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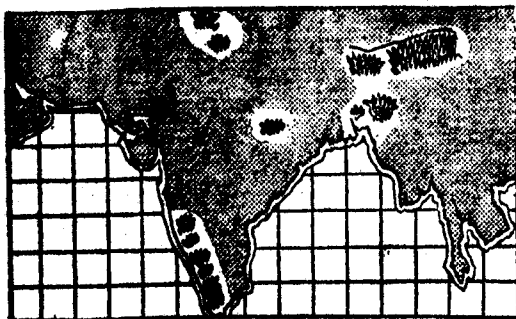
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EDUCATIONAL INDIA

A MONTHLY DEVOTED TO INDIAN EDUCATION

Editor: Prof. M. VENKATARANGAIYA, M.A.

Vol. XI

October, 1944

No. 4

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EDITORIALS

SCHOOL TEXT BOOKS

THE unsatisfactory nature of the text-books now used in our schools has been for some time attracting the attention of the public. Departmental Committees have gone into the question in some of the provinces. The Report of the Text Book Committee of the Central Advisory Board of Education is of great significance in this connection. In a short compass it surveys the present situation and makes a number of recommendations which if carried out will go a great deal in effecting reform in all desirable directions.

TEXT BOOKS are unsatisfactory at present from three points of view. In the first place they are of poor quality. They are poor not merely in respect of the subject matter, arrangement, gradation, etc., but also in respect of their general get up and appearance. No effort whatever is made to produce books which will attract the attention of the pupils especially of a tender age. In the second place the Committees appointed to scrutinise text books and decide if they are fit for use in schools are swayed by several non-academic

and non-educational considerations. Propaganda and pressure politics have a tendency to influence them to an extraordinary degree. Similar influences are also at work in the actual selection of books by school managements and other authorities. In the third place, their prices are prohibitive and most pupils are not in a position to buy them; and this situation is made worse by the frequency with which books are changed from year to year. At the root of the whole evil is the commercialisation of Text-book production, selection and use.

THE committee referred to has suggested a number of remedies. Among them we are tempted to give the first place to the maintenance of a central bureau although the committee itself has put it last. In spite of the facilities that now exist for intimate contacts between country and country, India is in practice educationally isolated from the advanced countries of the world. Very little is known here about what is taking place in the United States, England, Russia etc., as to what is being done

in this field. There is therefore little knowledge of the trends elsewhere and very little stimulus for making independent experiments. Stagnation is the consequent result. It is this that has to be removed if any of the remedies is to become effective. And this purpose will be best served by the setting up of a central bureau whose function in the words of the Committee, will be to circulate standard text-books, issue a periodical containing good reviews of recent books and maintain a staff competent to produce, as required, in Indian languages either original books or compilations. We should however suggest that this central bureau should collect all information about the subject relating to foreign countries and maintain a library of standard text-books produced in such countries. If there is any one cause that has prevented the production of the best text-books in our country it is the lack of this information and this central library. Even the best and the most skilled among text-book writers are handicapped as a consequence of this situation.

NEXT only in importance to this is the creation of research departments in Training Colleges in the country. So far these colleges have done little to justify their existence. But it is only through them that experiments have to be conducted for finding out what sorts of books are appropriate to Indian conditions, what type and style of language should be used in them, what illustrations are to be incorporated in them etc. Though the Committee has

referred to this it has not emphasized this aspect to the extent to which it has to be emphasized.

ON the basis of the information collected by the central bureau and the researches conducted by the training colleges a plan should be drawn up in each province outlining the nature of text books to be written for each class and grade on the basis of the syllabuses and courses laid down by the concerned authorities. All writers of text-books at the present day have found from experience that in most cases the syllabuses are vague, over ambitious and not properly graded and that as a consequence of this it is difficult to write an ideal text-book. These defects in syllabuses have to be removed and steps have to be taken to remove them if text-books are to become better.

THESE are the essential preliminaries for securing a continuous and adequate supply of the best text-books. In their absence the other recommendations will not be of great advantage. The preliminaries are the essentials and the basic foundation for the superstructure. The tendency everywhere has so far been to ignore their importance and to think only of the superstructure.

