

420

EDUCATIONAL INDIA

VOL-XI

NO-8

FEB — 1945



JL
Tm2, NB4ED
1272.73.
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497

16 JUN 1945



Vol. XI : No. 8

February, 1945

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Inland Rs. 4/8-
Foreign Sh. 9.
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"Education is not a standard to which pupils have to conform, but an inspiration to which they should react. The teacher must be full of inspiration, full of fire, so that the pupils catch his fire. He must be positive, eager, a master and not a slave, standing on his own feet and full of truth. Education should help the individual to find his own truth."

—J. Krishnamurti.

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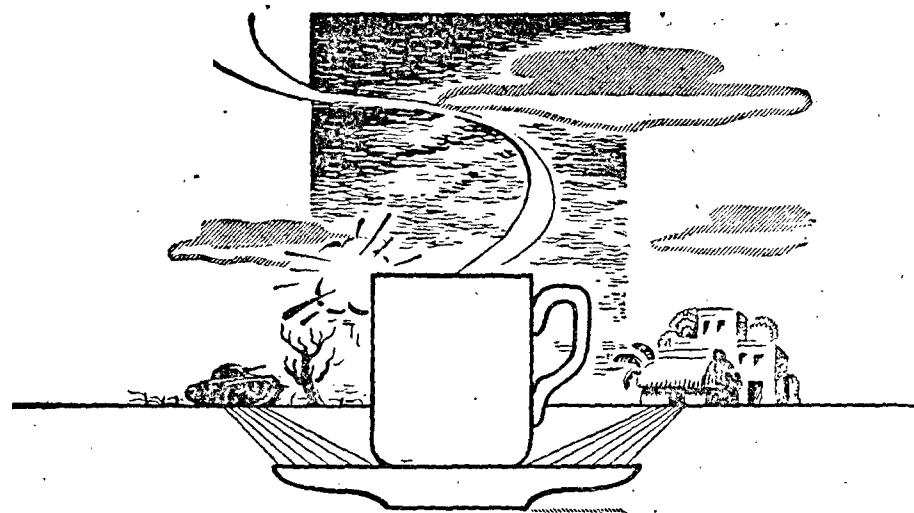
Educational India is published on the 1st of every month. But a Double Number is issued for May and June. Complaints for non-receipt of the Journal for any month should reach our office not later than the 10th of the month.

Subscriptions may date from any Number, but the year commences from July. Back numbers too will be supplied if required. The annual subscription, *always payable in advance*, is Rs. 4-8-0 Inland and Rs. 6/- Foreign, and it may be sent by Money Order or by Postal Order. If sent by V.P., Registration charges will be extra. Cheques will not be accepted unless the Bank Commission is added on to the subscription amount.

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EDUCATIONAL INDIA

A MONTHLY DEVOTED TO INDIAN EDUCATION

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

Vol. XI

February, 1945

No. 8

EDITORIALS

National Education for Women

WE have been talking of National Education for the last thirty years without as yet knowing definitely what its actual content is to be. It is used in different senses by different people and even the system outlined in the now famous Sargent's Scheme is spoken of as "National". It is, therefore, very refreshing to find Srimathi Sarojini Naidu pointing out its essential characteristics in the speech which she recently delivered in Madras while inaugurating the Andhra Provincial Women's National Education Conference. She observed: "Our Conference shall evolve schemes whereby our girls and boys, our women and men, will re-learn the art of being Indian. To-day they are just human beings de-Indianised by a long process of alienation from their own culture." And she meant by culture something different from mere knowledge, the knowledge of the techniques of civilisation. To her, culture is "a code of approach to life, of conduct, of relations with other people and other communities." It is the general spirit that is at the foundation of the life of every nation.

