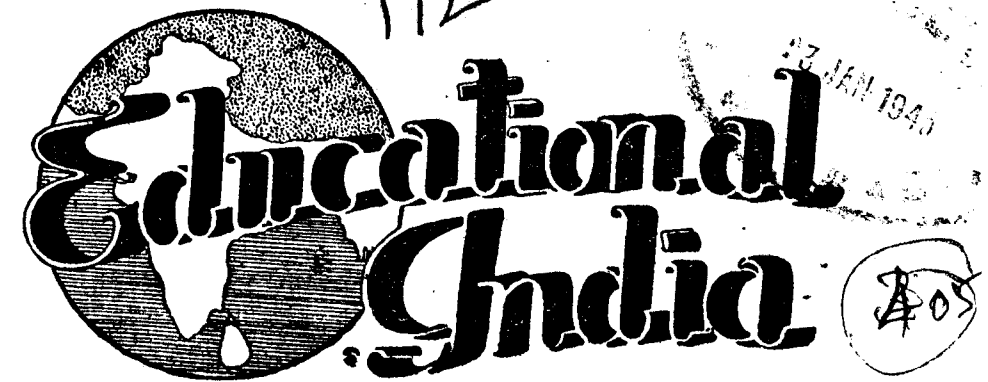


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Vol. XI : No. 3

September 1944

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"Your paper has established itself as an organ of progress and idealism in the educational sphere, and deserves the thanks of all those who are interested in the subject of Education..."

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—Prof. A. V. Hill.

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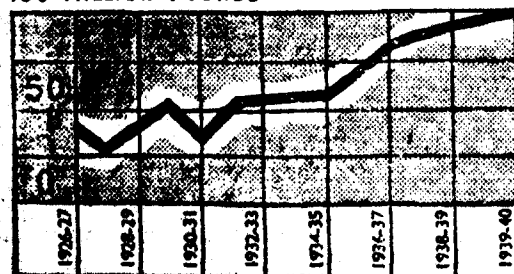
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EDUCATIONAL INDIA

A MONTHLY DEVOTED TO INDIAN EDUCATION

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

Vol. XI

September, 1944

No. 3

EDITORIALS

THE CENTRAL ADVISORY BOARD AT WORK *

THE invaluable service which the Central Advisory Board of Education is rendering to the cause of Indian education is made clear by the publication of the proceedings of its meeting held in October 1943 and in January 1944. The Board may be styled the Educational Parliament of India. It is a body completely representative of almost all educational interests. No other Board or institution possesses more impressive names on its rolls. Naturally its deliberations are bound to be weighty in character and judged by the work which it has so far turned out one may say that in reviving and reconstituting it after a period of suspension the Government of India has made an effective contribution to the progress of education in the country.

THE meeting held in October 1943 was a special one convened to consider the memorandum on post-war education prepared by Mr. Sargent, the Educational Advisor to the Government of India. It does not therefor give one an idea of the

range and variety of work done at the meetings of the Board. To get that idea one has to go through the proceedings of its Tenth meeting. These proceedings impress one with the large variety of subjects in which the Educational Parliament of the country is interesting itself. There were as many as forty items on the agenda and except perhaps half a dozen which were of a routine character all the rest dealt with some of the knotty problems with which Indian education is confronted today and will continue to be confronted for a fairly long time to come. Developments in basic and elementary education, relation between the school leaving certificate examination and the Matriculation, discipline in schools and colleges, problems relating to Indian students abroad, the health of school children, the opportunities for voluntary social service now existing in Indian educational institutions, the system of examinations, the question of technical and industrial education and the problem of the control of elementary education by local bodies were some of the subjects considered at the tenth meeting. How important these

* Proceedings of the Ninth and Tenth Meetings of the Central Advisory Board of Education in India held in October 1943 and in January 1944 respectively. Price Rs. 3-8-0.

questions are it is not necessary to explain. The country should be glad and even feel proud that a central body is bestowing so much thought on educational problems of this character.

THE procedure adopted by the Board for arriving at wise and correct decisions on the questions taken up for consideration is also highly commendable. No subject is considered and finally disposed of unless it is first referred to a committee and unless there is a report submitted by the committee. This procedure guarantees a thorough investigation into the subjects by specialists and the Board is therefore not put to the need of arriving at conclusions in a hasty manner or on the basis of inadequate information. This is a procedure which ought to be followed by all institutions engaged in higher learning—bodies like the Universities in the country.