AMONG these other recommendations is a new procedure which every province should adopt. The educational authority in the province should invite the submission of text-books by authors or publishers by public advertisement, get them scrutinised by a Reviewing Committee, 'con-

sisting, of members selected purely on the basis of educational merit', and have them approved by the Director of Public instruction or any other authority set up for the purpose. "Once a book has been finally approved, the copyright should be purchased by the Education Authority concerned with a view to its publication at a fixed price. The publication of the book should be undertaken directly by the Education Authority or through their approved publishers. Educational authorities should maintain a panel of such publishers, who should be selected after a careful scrutiny of their ability to meet the demands in view."

THIS appears on the whole to be the right sort of procedure. It puts an end to the wasteful competition that now prevails among publishers, their tendency to exploit authors and place on the market books only of poor quality. Provided that a decent price is paid to the authors for the copy right of the books written by them they will have no reason to grumble about the procedure. Publishers also will find their position considerably improved as they would not be put to the necessity of using all sorts of means and influences to place their books in the market.

BUT all this depends on one very important consideration. In actual life it is not right principles alone that matter. Of course right principles are better than wrong ones. What is however equally important — or even perhaps more

NOTICE

All articles for publication and books for review 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.

important — is the impartiality and honesty with which these principles are put into effect by those who are in authority. How the machine works depends not merely on what it is but on those who are put in charge of it. It is here that conditions are not very encouraging today. Persons are appointed members of text-book committees and books are approved and disapproved on considerations other than educational. Non-academic factors — the desire for place, power and influence, for opportunities to exercise patronage — have come to dominate the field of education as much as of other fields. We want at the top especially men who are scrupulously fair, disinterested and upright and who in selecting members of the reviewing committees, deciding as to which books should be approved and which publishers are to be selected have no other interest except the placing before the pupils in schools the best text-books possible. More than the procedure recommended by the committee is the significance of the ways and means to be adopted to secure such men. Is there a method of securing them?

Instruction and Examination

THERE has recently been an unfortunate strike of students in the School of Indian Medicine, Madras and this has attracted a good deal of public attention. We do not propose to go into all the details of the question but we think it necessary to refer to one of the grievances of the students. It is that the instruction in the school is of such a low character that as a result of it not more than ten per cent of the candidates sitting for the examination are able to secure a pass. Of course we are not in a position to say whether the large failures in this particular case is the outcome of bad instruction. We don't know all the facts in question. But we have no hesitation in saying that in general, in schools and colleges of all types and grades, instruction has steadily deteriorated in recent years and that adequate attention is not being paid by the concerned authorities to rectify this defect. Teachers are appointed not on grounds of efficiency but on those of community and caste. Headmasters and Principals of colleges are unwilling and unable to supervise the work of teachers as their remarks and observations on the quality of teaching do not determine the tenure of their office. More depends on these persons securing the favour of managing committees. Teachers have to spend their time—whether willingly or unwillingly—in pleasing the members of managing committees. Very little recognition is given to those who are good at teaching. Inspecting officers have not the time

or the knowledge to examine the work of the teachers. They are only expected to collect some statistics and prepare a mechanical report. Secretaries and Presidents of committees are interested in coming into office and retaining it anyhow, in distributing patronage and in showing that they are men of importance. In the midst of such unfavourable circumstances it is no wonder that none asks himself whether schools are providing sound instruction at all. The number of pupils on rolls increases but teachers are not appointed in time. Even in Colleges and Universities things are not better. Syndicates and Vice-Chancellors are as much in the grip of power-politics as any other public men. For students to complain of bad instruction is regarded as a breach of discipline. Here again we conclude with a question. Is there a way out of all this impasse? Is there any one in authority or wielding influence who will boldly assert that schools and colleges exist primarily and only for imparting sound instruction and that all other interests are of only subsidiary importance?