THE purpose, therefore, of any system of national education is to train the youth to become Indian. This implies necessarily that they should be made to think and conduct themselves not as members of this or that small community, creed or class to which they happen to belong but of the wider entity which we call the Indian nation with a culture of its own. As culture stands for something spiritual, the training referred to here stands for the spirit behind the whole education. It is because there is no Indian spirit behind the education as it has been organised and worked in the country for the last one century—the education provided for by the State and patronised by the general public—and because it has, as the great leader has pointed out, killed practically this spirit and substituted something foreign for it that it has come to be regarded as un-national and as requiring a revolutionary transformation. Those who believe in National Education also believe in the existence of a characteristic outlook on life bequeathed to us by our ancestors and that this outlook has many elements of value

in it and deserves to be preserved and preserved also in a spirit of reverence. It is not of course a blind spirit of veneration which they preach. It is a spirit based on a correct understanding of its nature and the historical and environmental circumstances characteristic of the country out of which it is a natural growth. The forms in which the spirit has been expressing itself have been—as they should be—varying from age to age but the spirit itself has always been there. The tragedy of the present educational situation is that those who are in controlling charge of it are alien to that spirit, have little sympathy for it and in their attempt to impose an alien culture have practically killed it so far as the more intelligent classes of the people are concerned.

IN speaking of National Education Srimathi Sarojini Naidu rightly stressed the need on the part of the women—and also incidentally of men—to cultivate an Indian outlook. Though the conference, she said, was a conference of the Andhra women any scheme of national education that they may happen to evolve must make ample room for co-operation with “women of other communities, their neighbours, Tamils, Mohammedans, Christians or Jews or others”. Segregation of one community from another is totally inconsistent with any ideal of national education.

THIS point is all the more necessary to be grasped as oppo-

nents of any education labelled ‘national’ often ask whether Geography, Science, Mathematics or any other subject taught in schools is not the same throughout the whole world and whether it is not meaningless to speak of them as “national” or “communal” and so on. This is to misunderstand the whole ideal of national education. The ideal does not concern itself so much with knowledge as with culture. Knowledge is universal. Culture as has already been pointed out is the way in which knowledge is used. For it can be used for the good of a small circle or of a large one. It can be used to do good to others or to injure them. And every nation has its conception of good and bad. It therefore means that while the same subjects will be taught in schools with a national bias as in those without it there is bound to be a difference between the ultimate ideals of education in the two cases. And it is these which will determine in the long run whether education is a blessing or a curse.

IT was not a narrow nationalism that the lecturer placed before the conference. It was nationalism consistent with the welfare of humanity as a whole, the kind of nationalism of which Mazzini was the great prophet. She observed: “A free country speaks of fellowship with the world. We must knock down barriers and face the world on equal terms..... Mere independence in isolation is not freedom. It is death.”

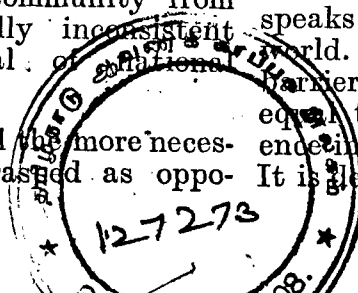
IT was quite appropriate that she should have emphasized the special role of women in any scheme of national education. It is not merely due to the fact that they constitute one half of the nation and that so long as they are ignorant the nation would continue to be maimed and broken. According to her there is a further and a really more important and basic consideration. “All throughout the human history the function of women, though often they had forgot it, was to be the messenger of hope, and the creator of faith. When things loom dark and when the bravest of their soldiers falter, it had always been the function, the mission, the duty and the responsibility of women to put new courage and create a new faith in men.” It is to fit women to play this supreme part in the life of the country that they should be educated on national lines.

IT is to be hoped that this inspiring message of one of the greatest of Indian leaders will be seriously pondered over by those who are administering “national” schools and who wish to see the national spirit permeating all the educational institutions of the country.