TWO other features of the work of the Board also deserve to be specially noted. One is its attempt to collect information in regard to educational developments in each province and each important Indian state. In our huge country experiments of different kinds are bound to be made in some part or other. But there is as yet no institution which places before the general public and before students specially interested in educational questions information about these experiments. The Board is undertaking this work and the reports which are given as appendices to the proceedings—especially the reports on basic educa-

tion are of great importance in this connection. The other feature is the collecting of information as to the extent to which the Board's recommendations on various matters are being given effect to by the different Governments and Universities.

TWO of the reports prepared by its Committees deserve special mention. One is the report on the system of examinations and the other is on Technical Education. The latter is a necessary sequel to the report on Vocational education prepared a few years ago by Messrs Abbott and Wood, the two British experts employed by the Government of India and it contains various suggestions on matters arising out of the changed economic conditions in the country due to war. The report of the committee on Text Books is also a highly valuable one.

IT is not our purpose to examine all these reports. Our only purpose is to invite the attention of our readers to the importance of the work that is being carried on by the Board.

ON two matters we have to make a brief comment. One is on the general unwillingness of Provincial Governments to give effect to the recommendations made by the Board on the salaries and other conditions of service of teachers. Every one says that the teacher is the most important factor in the educational system of the country. But when it comes to a practical recognition of this importance every one keeps back. It is surprising to find that even today there are provincial

NOTICE

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

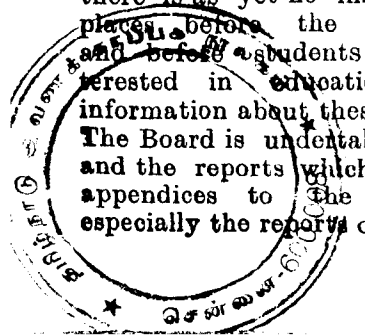
The Editor will not hold himself responsible for the views expressed by the contributors.

governments paying a salary of Rs. 7 per month to untrained teachers and Rs. 10 to trained teachers. What kind of education such teachers will be in a position to give to their pupils may be better left to the imagination of our readers. The second matter is the unsatisfactory conditions prevailing in those few areas of the country—Ajmer-Marwara, Baluchistan, Coorg and Delhi—directly administered by the Government of India. Even this Government has not given full effect to all the recommendations made by the Board and we find that it also indulges in the stereotyped answer that its finances are too poor to enable it to carry out the recommendations!

Dr. Dey's call to Young Men

IT was a very inspiring message that Dr. B. B. Dey, Principal, Presidency College, Madras conveyed to the graduates of the University of Madras when he delivered his Convocation address a few days ago. Such a message was necessary, because in his opinion there was one essential difference between young men a generation ago and the young men today. The former had a sense of reverence for human values while the latter do not possess it. Coming as this opinion does from an educationist of the standing and experience of Dr. Dey it has to be seriously thought over by young men as well as by those who are entrusted with the task of guiding and directing them. So many observers have in

recent times been saying that our education is defective primarily because it does so little to inspire the young with noble ideas and discipline them in such a manner that they will be ready to undergo the necessary effort and make the necessary sacrifices to realise these ideals. Dr. Dey has done the right thing in inviting attention to this serious defect in the education of the youth. For, as he pointed out, a new social order is being brought into existence. And according to him, "Both teacher and taught have tremendous responsibilities" in these circumstances. They have to rise above the cramping limits of current tradition and help the process of history by a clear grasp of its real forces." The youth are anxious to render social service but in many cases they have no definite plan of action based on sound ideas. It is our hope and wish that our young men would meditate on the message given to them by Dr. Dey and justify by their action that they are worthy of the University education they received.



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Community Experiences and Prospective Teachers in America*

By EDWARD G. OSLEN

Colgate University.

Among other things, education for democracy means:

1. That we must study and help our students to study realistically resources and the problems and the potentialities of our country.

2. We must give young people a practical vision of what a better world might be like, what stands in the way of our getting it, and what resources we have for achieving it.

