not take action unless there is pressure brought to bear on them. The Federation should not therefore be satisfied merely with passing and communicating its resolutions. It should make persistent effort to create public opinion in its favour. It is in this context that the resolution passed at the Conference that the Executive Committee of the Federation should tour over the whole Telugu area, establish Teachers' Associations and Guilds and educate public opinion is of very great significance. Without organised effort on the part of teachers nothing great can be achieved in this field. We appeal to all the teachers in the Andhra area to coöperate with the Federation in its efforts to improve the educational conditions in the country.

ENGLISH AS OPTIONAL SUBJECT IN EIGHTH STANDARD

The Madras Government have approved of the proposal of the Director of Public Instruction that English should be introduced as an optional subject for the eighth standard public examination in higher elementary schools, and that pupils who pass the eighth standard public examination with this optional should be admitted directly into the fourth form of secondary schools. It is proposed to give effect to this order in 1944-45.

THROUGH different PROVINCES

DELHI

PLAN FOR COMPREHENSIVE RESEARCH

It is learnt that the National Survey Committee of Scientific and Industrial Research appointed recently by the Government of India, to report upon the facilities that now exist in India for industrial and scientific research and suggest a plan of comprehensive industrial research as an integral part of post-war reconstruction, has prepared two sets of questionnaire—one for Universities and research institutions and the other for industries.

The object of the questionnaire is to elicit the fullest possible information on facilities now existing in universities, research institutions and private industries for scientific and industrial research. Detailed information regarding laboratory equipment, pilot plant equipment and research personnel is to be collected through this questionnaire. An additional committee is taking steps for the preparation of a national register of research workers throughout India, including the Indian States.

INVITATION TO INDIAN SCIENTISTS

Invitations on behalf of His Majesty's Government are being extended to seven Indian scientists to visit England for six weeks to meet and have discussions with various scientific bodies.

The scientists to be invited are Dr. Sir S. S. Bhatnagar, Dr. S. K. Mitra, Col. S. L. Bhatia, Sir Pheroze Kharegat, Sir J. C. Ghosh, Prof. M. N. Saha and Dr. A. Lakshmanaswami Mudaliar.

The programme of the party in England includes meetings and discussions with bodies like the department of Scientific and Industrial Research, the Medical Research Council, the Agricultural Research Council, the Radio Board and the Royal Society.

MADRAS

TEACHING OF ENGLISH

Officers of the Educational Department in the Province, it is understood, are asked to furnish their opinion on the best methods of giving better teaching in English. Their attention has been drawn to the remarks of the Public Service Commission on the performance of candidates at the examinations held for recruitment of clerks. The view was expressed by the Commission that the defective expression, grammar and spelling exhibited by the candidates was "probably due to the fact that vernacular has been introduced as the medium of instruction in most schools."

TRAINING OF CANDIDATES FOR GOVT. SERVICE

A scheme for giving preliminary training to candidates selected for Government clerical service by the Public Services Commission and for village officers' posts is under the contemplation of the Madras Government and Khan Bahadur Zinda Sahib, Special Officer, Civil Information Centre, A. R. P. has been placed on special duty from 1st June to prepare the scheme.

BENGAL

ADDITIONAL ALLOWANCE FOR TEACHERS

A Scheme at an estimated cost of

about Rs. 7,002,080 has, it is learnt, been adopted by the Government of Bengal for the relief of teachers of non-government primary and secondary schools, as also of recognised 'Madrassahs', middle schools and *tols* in the province. About 1,35,000 teachers (1,00,000 primary and 35,000 secondary) will be benefited by this grant.

Under the scheme, primary school teachers will receive, in addition to any dearness allowance, they are getting at present, a further subvention of Rs. 3-2 per month, while secondary school teachers, who will include those of recognised 'Madrassahs' *tols* and middle schools, will get five rupees monthly.

Government intend to put the scheme into operation immediately.

BOMBAY

DISAFFILIATION PROPOSAL DISAPPROVED

The Government of Bombay have expressed their inability to approve the proposal of the Bombay University Senate to disaffiliate the Sophia College for women in Bombay.

In a letter to the Registrar of the University, the Government state that, a careful perusal of the proceedings submitted by him had disclosed that disaffiliation of the college had been recommended solely on the ground of a breach of spirit by the Principal of the College of certain assurances given by her, and that the evidence of any such breach was of a kind which could not be considered satisfactory or convincing. The Government were, therefore, unable to approve the proposal of the Senate for the disaffiliation of the College.