The University of Delhi

DELHI is the capital of India and the Chancellor of the University of Delhi is H. E. the Viceroy. In spite of this the

difficulties in the midst of which the University has to work are just like those that are being faced by some of the other universities in the country. The primary difficulty is one of lack of buildings. In delivering his address at the twenty second Convocation of the University, Sir Maurice Gwyer, the Vice-Chancellor referred to this on more than one occasion. The convocation ceremonies themselves had to be conducted on a modest scale—so modest that no person from outside could be invited to deliver the convocation address—because there is as yet no Convocation Hall. Building developments of all kinds had to be stopped and the several colleges could not as yet be shifted to the University area. As he observed, the University itself is finding it almost impossible to continue some of its activities at all because of the lack of buildings—buildings for the residence of professors, the ministerial and the subordinate staff, buildings to locate additional departments and hostels. How much troubled the Vice-Chancellor is in consequence of this situation is brought out by these remarks of his: “When I see on my rare excursions to New Delhi, new buildings springing up in all directions and so many stacks of bricks lying about as almost to obscure the landscape, I cannot help wishing that some at least of the latter could be spared for the purpose of creating permanent buildings on the University site rather



than of adding to the eyesores which appear to have resulted in the creation of a ninth city of Delhi. We fully recognise that demands connected with the War must have the first place, but we may plead nevertheless for some of crumbs which fall from the table of Dives".

ALL the needs of the University—the improvement of existing faculties, the creation of new ones, the extension of buildings, securing still better conditions of service for teachers etc.,—hinge on the question of finance. The Vice-Chancellor has appealed to the wealthy men of Delhi—especially those who have made large fortunes as a result of war—to make liberal endowments to the University. But we think it necessary for him to approach the Government of India and see that the University, of which the Viceroy is the Chancellor and which is located in the capital city of the country, receives large grants from the public revenues. Private endowments should be welcomed; but work in this University should not be postponed until private individuals become more magnanimous.

A great responsibility rests on Government and this is just the time when Government should come forward with liberal grants as there is a guarantee that in Sir Maurice Gwyer, the Vice-Chancellor they have a person of great eminence, liberal outlook and genuine interest in the cause

of higher education, who can be trusted to see that the funds are used so as to yield the maximum amount of returns.

WORLD CITIZENSHIP A NEW ORGANIZATION

BELIEVING that a new world organization can provide more effective machinery than the League for the peaceful settlement of disputes, the League of Nations Union is ready to change its own title in order that it may give greater help in winning support in this country for the new organisation.

Such support must however, "spring from the minds and hearts, of men and women," from a sense of community and a feeling of loyalty towards the central purpose, and from a real understanding of what that purpose is and of the obligations it involves. That is primarily a matter of education.

The council has therefore unanimously adopted a resolution welcoming the action of the Conference of Allied Ministers of Education in drafting a constitution for a United Nations Organisation for Educational and Cultural Reconstruction. It urges that this draft constitution, or some variation of it, should now be accepted by the Governments of the United Nations, so that this international educational organization may begin its work without further delay. The council "considers that the promotion of education for world citizenship should be among the main purposes of the United Nations Organization for Educational and Cultural Reconstruction.

—Times Educational Supplement.

BASIC EDUCATION CONFERENCE

(From Our Special Correspondent)

TO review the progress made during the past six years in the experiment of Basic Education in the various Provinces and States, a conference of educationists, professors and teachers was held at Sewagram from January 11 to 15. Representatives of various provinces, officials as well as non-officials, attended the conference.

Dr. Zakir Hussain presided.

GANDHIJI'S ADDRESS

Mahatma Gandhi opened the conference. As the Mahatma was observ-

become their servants in the true sense. Our compensation, if any, has to come from within and not from without. It should make no difference to us whether in our quest for Truth we have any human company or not. Nor does Nayee Talim depend on outside financial help. It must pave its way, whatever critics might say. I know that true education must be self-supporting. There is nothing to feel ashamed of in this. It may be a novel idea if we can make good our claim and demonstrate that ours is the only method for the true development of the mind. Those who scoff at Nayee Talim to-day will become its ardent admirers in the end and Nayee Talim will find universal acceptance.