3. We must deal with controversial issues so that the students may develop personal skills in the democratic process. In short, I suggest that we must give to our youth information and inspiration and ability to *manage* the world we have and to build a better one.

I want to express my belief in the importance of community study for citizenship purposes. I should like to suggest that the problem of educating for democracy must be thought of in terms of educating for *knowledge, attitudes, skills*.

We live in a technological age. Technology requires specialists. Specialists produce interdependence. Interdependence demands coordination. Coordination compels planning and planning should be democratic.

* By courtesy of Dr. Harold E. B. Spieght, Executive Secretary of the Association of Colleges and Universities of the State of New York.

cally organized for the purposes of general social advance. Then I would suggest that our basic, all-inclusive, all encompassing American problem which takes precedence over every other problem is the problem of the planned utilization of American resources to the end that we may build a society more near to our hearts' desire. This great problem is one which we have ignored. If we live in a technological age and if public opinion refuses to take steps toward planning, we shall certainly be in trouble. We may take it for granted that a technological society requires a coordination of its various elements and that if democratic society cannot or will not so coordinate the dictatorial society will. There is no tyrant like continued unemployment and frustration.

Our American problem is the planned utilization of natural resources. Coordination of:—

- (1) raw materials, transformed by
- (2) technology, controlled by
- (3) people, working through
- (4) institutions, directed toward
- (5) aspirations.

We had better begin to give attention to this problem through our schools, and through almost every one of our conventional areas of study. We need to see the problem of resources from the prospective

primarily of the physical scientist and the social scientist.

The question is: How shall we study these resources? I think we should study them in their local development. I suggest that we ought to be studying the raw materials in our own vicinity and move out from these to those of the nation and of the world. We should study the technology of our own vicinity, the people there, working through institutions. We had better do it in terms of the local community in its regional setting, and this in its national setting, this in its world setting.

I would suggest six major devices:

- (1) the documentary approach—study the books and the pamphlets and the newspapers, museum materials;
- (2) audio-visual aids;

(3) *incursion* (bring the community from outside into the classroom);

(4) *excursion* (out into the community);

(5) service (in the locality);

(6) techniques of social participation (to help the pupil identify himself in the community process.)

This six-fold development parallels the three emphases of the three types of school. The traditional school uses documents. The child-centered school goes on to a couple of more steps. The community-centered school lays emphasis upon the management of processes and abilities and consequently all six steps are used.

In so far as I have a plea to make it is that we educate for democracy in the only practical way in which democracy can be saved and secured.

HARMONY THROUGH EDUCATION

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

MOST aspects of India's national life, lack concrete symbols in the shape of solid national institutions, functioning for the ordinary business of the nation's life. This has two serious consequences. Firstly, it has starved, stunted or stifled the various aspects of national culture. Secondly, it has sown misgivings about our unity in the minds of people from among our own ranks, which has offered opportunities to the foreigner to exploit the situation to

his own ends. Thus the absence of national institutions has become, on the one hand, a cause for internal disruption, and on the other a means of foreign domination.

HOW DOES THIS HAPPEN?

Time and again, from days immemorial, vast populations of different cultures, have been pouring into India, and most of them have come to stay. It has, no doubt, given India the privilege to be the

meeting place for modes of life and manners of existence; civilizations and centres of thought, streams of culture and systems of philosophy. But proportionately her problems too have become increasingly complex: she has constantly been put to the arduous task of receiving and retaining, arranging and harmonizing.

For long, India had not been seriously found wanting in facing the problem, for nations unconsciously develop institutions—may be with much knocking about—that would harmonize all their cultural contents, according to their own genius, provided, of course, that a fresh foreign impact does not invade their life, before the old one has fully naturalized. But this has exactly been the misfortune of India. For various historical and other reasons, not all of the diverse elements of Indian life, have been consolidated into a coherent whole. Vast communities, consciously and subconsciously, cherish a vague past, which they feel, is somehow not only alien, but contradictory to that of others in India.

This has particularly been the case with Islam. Its advent was not received as a mere political and economic expansion, but as a challenge to the old culture of India. The fears proved true in its early history in this country, for Islam not only disturbed the Indian polity, but rudely shook the entire fabric of Indian life—religious, social, cultural.