Indo-Chinese Cultural Relations

At the request of the Public Relations Department of the Tata Sons, Ltd., arrangements are being made in the Andhra University to provide facilities in the Department of Mathematical Physics for the work and stay of Mr. Chow Hung-Ching, at present a professor in the National Central University of China. Mr. Chow's special subject is Higher Mathematics and he is expected to come out to India for study and Research in this country under a scheme sponsored by the Tatas.

A National Institute for Pedagogical Research in India

By S. KRISHNA RAO, B. A., B. Ed.

AS in most other branches of knowledge India stands in an urgent need of a national institute for pedagogical research (N. I. P. R.). Some of the existing universities do doubt offer degrees for research in pedagogy. But such research has mostly been of a pale and colourless academic character that has contributed substantially neither to theory nor practice of pedagogy. Much less did it play any constructive part in the national life. Indeed it hardly bears a national character. And this last aspect of it has been a more serious drawback than the poor quality of the so-called research. Therefore, if we recognize the value of national education through a national university, as was propounded by me in my article "Harmony through Education" (E.I.-p. 55) the claims of pedagogical research on a national basis, will be readily recognized. Such an activity will incorporate the experiences of the past into the present, enrich and purify the present, and explore a new ground for the future. And we are not without a past, our present is by no means faultless, and we undoubtedly look forward to a future.

It goes without saying that a primary reason for research is that it will be the basis of advancement and expansion, a vision and a vital process of creative evolution, in any

branch of human life. But more than this there are special national needs for it in India, particularly at the present phase of her history.

An equally important function of any research activity worth the name will be to offer a timely corrective to the very character of education as it obtains in our country. For it is admitted on all hands and regretted that the present system is but a cutting—not even a graft, notice—from a foreign plant, a cutting that has not taken root for the last one century. Therefore, the problem at the outset is not only how to disentangle ourselves from the wrong system of the present, but also how to plant our feet firmly on a favourable, indigenous soil. When a foreign system of education is imposed upon any people, their inner life will be seriously disturbed. This is more true of great nations with a hoary past, among whom India has an honourable place.

Again the Indian life and culture are too rich and complex to be simply beaten into a foreign pattern. The major communities of the country—Hindus and Moslems are the inheritors of very ancient cultures of an exalted type. Besides, there are the worshippers of the Sun, the Jews of India, a distinct cultural group that has been pulling on a smooth life for centuries. Then there are the Sikhs,

the Christians and others. Some of these are counted among the pioneers in the field of human education. They have profoundly influenced the thought and culture of all the known world; they have substantially contributed to the world's creative art and philosophy. They had built up in the past renowned institutions for education that withstood centuries of barbarian onslaughts. The Moslems, for instance, had five centres of learning spread over three continents—in Cairo and Cordoba, in Bokhara and Bagdad, in Alexandria and other places. The Hindu academic traditions spread far back into history. And the so-called Hindu system itself is a very rich complex, in which Buddhist contributions are often included. Besides, there is much that we hardly know about the ancient South.

Will it be too much, then, to hope that such a worthy record of educational achievement would not have been possible without a high pedagogical philosophy. And do we know even in a general way how exactly the schools of these ancient men of the East functioned? It is both folly and mischief to suggest that they followed nothing but a stereotyped memory method. It would be impossible, for instance, to believe that the metaphysical subtleties of the Upanishads are the product of minds ground in a mechanical system. The first need for and first task of such a research institute, therefore, will be to dig out the national ways of teaching and dress them up for the modern school and college. Then alone the

stream of national life will cease its stagnation and start a fresh course.

Again if pedagogical training should be a reality, it should be firmly linked to a live research activity. Only then can the teacher be expected to play his proper part in the national life and to be the centre of inspiration and enthusiasm. He must feel as a result of his own inner experience that he has a faith to profess, a philosophy to preach and a function to perform, all contributing to the public weal.