"Seven lakhs of our villages which are to-day the symbol of our poverty in every sense," Gandhiji continued, "ought to become prosperous in the real sense. This prosperity will not come from outside; it will grow from the villages as a result of the labour of every villager. Whether this is a mere dream or a practical reality, this is the goal of Nayee Talim and nothing short of it. May the God of Truth help us to realise it.

"I want to draw your attention to another thing. I consider the Sewagram centre to be an ideal centre for conducting the central experiment in Nayee Talim, as it is here that the Charkha Sangh is carrying out its main experiments. Wardha is the centre for the other village industries. Experiments for the improvement of cattle, which is service of the cow in the true sense, are also being conducted here. Sewagram does not stand alone; there are nearly 20 villages lying about it in close proximity. Therefore, if experiments in Nayee



ing silence, his speech in Hindustani was read out by Dr. Zakir Hussain.

Gandhiji observed:

"Our sphere of work now is not confined to Nayee Talim of children from seven to 14 years. It is to cover the whole life from the moment of conception to the moment of death. This means that our work will have increased tremendously. Yet workers remain the same but that should not worry us. Our guide and companion is Truth which is God. He will never betray us. But Truth will be our help only if we stand by it regardless of everything. There can be in it no room for hypocrisy, camouflage, pride, attachment or anger.

"We have to, become teachers of villages; that is to say, we have to

Talim can be carried out in its most natural form anywhere, it is here. The various institutions mentioned above are not rival organisations; they are complementary and are calculated to supplement one another's efforts. That is the hall mark of love and unity."

PROGRESS IN PROVINCES

Representatives of various Provinces and States, officials as well as non-officials, gave an account of the experiment in their respective provinces.

Of the Indian States, Kashmir is going ahead with Basic Education, which, it is gathered, has made excellent progress.

Rai Saheb Ramsaran, representative of the Bihar Government, Mr. L. R. Desai of Bombay, Srimati Lavanyalata Chand of Bengal and Mr. Saratchandra Maharana of Utkal gave interesting accounts of the work turned out in their provinces.

RESOLUTIONS

The following resolution moved by Mr. Kishorelal Mashruwala, former President, Gandhi Sewa Sangh, was passed by the Conference: "The Conference is of opinion that education should be so organised that a normal adult pupil can earn enough wages during his period of training to defray his cost of education. This is possible only if educational institutions in the villages become producers of articles of use, and at the same time, the articles are of true educational value. To this end, the economic order of the country has to be simultaneously revolutionised. This double revolution in the economic and educational fields should result in a considerable enhancement of wages for both ordinary labour and skilled artisanship. The production of food, clothing, dwellings and other important necessities of life should

considerably be increased. Technical research should aim at making decentralised and small scale production economically successful. The new Talimi Sangh should raise the economic level of the village. The primary object of production should be internal self sufficiency of the nation and provide the means of happiness, instead of earning profit and interest through trade and commerce."

This resolution is now sent to the Hindustani Talimi Sangh, for setting up different sub-committees for implementing it.

The following are some of the other resolutions passed:

This Conference recommends that a committee, consisting of teachers engaged in Basic education and experts in various academic subjects and crafts be set up to work out, on the basis of experience, a scheme of correlated studies both according to subjects and units of activities based on all the three centres of correlation, namely the basic craft and the social and physical environment of the child.

This Conference recommends that the Hindustani Talimi Sangh should give full consideration to the question of post-Basic education as a system complete in itself and (1) draft a suitable syllabus for part-time continuation of courses for those who wish to live a fuller life and acquire further proficiency in their craft and (2) devise a diversified system of institutions to provide whole education for various types of aptitude on the basis of education through work, keeping in view the needs of national education.