However, in the natural way of things, after centuries of struggle, during the Moghul rule it promised

some respite. For, the Moghul court with some important exceptions which unfortunately came at the tail end, acted as a synthetic agent and a balancing lever for the contemporary cultural forces. If no full fusion had been achieved, mutual recognition had been established, not without mutual influences, sympathies, appreciations and adjustments.

But historic circumstances prematurely arrested their growth, for a new foreign element from Europe forced itself upon India, before the previous one acclimatized itself to the native soil. And this new element created altogether a new problem. For, while it interfered with the old harmony, it has chosen to remain a perpetual foreigner, thereby giving the Indian national life a double shock. While refusing to be absorbed into India's national life, it has forced the Hindu-Muslim relations into an unnatural fixation, by driving underground their unresolved psychological reservations, which have been seriously hampering them in making a common cause against the common enemy. On the one hand it remained a conscious alien on the Indian soil; on the other and more important, it had rendered its predecessor, a subconscious alien.

For example, look at that nightmare of Pakistan, which is typical of both the evils. Like a true "sub-conscious complex", it has developed into an article of faith and a philosophy of obstruction, from a fanciful political slogan of an evasive opposition Party.

Thinkers, leaders and statesmen have approached this communal question from various angles, both before and after the European advent. From the religious experiments of Akbar and some saints of Northern India, to the political experiments of communal representation of the present day, it has been a continuous effort at this communal adjustment. But the fact remains that Islam stays in India with its fears unallayed, though the stake is the future of the whole nation, of which Islam is but a part.

WHY THIS FAILURE?

The religious experiments failed or achieved very little, because they made the same mistake the Pakistan school makes today, the fundamental mistake of confusing between the personal affair of religion and the public affair of nationalism. Just as the Pakistan school forgets that Islam has far outgrown the intolerant desert stage and overflowed into various broad plains, necessarily making foreign contacts which cannot simply be wished out of existence, so did they fail to perceive religious differences are not inconsistent with national unity. The political experiments have failed, partly because they have always been carried on in the spirit of appeasing a naughty boy and that under the shadow of an interested foreigner who professes sentiments that he does not cherish, and mostly because they have been against the spirit of modern democracy into which they have mainly been sought to be fitted in.

Where else should we seek the

solution? I suggest it might be through education because the case is one of an unnatural mental attitude requiring a mental approach. It is by no means a new remedy. It has been the earnest plea of thinkers like Wells that education all the world over should be organized with a new orientation, before we can hope for an enduring peace between the nations. What is true of nations might be true of communities, especially those that fancy themselves to be nations. If we aspire for a community of common life, rich and varied in nature, we must build up a community of ideas, attitudes and habits of mind, bearing indubitably the stamp of the principle, "live and let live."

The Press and the pulpit have of course been carrying on this education, but have proved ineffective. We may hope, however, that a well planned, broad based, national system of education, which will build up a new generation, with a new frame of mind, will be that effective weapon.

The Wardha scheme and "Visva-bharati" are on the right way towards this goal. But unfortunately the first is shelved for want of political sanctions; further it does not embrace the university stage which may reasonably be supposed to be the nursery of leadership. And the second has been the offspring of an idealist that looks through the haze of nationalism. We welcome it and wish it all success and beg to point out it is not inconsistent with a well defined national university with the

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definite purpose of consolidating the national ranks and saving the nation from suicide. This should be a serious issue before the nation and should not be allowed to be labelled as a post-war scheme, as is the prevailing fashion now. Some may doubt whether it is wiser than sinking wells when the house is on fire. But those with some thought for the future of India may well perceive that the real danger of the Pakistan bogey is not a mere delay in realizing our political goal; it is the sickening menace of a sinister civil war, against which a national university here and now, is an immunity measure.

With the instinct of selfpreservation, the foreign government has not failed to recognize the potentialities of this educational weapon as a unifying agent; for it has anticipated any national activity towards that end, by eagerly fostering communal universities, just at a time when communal harmony was all but achieved. It is not too late to counteract this deliberate mischief. We can hope that a true national education will be a sort of psychoanalytic therapy for the communal neurosis that so painfully paralyzes our national life.

testing reading at different stages are pointed out. Two chapters are devoted to vocabulary building and library work. The methods suggested are amplified by proved examples, and the fundamentals presented are supported by statistics, charts and standardised tests.