BHARATIYA VIDYA BHAVAN

It is gratifying to note from the Report of the secretaries, that the Bhavan has good achievements during the past year.

The Bharatiya Itihasa Samithi has been formed under the auspices of the Bhavan for the purpose of preparing a

History of India on national lines. It has made the preparations necessary for the establishment of a first grade college of Arts in Bombay to be named after the late Sheth Maghji Mathuradas. It has got the affiliation of important institutions like the Bombay Astrological Society. It has established four new departments of post-graduate studies and research on Indological subjects.

PUNJAB

SCHEME FOR MASS EDUCATION

A comprehensive scheme of mass education, devised by the Punjab Education Department in connection with their post-war reconstruction plans, was explained by Mian Abdul Haye, Minister for Education, Punjab, presiding over the prize-giving ceremony of the Punjab Agricultural College.

"The scheme", he said, "provides for free primary compulsory education for all from the age of 6 to 11 in the first instance which would be gradually extended to the age of 14. The high schools would be of two types: (1) academic and (2) technical, the object of both being to provide a good all-round education combining with some preparation for the careers which the pupils would enter on leaving schools. The department had also planned for a free health service for the schools, free mid-day meals for poor boys, and stipends and scholarships for deserving students."

BIHAR

EXPERIMENT IN BASIC EDUCATION

The Government were carefully watching the progress of basic education in the Province and were taking active interest in its success, said Mr. Y. A. Godbole, Adviser to the Governor of Bihar in one of his recent utterances. "The special appeal of the Basic Education system",

PUBLIC OPINION

MR. N. R. SARKAR'S PLEA FOR A BETTER DEAL FOR TEACHERS

"In discussing the failure of the present system of education, not infrequently the blame is laid at the doors of those who teach. But I should think that if at present we are not always getting men of exceptional abilities to come to the teaching line and even those who come are metamorphosed under the influence of the depressing environment in which they find themselves, this is because we have created for them such a condition in which they are not ensured even their primary creature comforts, not to speak of a dignified status in society," observed the Hon. Mr. N. R. Sarkar, presiding over the All-Ben-

gal Teachers' Conference held at Midnapur.

Continuing he said, "I am not oblivious of the fact that there was a time in India when teaching was considered by those who undertook it as a noble mission for which they accepted or expected no reward or remuneration. But those were days of simple living, when wants were few and when, moreover, there was no need for such a large number of teachers as we require now when large-scale or universal education is generally the rule. To think of these old ideas in such a context is not therefore at all helpful. Under modern conditions and in the modern setting, the teacher to be efficient and

Continued from preceding page

he said, "is that it at once gives a practical bent to education and reduces its cost and it is therefore only natural that Government should be anxious to try out this system of basic education." In the compact area where basic education was being imparted the percentage of pupils in Basic Education Schools to the population of school-going age was very much higher than in other areas and pupils of the basic schools area are said to have impressed visitors favourably.

The schools under the scheme have during the five years since 1939 developed into five grades in each and sanction has been given to open the sixth grade in 20

out of 27 schools. The seventh grade will be added next year.

HYDERABAD

A SCHOOL FOR A THOUSAND POPULATION

Every place in the State with a population of one thousand is to have a school under the Nizam's education scheme. Announcing this at the Second Adilabad District Conference, Subedar Muhammed Amir Ali Khan, who presided said that a sum of Rs. 40 lakhs had been sanctioned for primary education in the Adilabad District.

to be able to do his duty properly, must be kept above want. The prestige and dignity of the profession may also be increased in many other ways".

MR. HAZELTON ON ADULT EDUCATION

Speaking at Friends House, London, recently Mr. William Hazelton, Secretary to the Educational Settlement Association, said that democracy was only possible in a society of educated people, and a full education was possible only in a democratic community.

More than 70 per cent. of the boys and girls left school at the age of 14 to become the defenceless prey of industrial and commercial enterprise which was devoid of social responsibility. A more intelligent interest should be taken in the reforms, an interest such as had been shown in the Beveridge proposals for social security.