This Conference recommends that the Hindustani Talimi Sangh should take steps to form associations for teachers and workers in Basic education, to create solidarity and inspire greater confidence among them.

HOW EDUCATION SUFFERS

By Prof. ANJILVEL V. MATTHEW, B.A., B.T., M.Ed.

'EDUCATION is a noble profession,' says the man in the street; and I agree, though when I do it I also feel a certain amount of irritation and anger. Why should I feel inclined to be displeased when my neighbour speaks well of my profession? The simple answer is that his admiration stops with words instead of showing it in some tangible form, he substitutes words for action. Already I am surfeit with words, I speak, speak, speak. In the History period I speak, in the Geography period I speak, in teaching arithmetic also my chief instrument of instruction is speech. Words are what I distribute with a free and generous will all around me and this, not only in the schoolroom but also outside it, with the result a shrewd man of the world can make out to which profession I belong by the way I speak. Now the irony of my fate is that what I try to stuff the minds of youngsters with is served out to me as sufficient food for my stomach; to speak more plainly, my stock in trade is made up of words, and society thinks that it does me sufficient justice if it gives me a few words in praise of my profession and that I can live on words. For, how else can I interpret the situation when I find that a primary school teacher in India gets the wages of an unskilled day-worker. Now-a-days even the latter person is often better off than a primary teacher. Recently, I interrogated some workers working on the road, and I found that some of them were getting Rs. 2 to 3 a day—these men are not entirely "unskilled"—and the least paid unskilled worker associated with them was getting a rupee a day. The primary school teacher still gets

about Rs 15/- and an allowance of about Rs. 5/- a month.

What about the secondary school teacher? He still gets his old pay of Rs. 45/- or 50/- if he is a graduate, even in such a place as the Province of Bombay. My impression of the comparative cost of living in different parts of India is that Bombay City is the most costly place in India, and that the cost of living in the province of Bombay is on the whole higher than that of any other Indian Province or State, though there are certain places in other parts of India more costly than many parts of the Bombay Province. This is not a study in economics, nor do I base these remarks on statistical data; this is my personal opinion. Even in this province, there are many secondary school teachers who are paid more than Rs. 50/-, but there are hundreds of teachers in different districts of this Province who consider Rs. 40/- a good start—even an anioable start—for a graduate teacher. There are even B. T.'s who get less than Rs. 40/-, at least there were, until two years ago. During these days of inflation, and consequent distress suffered by all those who get low or moderate fixed incomes, some secondary teachers get a dearness allowance of about Rs. 10/- and some a little more than Rs. 10/- (for instance many Bombay city teachers get Rs. 14/- as allowance, and teachers in Government service in the Bombay Province get about 10 % of their pay on the whole as dearness allowance). While teachers as a rule, get about Rs. 10 as dearness allowance, the fact to be considered along with it is that the cost of living in general has gone about 3 to 4 times

of what it was three years ago. That is to say, a man who formerly required Rs. 100 to maintain himself and his family above need now requires about Rs. 300/- for the purpose. No wonder that during these days of privation many schools are understaffed, a number of teachers having left their positions in order to find more remunerative jobs elsewhere; and new graduates must have special reasons—such as a sense of idealism or special reasons of convenience or need for a practical life—if they enter into the teaching profession. It is not a matter of disgrace that men and women enter the teaching line as a profession in the same way as others enter into the legal, technological or medical profession. To put it even still more modestly, a person becomes a teacher on the whole for the same reason that he chooses to be a carpenter or a tailor or a mason. A worker is worthy of his wages in all these avocations, and any single person entering into any of these avocations can carry with him a high ideal of duty and of service to his fellow-men. Is a teacher's work more important than that of father or mother, and how many examples do we come across of people who stop to think before they marry whether they fit to play the part of ushering in, educating, and upbringing a few members of the next generation? My point is not that the teacher should not have a high sense of duty and service, but that where thousands on thousands of men and women are wanted by society to work as teachers, it has no right to expect that these "innumerable hosts" should be in their moral and spiritual attitudes and points of view any thing other than the bulk of the people from whom they are recruited. If we expect them to be higher than the ordinary