Moreover, only proper educational research can make educational institutes real centres of sweetness, strength and sagacity; can achieve unity in variety, can reconcile the irreconcilable. Then alone can it be hoped that an effective check will operate upon the deceptive and disruptive tendencies in the national life. Another very great value of N. I. P. R. is that that alone can possibly embrace a variety of important activities connected with child life. For example it can conveniently, and ought to, include bureaux of teachers, the department of education, parents, statesmen, psychologists, people connected with child welfare and child diseases; social and cultural bureaux and one of careers and vocational advice.

Taking it for granted that a national university with a feeder national school, will come into being, it may be pointed out that the N. I. P. R. will function in co-operation with them, may be as a branch with an independent field of work which is

SOCIALISM IN THE CLASS ROOM

By GOPI NATH KOUL, B. A., B. T.

Teachers in general and young teachers in particular, have to deal with a variety of administrative and technical problems, daily, whenever they come face to face with a class of say thirty or forty pupils. An old and experienced teacher disposes it off as a matter of routine but a young and inexperienced teacher soon finds himself in a sea of trouble. He makes a mess of the whole thing. As far as I am able to analyse, our classes on the technical side consist of bright, normal and dull students; on the administrative side they (the classes) can roughly be divided into four groups as detailed below:—

- (1) Students habitually indifferent to studies.
- (2) Workers but inattentive in the class.

(Continued from preceding page)

finally out to subserve their needs. Besides, pedagogical research necessarily implies not only study and thought, but observation, investigation and practical verification. And the material for these will be available in the teaching institutes.

The whole activity will be under the control of a central board which will include members of the staff and students. It will have home and foreign bureaux.

The creation of such an institute may well be hoped to raise India once more educationally, both to her advantage and that of the world.

- (3) Dullards, therefore indifferent.
- (4) Dullards, with careless nature.

At present, it is observed that the majority of teachers cater to the needs of a normal child. The bright boys mark time and the dullards are not at all cared for. On the disciplinary side, teachers in order to curb the mischief either inflict corporal punishment or impose special fines. With such a performance, they feel satisfied of having done their duty at the sweat of their brow.

Such a state of affairs, is far from being satisfactory. Unless and until we are not able to utilise the individual claims of a child into fruitful channel, we cannot justify our position. Further, if we are not able to adjust our methods as the occasion demands, we shall be responsible for the maladjustment, that follows a neglected child. Findley has, therefore, aptly observed that, "The general idea underlying effective management, is to induce a situation wherein neither teacher nor taught think about management at all." Further, it should ensure the conduct of teaching work with the minimum of disturbance and should thus make it easy for teacher, to afford equality of opportunity to all. It is thus clear, that our methods do not conform with the aims of the class-management just enunciated.

Where shall now the reconciliation be found? How best should we adjust our methods, so as to give equality of opportunity to all, taking

into consideration the individual needs, interests and capacities of children in the class. In the West, many investigations have been carried out. There is a body of psychological knowledge which throws ample light on the problem in hand.

From such a vast body of literature, a few hints can be safely pressed into service. For promoting genuine interest in individuals for work the teachers should attend to this problem seriously. It is three-fold, viz.:-

- (1) Hygienic
- (2) Administrative
- (3) Technical

Let us examine these items in detail.

Before the lesson begins, the teacher should see to the cleanliness of the floor, furniture and other apparatus that is displayed in the classroom. It is generally seen that bad air lowers the child's respiratory and circulatory powers. The teacher should make it a point to see that the windows in the room are kept open. He should ask the boys to throw the waste paper and other refuse, found in the room, into the dust bins, kept there at a prominent place. A clear atmosphere and a clean classroom helps to a greater extent in maintaining the attention of students when they are engaged in work. A convenient and a suitable seating arrangement, also helps to a greater extent in making the classroom attractive for the boys.

On the disciplinary side, a teacher should think and should use more

tact than rod. A large number of administrative problems are so faced by a teacher, who is transferred from one school to the other. In his new school he should try to make himself familiar with the students of his form or class as soon as possible. He can do so, by having the roll call twice a day, calling each student by his name. By doing so, he becomes familiar with the seating arrangement of the boys. This gives him a mastery over his pupils. He should, then, proceed to teach and should, at the same time, be on the look out for observing the different elements that go to disturb the attention of the class. He will surely observe the types of students mentioned above. He should, in no case be intimidated by their presence but should proceed on to deal with them somewhat as under:-

(a) With the first type of students, i. e., with students habitually indifferent to study, he should be strict and should make it clear to them, at the very outset, that they cannot escape the terrors of law.