To meet the requirements of the second half of the twentieth century, said Mr. Hazelton, adult education should be political, to enable people to understand the framework of the society in which they lived, and economic to intimate the means whereby life was maintained. But these political and economic problems could not be solved without a spiritual ideal. National education could not be separated from the spiritual ideal, nor could the new world be achieved or the democratic ideal realized without adult education, the only solution to the insensible drift to totalitarianism.

Prof. HILL ON SCIENTIFIC DEVELOPMENT IN INDIA.

Prof. A. V. Hill, Secretary, Royal Asiatic Society, in a farewell talk to Press correspondents said, "In this process of national development, the scientific method and outlook are wanted to leaven the whole lump. This means a great increase in scientific education, particularly in the higher stages, and the latter requires, for the present at least, that young Indian scientists, engineers, doctors, etc., should go abroad for advanced study and training. In the long run, it will require also a number of special institutions in India in the various subjects—medicine, technology, etc.—in which people can be trained to the very high standards required to-day. An all-India medical centre at which the medical teachers and research workers of the future can be trained is one such requirement. Nothing but the best should be good enough for these special institutions by which the national standard in the various fields would be set and maintained."

Proceeding he said, "As for Universities, research work was rather patchy, some very good, but others very weak. In the biological subjects in particular, a majority of the universities were weak, understaffed, and ill-equipped. The future of Science, said Prof. Hill, was going to be largely in the biological field with the aid of Physical Science and at present, there was to a large degree, neglect of this science in Indian Universities. Nor was there a single chair in Genetics, in a country where breeding of animals and plants was of the utmost importance."

Co-Education Abolished in U. S. S. R.

Change in its True Perspective

Even to those who have by now been trained to expect periodic changes in Soviet life the news that boys and girls were, from 1943 onwards, to be taught in separate schools came as a shock, writes Beatrice King in the course of an article contributed to the *Times Educational Supplement*. Co-education had seemed so permanent a feature of Soviet education. It was even laid down in the 1936 constitution.

When the proposal to drop co-education was seriously discussed in the Soviet Press and educational circles there was much criticism from Soviet women. There was much argument in the Press, on the platform, and in the conference room before the new step was taken. It was certainly no hasty decision.

... ..

RAPID SOCIAL DEVELOPMENT

Seen in its proper perspective, this latest change is only the most recent of a number of changes, some, such as the giving up of polytechnization or the introduction of fees for certain stages of education, provoking even more astonishment at the time. In fact the history of Soviet education presents a picture of an education sensitive to the needs of a rapidly developing country, an education used consciously for the achievement of a clearly defined goal common to the whole country. The Marxist philosophy believes that

every new stage of social development creates new conditions which may, and often do, result in "truths" or principles, becoming outworn, i. e., no longer serving growth and development. This latest measure in Soviet education is another link in the chain of the country's development.

According to Soviet thinkers a Socialist family is the unit upon which their civilization is based. It demands individuals of highly developed personality and high moral and intellectual standard, knit together by deep affection and a common social purpose. Such a family depends upon well-qualified parents, and in the early years the paramount influence is that of the mother. This was the main reason behind the giving up of co-education.

WORK AND DISCIPLINE

Other factors leading to the change were work and discipline. Ever since 1936 there had been dissatisfaction with the standard of work done both in school and university. Both Government spokesmen and leading educationists were convinced that the standard for the average child could be raised. Discipline while good on the whole, was in many places and on many occasions found to be unsatisfactory. Investigation through observation drove Soviet educationists to the conclusion that both these problems might very possibly be due to the fact that boys and girls

develop at different rates at different ages. Giving the same lesson, in the same way, with the same approach to youngsters in different stages of intellectual and emotional receptivity was probably the cause of poor work and unsatisfactory behaviour. When maturity approached these difficulties disappeared.

The obvious solution of mixed schools with separate classes for different subjects at different ages would have made a far greater demand for experienced teachers and reorganization than could be undertaken in the middle of a war.

MARRIAGE AND A CAREER

It is essential to realize that in the Soviet Union a woman chooses a career and mother-hood as a matter of course. The problem is not a career or marriage, but what career and how to overcome the temporary difficulties of housing shortage and domestic help. In Britain, as in many other countries, it is still the male standard which is the touch stone of values. In the U. S. S. R. that stage has been passed, and woman can now make her contribution to life as a woman. It in no way interferes with her science, her art, her industrial or agricultural job; but enables her to fulfil her other function, that of wife and mother, on the same high level as her profession. Since Russian women marry young it seems plain common sense to give them the necessary training in school.