— D. I. A.

BOOK-REVIEWS

SUGGESTIONS FOR THE TEACHING OF READING IN INDIA
(Teaching in India Series) E. W. Menzel, 190 Pages; Rs. 2-8-0. Oxford University Press.

The book is a scientific treatise the result of years of investigation and experiment. Though primarily intended for the teaching of reading the mother tongue, the book has valuable suggestions for the English teacher too. By 'reading' the author means not merely correct oral reading, but reading which is meaningful and purposeful; silent and rapid; controlled and free; in the library and at home. Understood thus, reading is the very foundation on which is to be based the fabric of the 'full' man of the future, the man of knowledge and culture, with powers of understanding, speaking and writing. With the prominence given to reading in the departmental syllabuses in English and the mother tongue, reading has come into its own, and this book has appeared in right time to serve a wide-felt need for a book on reading, at once authoritative, practical and handy.

The book treats of the different kinds of reading, their aspects and phases. Though none is condemned, the more useful kinds are marked out. The purposes with which reading is to be attempted are set forth. Interesting ways of teaching and

(Continued in 1st column)

THROUGH different PROVINCES

Basic Education in Delhi

Basic Education on the lines of the Wardha Scheme will shortly be introduced in some of the Delhi municipal schools. The Delhi Municipal Committee has selected one of their primary schools at Torkman Gate to make the experiment. Several teachers trained at the Jamia Millia Training Centre will be employed. A detailed syllabus has been prepared in consultation with Dr. Zakir Hussain, Principal, Jamia Millia Islamia. Cardboard work has been selected as the basic craft to be introduced at first. The initial and recurring annual expenses of the scheme are estimated at Rs. 8,000 and Rs. 1,500 respectively.

Colonial Research Fellowships

To encourage scientists to give special attention to problems of colonial interest, a number of colonial Research Fellowships have been instituted by the Secretary of state for the Colonies, says a Press Note. It is hoped that they will be the means of creating a cadre of scientists, with special knowledge of environmental and social issues of the Colonies, and that research on fundamental problems in tropical regions will be encouraged.

These fellowships will normally be for two years, but may be extended for a year and will be tenable in any part of the British Colonial Empire. They are open to graduates under 35 years of age from any part of the British Commonwealth and the Empire and will carry an allowance of £ 400 to £ 600 per year. Provision has been made for 25 such fellowships within the next five years.

The awards of these Fellowships will be made by the Secretary of State for the Colonies on the advice of the Colonial Research Committee.

Scientific Mission to Britain

Following on the visit to India last cold weather of Prof. A. V. Hill, Secretary of the Royal Society, invitations to visit the United Kingdom as guests of His Majesty's Government were extended to the following well known members of the Indian scientific world:

Dr. Nazir Ahmad, Director, Technological Laboratory, Matunga (Bombay); Col. S. L. Bhatia, Deputy D. G., I. M. S.; Sir Shanti Swarup Bhatnagar, F. R. S., Director, Scientific and Industrial Research Directorate; Sir Jnan Chandra Ghosh, Director, Indian Institute of Science, Bangalore, and President of the National Institute of Sciences of India; Sir Pheroze Kharegat, then Vice-Chairman, I. C. A. R.; Professor S. K. Mitra, University College of Science, Calcutta; Dewan Bahadur Dr. Lakshmanaswami Mudaliar, Vice-Chancellor, Madras University and Prof. Meghnad Saha, F. R. S., University College of Science, Calcutta.

The principal object of the Mission will be to establish contact with British, Dominion and American scientists. The Mission will be leaving India early in October.

Military Studies in Universities

The Government of India have circulated the Indian Universities on the subject of "Military Studies in the Universities". The Government opine that "it is undesir-

able for a University to attempt to carry out functions of a Junior Staff College or a Military Training establishment, as it is not possible for it to keep up-to-date with the necessary details. Moreover, the University should be concerned more with education than with training and should deal with principles rather than with details. For this reason, the Government of India recommended that there should be no attempt to link the curriculum and syllabus for the Diploma of Military Studies with the instructions given in the University Officers' Training Corps."