(b) With the second group of boys, who are workers but are inattentive in the class, no corporal punishment should be inflicted but they should be isolated, as far as possible, to prevent their infection from spreading.

(c) By various devices, dullards must be ascertained. Such a type of student suffers from deficiency in his or her intellect. He should not be punished for want of this natural gift but he should be assigned a suitable task, in keeping with his intellectual capacity.

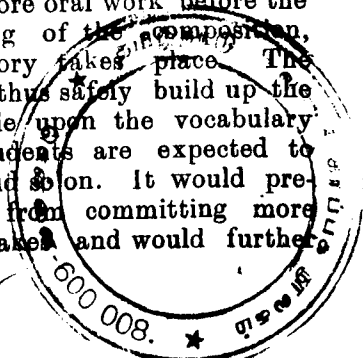
(d) The last type of a student is indeed a problem child and should be shifted to a special school, if at all existing in the locality, because he cannot be taught in an ordinary class. He is, in short, a patient who requires a special treatment in a school meant for such children.

On the technical side, the teacher should heal himself at first and then proceed to begin his work in right earnest. He should always prepare his lessons thoroughly and well. He should see that all apparatus required for the day's work is procured beforehand and should think well about the method that he has to follow in the classroom. He should logically connect the previous lesson, so as to ensure the attention of his class to the lesson on hand. He should not have an exaggerated feeling about himself. This will bring him into conflict with his pupils and will probably undermine his discipline. If he gains confidence of his students he has gained a victory which would help him and have for him a smooth sailing on his onward march. One of the greatest educational principles which has been repeatedly stressed in books on method, is, that we should allow pupils to do anything and everything which he can easily do and the teacher should limit himself to the position of a guide. We should act up to this principle and adjust our methods accordingly.

Every teacher, has to do so, while teaching with the black-board, exercise books, questions and answers, note taking or note making.

The common practice, at present, with the teachers, is to do the most of the writing on the black-board, leaving very little or nothing for the students. In order to give them a greater practice in writing, the tables should now be turned. Students should be encouraged to come forward and should be made to do the maximum writing on it, under his guidance. The teacher should make it a point to keep a watchful eye on the rest of the students in his class.

At present, teachers are in the habit of spilling red ink on the composition, translation, grammar or some other exercise books. It is perhaps the most unpleasant task which a teacher is required to do in a day. He has in fact to kill himself by this mechanical labour. The result of this method is nil. The students commit once again the mistakes which have been cautiously corrected by the teacher. He should, therefore, find out some other method for correcting the exercise books, in order to ensure bright results. The time honoured method of exchanging the note book, with a neighbouring student, for correcting each other's written exercise book is open to criticism and should not be resorted to. Perhaps it would be better for us (Trs) to do more oral work before the actual writing of the composition, letter or story takes place. The teacher can thus safely build up the outline, decide upon the vocabulary that the students are expected to put to use and so on. It would prevent them from committing more horrible mistakes and would further



make the teacher's work light, as far as the checking of exercise books is concerned.

The famous method of questions and answers or popularly known as the "Socratic Method," is the gift of the Training colleges in India. While a student in Maharaja's College, Mysore, S. India, I had to face an awkward position, while observing practice lessons conducted by pupil teachers, from day to day. It used to be a sort of a wordy warfare, between the students and his teacher. Once, it so happened that a critic of such a lesson wanted to ascertain the time which the teacher would take in delivering his speech and the boys take in answering his questions. After the bell was over, he made calculation regarding the time taken up by the respective parties, as far as their expressional side was concerned. He found, to his surprise, that about 80% of the time was wholly taken up by the teacher's speech. He, besides, suffered from a mannerism and in whole of the period he uttered, "yes" over a hundred times. This, in short, is the outcome of this method founded after the name of a sage. This is nothing but a desire among teachers to hear themselves speak. It needs to be suppressed. At the introduction and the presentation stages the teacher can put thought provoking and well worded questions to the boys and should, in return, expect detailed answers from them for his questions. At the application stage, the teacher should make it a point to divide the class into two groups, the bright and