A much more serious criticism is that which claims that segregation of the sexes has very undesirable results

for the individual boy or girl as well as for members of the staff. This criticism would be justified were the segregation complete. But the decree applies only to school. In an addendum it states that boys and girls are to be encouraged to carry on their leisure occupations in common. When we remember how great is the provision for leisure we can see how much attractive opportunity there is for voluntary common activity through the interests of one's choice. It may be that this common activity freely taken up is much more valuable than common activity in a physics or mathematics class where cooperation is the result of the system and not of choice. Moreover, industrial schools remain as they were when set up in 1940, boys' schools, while vocational and professional schools (15 to 18 or 19 years) and all higher education remains co-educational. In rural districts, too, schools are largely co-educational. These may be turned into separate schools as population and staffs increase, but that will not be for some years.

The danger that the standard may become lowered in girls' schools or that girls may be relegated to "girls" subjects is one of which Soviet educationists are fully aware, hence the insistence on the question of standard. To allow for the different rates of development which Soviet psychologists and physiologists claim to exist, subjects may be taken at different rates and with a different approach to the pupil. In the end the final school-leaving examination, a State examination, and the univer-

Correspondence

'The Andhra Teachers' Federation

Seventh Conference held at Nellore

The seventh annual conference of the Andhra Teachers' Federation was held at Nellore on the 6th and 7th of May 1944 in the L. P. Hall under the Presidentship of Sri Rao Sahib Dr. B. V. Narayanaswamy Naidu, M.A., Ph.D., B.Com., Bar-at-law, Principal, Pachaiyappa's College Madras. Sri Rao Sahib P. Govinda Reddi, President, Nellore Dt. Board welcomed the delegates on behalf of the Reception Committee. Sri B. Ramachandra Reddi, B.A., O.B.E., Ex-President, Madras Legislative Council opened the Conference with an exhortation to the Andhra Tea-

Continued from preceding page

chery entrance examination will be the same for boys and girls. There are no women's colleges to set their own standard. The syllabus will differ for such subjects as physiology. Boys and girls will take sex physiology in the upper forms and girls will learn about pregnancy, child-birth, and lactation. The syllabus will also differ for military defence, which for girls, in addition to drills, will include gas defence, radio-lobation, signalling, and first-aid and, for boys serious military training.

chers to strengthen the Federation and work vigorously and wholeheartedly to make its voice felt in the Administrative circles. Prof. M. Venkatarangiah, President of the Federation, introduced Dr. Naidu, the Andhra economist and educationist to the delegates assembled and proposed him to the chair. After the presidential address was delivered by Dr. Naidu, Sri S. S. Somayajulu, Secretary of the Federation, read the annual report of the activities of the Federation during the year 1943-'44. Sri C. Satyanandam, Regional Physical Director, Anantapur, spoke on why and how physical education programme should be organised in elementary and secondary schools. Then the educational exhibition organised in connection with the conference in the V. R. High School buildings was opened by Sri B. Ramachandra Reddi. Exhibits were sent from several schools of the Andhra Province and among the prominent exhibits were those sent by the Hindu College High School, Masulipatam; the Govt. Secondary Training School for masters, Nellore; the St. Peter's High School, Nellore and the National Service Labour Tribunal of the Govt. of India. The exhibition was a success though some schools were not able to send exhibits due to transport difficulties.

The evening session opened at 5 P. M. with a demonstration of physical activities by school children under the supervision of Sri C. Satyanandam. A Symposium was then held on the Sargent Committee recommendations with Dr. Narayanaswamy Naidu in the chair. Prof. M. Ven-

katarangiah initiated the discussion on the Sargent Scheme by outlining its salient features and mentioning some of the criticisms levelled against it. Among those who took part in the discussion are Sri B. Ramachandra Rao, Principal, Hindu College, Guntur; Sri R. S. Ramachandra Rao, Headmaster, Bobbili High School; Sri V. S. Venkatanarayana of the St. Peter's High School, Nellore; and Sri A. Satyanarayana, Headmaster of Government Training School, Nellore. Sri P. Venkatramanarao of Nellore, spoke on the necessity for educating for peace through love in place of hate.