Proposal for an Urdu University.

A plan to establish a fully equipped and chartered Urdu University at a central place in British India is being considered by the All-India Anjuman Taraqqi-e-Urdu.

The proposed University will have Urdu as the medium of instruction. It is claimed by the Anjuman that according to official reports, Urdu is the mother-tongue of more than 20 per cent of the Indian population, and is also freely used in the areas where Punjabi, Gujrati, Rajasthani and other allied dialects are spoken. Urdu is thus used by no less than 50 per cent of the Indian population.

It is proposed to set up a Foundation Committee to consider the question of funds, the location of the University and courses of study and text-books.

Education in Madras in 1942-43

FALL IN STRENGTH OF ELEMENTARY SCHOOLS

During the year there was a general improvement in the enrolment of students in colleges and secondary schools, but there was a decrease in number of pupils in elementary schools, states the Government review of the report of the Director of Public Instruction for 1942-43.

The Educational department has been enforcing on elementary schools certain

tests of efficiency designed to improve their condition, as a result of which there was a reduction in the number of complete elementary schools from 35,486 to 35,017.

The policy of the department has been to ensure that pupils who are enrolled in schools are kept there till they complete the school course and thus become permanently literate. This policy was implemented with marked success during the last two years.

Deputation to the D. P. I., Madras

The Rt. Hon. V. S. Srinivas Sastri led a deputation consisting of Mr T. R. Venkatarama Sastri, Mr. P. Ramaswami Mudaliar, Mr. K. Rangaswami Iyengar and Mr. K. Kuruvela Jacob to Sir Meverel Statham, Director of Public Instruction, on behalf of Managers of aided secondary schools in the Province, on 14th inst.

The deputationists urged the need for granting dearness allowance at full Government rates to all employees in aided educational institutions and for the Government bearing the entire cost thereof, the need for revising the Grant-in-Aid Code to enable managements to pay higher scales of salaries to their teachers, the desirability of granting stipends of not less than Rs. 20 a month to teachers under training and to those undergoing training in the Y. M. C. A. College of Physical Education. As a temporary measure, for the duration of war, they also urged that extension of service upto 60 years of age may be granted freely.

Sir Meverel Statham heard the deputationists and assured them that he would do all that was possible in regard to the grant of a higher dearness allowance. On the question of revising salary scales, the Director said that he was greatly desirous of improving the conditions of service of teachers and agreed to circularise to all the managements the desirability of improving the scales of salaries.

Home for Backward Children in Madras

The Government have approved of the proposal of the Madras Children's aid Society to run a special Home for mentally backward boys. The boys will be drawn from the Government Certified Schools at Chingleput, Ranipet and Bellary or committed direct to the Home by courts. The courts will act under Section 25 (1) (e) of the Madras Children Act, naming the warden of the Home as the suitable person contemplated by that section. The maximum number of boys to be kept in the Home will be 20 for the present. The Home will be managed by the Society with the help of a special committee to be appointed by the Society.

When a boy is proposed for admission by the headmaster of a certified school or when a court sends a youthful offender to the Home, the Chief Inspector of Certified Schools will personally examine the case of the boy in consultation with any psychologist or other experts whose services are available and decide whether he should be admitted into the Home. The Government have instructed that a graduate teacher trained in child education or with equivalent qualifications, preferably one with Montessori training, should be in charge of the Home. This teacher will be the warden. The Government have sanctioned the payment of grants to the Society to enable it to run the Home.

Patna runs an Inter-University Debate Competition

The Patna University has decided to hold an inter-university debate competition on the occasion of the celebrations of the silver jubilee, to be held in November next, states a communique issued by the University. A silver trophy of the value Rs. 1,001 to be known as the "Sachchidananda Sinha Trophy" has been offered to the best university team by

Mr. Mahabir Prasad, Advocate-General of Bihar.

Bequest to Nagpur University

Mr. G. L. Subhedar, Bar-at-law, retired Additional Judicial Commissioner, Nagpur, whose death took place last month has left a bequest of a lakh of rupees to the Nagpur University and Rs. 50,000 to charitable institutions.

Bengal Secondary Education Bill

A conference between representatives of the Ministry and Opposition leaders to explore the possibilities of a settlement over the Bengal Secondary Education Bill commenced.