the backward ones, keeping a few backward students in charge of a bright boy. He (the bright boy) can surely help them, while at work or he (the Tr) can ask the backward pupils to write out the summary of the day's lesson. The bright group of students can be safely engaged in answering questions which the class has to do the following day. This method will keep the backward pupils at work and would prevent the advanced group from marking time.

No universal rule can be proposed. Detailed hints on methods appropriate for promoting individuals to work can form itself a topic for discussion, in quite a separate article. Many devices can be taken up in hand by a teacher who cares to think about it. The teacher should give them (the backward pupils) a fair play in all kinds of work that is conducted in the classroom, thus making them feel the sharers of common pursuit.

Last but not the least important is the practice of taking notes. There is a great difference in note taking and note making. The first is a mechanical exercise. Here the teacher should not make a fetish of the device. He should occasionally dictate a passage or two, pertaining to some important topic. The other is an independent exercise, in which the student should be given ample practice. He should be taught to select the essentials and reject the non-essentials.

It is thus, we are in a position, to replace unhealthy competition by brotherhood and comradeship.

THROUGH different PROVINCES

DELHI

Education in War-Time

Educational facilities during war-time have not only been maintained at the pre-war level but a limited effort has been made to extend the scope of education, according to a review of the progress of education in British India.

An ambitious plan for a national system of education after the war has been drawn up. The expenditure on education has, during the war, increased by nearly nine per cent, from Rs. 29,09 lakhs in 1939-40 to Rs. 31,61 lakhs in 1942-1943. In 1941-42 according to the review, 12,60,147 boys and 3,11,355 girls reached the literacy stage—an increase over the previous year by 70,565 boys and 31,606 girls.

The number of special schools for boys increased by 614 and for girls by 62. There was also an all-round increase in middle schools (both English and vernacular) and in high schools for boys and for girls. The total number of arts and science colleges rose to 338 in 1941-42 as compared to 325 in the previous year and the number of men under instruction showed an increase of 4,745.

A committee of experts is engaged in considering if the post-war plan of the Central Advisory Board of Education could be introduced in Delhi immediately.

Scholarships For Chinese Culture

To encourage the study of the Chinese language, history, literature and culture by foreign nationals, the Ministry of Education of the National Government of China, has, it is learnt, decided to endow about 50 scholarships in the United States of America, United Kingdom and India.

The University of Calcutta, which is one of the two universities selected for the purpose in India—the other being the Viswa Bharati (Santiniketan)—has been endowed with five scholarships each to the value of 1,500 U. S. dollars per annum. The Calcutta University has accepted the offer under certain conditions.

Paper quota for Universities

The Government of India have, it is learnt decided to supply the quantity of paper required by the various universities for their office use and for printing examination question papers, out of the 70 per cent of the production of Indian paper mills reserved for Government use.

Paper required for other purposes, namely, answer books for examinations, etc., should be obtained direct out of the 30 per cent of the production of paper set apart for non-Government requirements.

MADRAS

Degree Course in Nursing

The Academic council of the Madras University, at its meeting held on September 14, recommended to the Senate to institute a Post-Graduate Course in Nursing and to constitute a Post-Graduate Council of Medical Education.

Supply Of Books For Primary Schools

The Government have directed that the concession, sanctioned in May 1943 of paying grants to managers of aided elementary schools in Agency areas towards the free supply of books and slates to children reading in the schools, be extended to pupils reading in standards VI to VIII with effect from the current year. The scale of grant will be Rs. 5 per pupil

in the first year and not more than Rs. 2-8 per pupil per year in subsequent years.