Dr. Naidu in summing up the deliberations opined that it was possible to find the money for the scheme to be put into operation and said that the Sargent Committee Report was thoroughly Indian and was representative of Indian non-official opinion. Sri S. S. Somayajulu proposed a vote of thanks to all concerned on behalf of the A. T. F. and Sri M. S. Raghavan, Principal V. R. College, Nellore on behalf of the Reception Committee. With this, the day's proceedings came to a close. The Conference was well attended.

The Conference met again the next day (7-5-1944) and passed resolutions after considerable discussion.

The following were elected as office bearers of the Federation for the year 1944-45.

President :— Prof. M. Venkatarangiah, M.A.

Vice-President :— Sri B. Ramachandrarao, M.A., L.T.

Secretary and Treasurer :— Sri S. S. Somayajulu, Board High School, Tanuku.

Members of the Committee :— Sri S. Krishnarao, Buchireddipalem; Sri V. Ramayya, Masulipatam; Sri P. Suryanarayana, Amalapur; Sri P. Narasimharao, Narasapur; Sri Bh. Venkateswarlu.

RESOLUTIONS PASSED

The conference approved the principles contained in the Sargent Scheme of Post-war educational development and urged on the Central and Provincial Governments to give effect to them as expeditiously as possible; and also urged on the Government the need for introducing into non-Government schools conditions of service similar to those in Government schools, especially in regard to security and permanence of tenure.

It also approved the recommendations made by the Central Advisory Board in regard to salaries of teachers and requested the Government to give effect to them with the modification that contribution to teachers' Provident Fund be raised to 8½% of the salary instead of 6½% and that pandits be classified under Graduate-trained Assistants.

That a separate S. S. L. C. Board be constituted for Andhra area as the present arrangement is too unwieldy and educationally unsound; that a separate Physical Training centre on the lines of the Y. M. C. A. Institute of Physical Training be established in some convenient centre in Andhra area; that the Andhra University be requested to open a

Degree or Diploma course in physical education; that in view of the recommendations of the Central Advisory Board of Education, the mother-tongue should be made compulsory as the medium of instruction in all the Secondary schools — are some of the important resolutions.

Other resolutions related to the urgent need for organising District Guilds and Teachers' Associations; the necessity for a review by the Government of the panel system prevailing in the selection of Headmasters to Local Board and Municipal schools and that seniority be the guiding factor in making such appointments; the salaries of pandits; and the need of special grants to aided institutions to enable them to give dearness allowance to teachers as in the case of Government employees.

Ganjam District Secondary School Teachers' Conference

Sri K. C. Panda, Secretary, Ganjam District Secondary Teachers' Association writes:—

The second annual conference of the Secondary School Teachers, Ganjam, was held on the 8th and 9th April, 44 at Polosara with Rao Saheb Madan Mohan Rath in the chair. Besides the delegates from the different schools of the district, Mr. H. Misro, M. A., and Sri Divakar Patnaik, M. L. A., on special invitation, attended the conference. The whole of the first day was devoted to the reading and discussion of papers on educational subjects. A paper on reorganisation of secondary education by Sri

Ananta Rath, B. A., L. T., and another on the evils of examinations by Sri Kali Panigrahi, B. A., L. T., deserve special mention. A number of resolutions on the scale of pay, dearness allowance to teachers, extension of the facilities of the rationing scheme to all teachers, free education to the children of teachers in the secondary stage, changes in the present syllabus, system of examn. etc., were adopted.

Sri Kalia Panigrahi, B. A., L. T., and Sri Kishore Chando Panda, B. A., B. Ed., were elected respectively President and Secretary of the association for the coming year, besides five members to the executive committee.

The Nellore District Teachers' Guild

The Nellore District Teachers' Guild met in conference on the eve of the conference of the Andhra Teachers' Federation in the V. R. College Hall, Nellore, under the presidentship of Sri Principal M. S. Raghavan, President of the Guild, on 5-5-44. A discussion was held on the lightening of the s. s. L. O. Syllabus and Prof. M. Venkatranguiah spoke that there was no necessity for the lightening of the Syllabus in the subjects at all. As compared with foreign students, our students are reading less. On the other hand there was great need for lessening the course in English. Messrs. K. Rajaratnam, V. S. Venkata Narayana, K. V. Siva Rao, S. Kishna Rao, C. V. Narasimha Rao and G. Subba Rao took part in the discussion and the proposition was accepted that there should be a lightening of the English Syllabus.

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