All Honours to Women Students

Women students have swept the board in five Honours subjects in the last B.A. and B.Sc. examinations of the Calcutta University. In philosophy, Bengali, Zoology and Anthropology they stand first, in first class; the candidates who have secured these distinctions being Sreematis Nilina Majumdar, Dipti Sanyal, Ira Bose and Nirmala Datta respectively. In English Honours no student has secured a first class, but the first place in the second class has gone to a woman student, says an A. P. I. message, Calcutta.

Industrial Research in Hyderabad

H. E. H. the Nizam has sanctioned a sum of Rs. 15 lakhs for the establishment of an Industrial Research Institute in Hyderabad. This was announced by Mr. Ghulam Mohammed, Finance Minister, Nizam's Executive Council, in the course of his inaugural address to the National Physics Planning Committee of the Council of Scientific and Industrial Research. He also revealed that the Nizam's Government intend to send a large number of students both abroad and to British India for technical training.

Public Opinion

SIR R. P. PARANJPYE'S APPEAL FOR TECHNICAL TRAINING

An appeal to educated youth in India to take full advantage of the Government of India's Technical Training Scheme was made by Sir R. P. Paranjpe, High Commissioner designate for Australia, presiding at a public meeting held in Poons.

He said post-war India had to depend more on industries than on agriculture. Such Plans as the Bombay Plan aim at rapid industrialisation of the country. The future of the technically trained persons was, therefore, very bright. Further the Government had made it clear that wartime factories will not be closed down but switched over to the production of peace time needs.

Dr. SIR ZIAUDDIN AHMED ON REFORM OF UNIVERSITY EXAM.

"The system of examinations in vogue in most of the universities of India is no better than a lottery. It is unfair to the students and ought to be revised in the light of our past experience", said Dr. Sir Ziauddin Ahmed, Vice-Chancellor of the Aligarh University.

He said that "Unlike the German and French systems an unhealthy secrecy from beginning to end is being maintained in the British system that is obtaining in India. The whole system is dominated by a series of examinations. An essential part of the examination is that the examiners cannot know the examinees."

The speaker cited cases where the same paper valued by two different examiners and twice by the same examiner have brought different results. The idiosyncrasies of the examiners play an important

part in the valuation of the paper. The speaker complained that supplementary examinations were not being held properly.

Dr. Ziauddin suggested that some of these difficulties could be eliminated if the universities adopted the system of correction of a paper by two examiners, held supplementary examinations, and avoided multiplicity of examinations. He advocated the adoption of the German system for the M. A. and the Doctorate degrees.

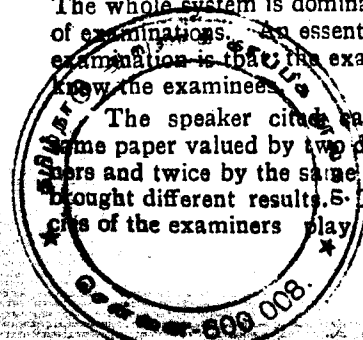
SIR SULTAN AHMED ON RURAL UPLIFT AND THE RADIO

A bright future for broadcasting in India was envisaged by the Hon. Sir Sultan Ahmed, Member for Information and Broadcasting, Government of India, in an interview to the Associated Press.

Sir Sultan said that there is great scope for expansion of internal broadcasting in India after the war. It should be our aim, he said, to supply a radio set to every ten villages within the radius of a few miles. There are seven and a half lakhs of villages in India and if we can secure 100,000 radio sets, it will be doing one of the biggest things in India. This is bound to be on the programme of the expansion of broadcasting in the country. This is one of the most unique methods of village uplift. It has succeeded in other countries and it is bound to succeed in India".

Dr. C. RAJAGOPALACHARI ON RECRUITMENT OF TEACHERS

Declaring open an Ele. School at Madras recently, Dr. C. Rajagopalachari said teaching was a profession to which people came in as a last resort. No greater harm could be done to the country than by appointing a person as teacher for reasons other than his fitness for the job. Only the best grain was reserved as seed. So also only the best person should be selected for teaching work.



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Printed and published by M. Seshachalam, B. A., at the Hindu Press, Masulipatam.