Government to Supply Note-books

At the instance of the Director of Public Instruction, the Director of Industries and Commerce has arranged with the Provincial Marketing Society, Madras, to manufacture and supply note-books to educational institutions that experience difficulty in obtaining their requirements of note-books to be used by the students. So far this Marketing Society has been supplied with 714 reams of paper for manufacturing 35,000 note books for distribution.

BENGAL

Basic Education in Bengal

The first step towards introducing Basic Education (Wardha Scheme) in the different districts of Bengal has been definitely taken now.

A Basic Training Camp was opened at Jhargram in June last under the direction of Mrs. A. Madavi Arvanayakam, Assistant Secretary of the Hindustani Talimi Sangh. After imparting three month's coaching to 23 pupil-teachers hailing from different districts of Bengal the camp terminated on September 1. These pupil-teachers will now take charge of the education of boys and girls in the different Children's Homes.

A Conference on Basic Education was held in Calcutta on September 4 under the presidency of Mrs. Vijayalakshmi Pandit wherein Mrs. Ashadevi and the pupil-teachers participated.

Plea for Exemption from P. C. O.

The Calcutta University has requested the Government of India to exempt it from the operation of the Paper Control Order. It has also asked for permission to manufacture answer books and to print its calendar, pamphlets, handbooks and text-books as before.

In a letter to the Government of India, the University states that as the number of examinees is steadily on the increase it would obviously be impossible to hold examinations if the quantity of paper used in their preparation is reduced to 30 per cent of the quantity used in 1943 as contemplated in the Order. The text-books have already been reduced in size. Even with this reduced size, however, it would not be possible to meet the demand for such books if the paper for their printing is cut down to 50 per cent of the quantity used in 1939.

BOMBAY

Four Lakhs for University

Sir Vithal Chandavarkar, Chairman of the Mill-owners' Association, gave Rs. 4,00,731 to Mr. B. J. Wadia, Vice-Chancellor of the University of Bombay, to be used for expansion of the department of chemical technology. About a lakh and a half of the amount is for erection of a laboratory on the lines of a pilot plant house for dyestuff technology, Rs. 50,000 for construction and equipment of a laboratory for advanced research in textile chemistry, and another Rs. 50,000 for special equipment for the study of modern methods of finishing textiles. A sum of Rs. 1,25,000 has been set apart for the institution and maintenance of two research assistantships in textile chemistry.

Science Academies Meet

It is understood the Indian Academy of Sciences and the National Academy of Sciences in India have been invited to hold their annual meetings at Poona during Christmas Week. A group of Poona scientists, headed by Dewan Bahadur Ramanathan, are making arrangements for the meetings which are expected to include several features of great scientific interest.

Hindustani in Primary Schools

The Government of Sind have modified the syllabus of studies for primary schools whereby Hindustani written in Urdu or Sindhi script is made compulsory for Muslims and optional for non-Muslims in schools where the medium of instruction is Sindhi. The Minister for Education, Pir Illahi Bux, explained that the modification has been ordered because of opposition to the original syllabus making Hindustani written in Urdu or Sindhi script compulsory for both Muslims and non-Muslims.

HYDERABAD

Central Research Laboratory

A communique issued by the Nizam's Government says that the Nizam has sanctioned the Executive Council's proposals for the creation of a Central Laboratory for Industrial and Scientific Research with Dr. Muzaffaruddin Qureshi, Head of the Chemistry Department, Osmania University, as Director. The affairs of the Laboratory will be managed by a Board of Governors with the President of the Executive Council as its chairman.

A recurring grant of Rs. 2 lakhs for the first five years and a non-recurring expenditure of Rs. 15 lakhs has been sanctioned for the Central Laboratory. The Laboratory will cover industrial and some aspects of agricultural research as also research in raw materials found in the State. The Laboratories recently established for special research in oils and clays and the existing Industrial Laboratory will merge with the Central.

MYSORE

College to Commemorate Late Yuvaraja

With a view to perpetrating the memory of the late Yuvaraja of Mysore, the public of Chikmagalur decided to erect a statue of the late Sri Kantirava Nara-

simharaja Wadiar at Chikmagalur and also to start an Intermediate College in his name. The estimated cost of both is about a lakh of rupees and district and taluk committees have been formed to collect the necessary funds.

New Vice-Chancellor for Mysore

The Government of Mysore announce the appointment of Mr. T. Singaravelu Mudaliar as Vice Chancellor of the Mysore University in place of Mr. E. G. McAlpine who has proceeded on leave from September 1 preparatory to retirement.

Here and There

DONATION TO HISTORY CONGRESS

His Exalted Highness the Nizam of Hyderabad has granted to the All-India History Congress Committee a sum of Rs. 50,000 to be devoted to the publication of two volumes of Indian History on the Moghul period. The dedication of these two volumes will be made to H. E. H. after they are ready. Sir Tej Bahadur Sapru, President of the All-India History Congress Committee, acknowledging this sum, has announced a meeting of the Committee in the first week of this month.

RAMAN AWARDED REDDI PRIZE

On the recommendation of the Committee of Award supported by the Syndicate of the Andhra University, H. E. the Chancellor has been pleased to offer the Sir C. R. Reddi National Prize to Sir C. V. Raman who has accepted it. Sir C. V. Raman will receive the prize in person at the forthcoming Convocation of the Andhra University to be held on the 18th November, 1944.

Sir C. V. Raman has also agreed to deliver two lectures in the University Colleges, Guntur, on his special subject and on the latest developments in Physics.

Public Opinion

LORD WAVELL ON THE DEVELOPMENT OF CHARACTER

Lord Wavell, addressing the parents and boys of the Bishop Cotton School, Simla, on the 85th anniversary speech day, said: "There is much wisdom in books, there is more practical knowledge in experience, in contact with your fellow-men, in travel, in daily work with your hands or brain. But try never to cease acquiring knowledge—education—of some kind or another. Then, at need, you can with confidence follow the precept of Ecclesiasticus. 'Take counsel of thine own mind.' A man's mind is won't to tell him more than seven watchmen in a high tower. It is most important that you should have a good broad solid foundation on which to build your knowledge. That foundation, I hope, you will acquire or have acquired here."

Proceeding His Excellency observed: "So long as the human race survives, character will count for more than mere learning. What are the components of what we call 'character?' I think courage and truth come first, since as a great writer has said 'Without courage there can be no truth, and without truth there can be no other virtue.' Kindliness and good humour towards one's fellowmen of every sort are the foundation of good manners; and you will find that good manners will not only smoothen your own path, but will contribute much to the happiness of others; while bad manners can do an infinity of harm, especially in the East where good manners are traditional. Knowledge built on a foundation of courage, truth and good manners will carry you

through most difficulties, and you will surely have many difficulties to face".

RT. HON. SASTRI'S EXHORTATION TO TEACHERS

Inaugurating the Teachers' Association of the Lady Muthia Chettiar Girls' High School, Madras, the Rt. Hon. V. S. Srinivasa Sastri stressed that the task of the teachers was three-fold, inculcating "reverence for the past, drawing attention to the present and careful preparation for the future."

Recalling the early days of his career as a teacher, Mr. Sastri said that nothing exhilarated a teacher so much as the presence of a responsive class. "There is nothing so enviable as the thought that you are making a young brain grow into an efficient instrument of national service, that you are raising up the future citizen of the country, and that there will be, when you are old and declining in strength, a large number of persons all over the province, who remember you as their old teacher, one who guided them when their steps were still unsteady." He was aware what it was to serve in a place where there was somebody to recognise good work and how depressing it was if one did good work and there was nobody to recognise it. But, whatever might be the atmosphere in which they worked, it was their duty to contribute their best to dispel ignorance.

Addressing a word to the management of Schools, Mr. Sastri said that they must regard teachers as their colleagues in the work of education and not as subordinates. There were a good many places in the mofussil where such relationship did not exist between Managers of Schools and teachers, and the trouble was the greatest where teachers had to deal with members of municipal councils or district boards.

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