rut of people, if we expect them to be a select lot, then we should have been prepared to treat them better than we treat others. What right have we to expect better things of teachers, when we employ them with remunerations worse than those of other skilled workers? What teachers ask of society is neither pity nor favouritism, but justice. When it denies them fair-play and justice, what right has it to expect from these under-dogs the role of select leaders of society, of upholders of its sense of values and moral principles?

Some people think that the Sargent Scheme envisages a very generous treatment for teachers. I do believe it is generous in its recommendation regarding the pay of headmasters, especially of the bigger high schools. But I do not notice any special generosity in offering trained teachers Rs. 30-1-35-3/2-50 p.m., and it is what has been proposed in the much talked of Sargent Scheme. This is, if I remember right, actually worse than the Paranjpe Scale that was in operation for a few years in the Bombay Presidency in the twenties of this century. A teacher, after passing the qualifying general examination and undergoing a two-year training, should according to the Sargent Scheme get a starting salary of Rs. 30/- a month; and after fifteen years of continuous active service he should reach a maximum of Rs. 50/-. Is this too generous a proposal? A public that has a tendency to regard this an unreasonably generous scale has no right to condemn teachers if they do not regard their work as carrying a halo of sanctity round it. This is one aspect of the profession of teachers. But there is another aspect which a teacher may stress in addressing his fellow-teachers, and

INTELLIGENCE TESTING IN INDIA

By Mr. K. SAGAR, M. A., B. T.

"Some of the citizens have power of command and in the composition of these God has mingled gold....., others he has made of silver to be auxiliaries; others again who are to be husbandmen and craftsmen he has composed of brass and iron....."

Republic (III, 415)

INTELLIGENCE Testing is one of the greatest achievements of Practical Psychology. Intelligence Tests have been of immense value for selection purposes and in vocational guidance. Great work has been done on these tests in almost all the progressive countries of the world. India also had a little share in this great work. A brief account of India's contribution is attempted below:

Dr. Rice, late professor, Forman Christian College, Lahore, was of the first pioneers. He translated Simon Binet Point Scale Tests into Hindustani and Punjabi and administered them to about 900 students of different communities of the Punjab.

Continued from preceding page.

that is that in spite of all handicaps we should uphold a certain professional standard in whatever we think and do. A good carpenter or tailor or barber has his standard of conduct and proficiency, unuttered in speech or writing though it may be; and if our man, whoever he may be, ignores it, we entrust our work to someone else who has a better sense of what he owes his customs. As teachers we too have to maintain for ourselves a standard of values and an unwritten code of honour. My view regarding this second aspect of a teacher's profession will be given in the next month.

INDIAN POINT SCORES BY CASTES AND AGES.

Age	Churahas	Christians	Mohammedans	Sikhs	Brahmins	Non Brahmins	Total
	No.	Median	No.	Median	No.	Median	No.
VII							
VIII							
IX							
X							
XI							
XII							
XIII							

The first figure shows the number of the caste and age indicated—the middle figure the median score and the next figure the semi-inter quartile range (Q).

The table in the previous column shows the distribution of intelligence caste wise:—

Dr. Rice concludes, "Examining the median scores made by the Christian boys, we find that, they, with the Brahmins, score from 4 to 16 points more than the others at age VII, and from 12 to 20 points more at age VIII, the Christians scoring 4 and 14 points at the same respective ages above the medians for the entire year-groups. At ages IX and X the Christians' medians fall below others by 7 to 19 points and below the total by 8 points. At age XI they are slightly above average but fall much below the Sikhs, who here and at XII, score highest. At XII they fall below all but non-Brahmins Hindus, but at XIII, with them they again exceed the total median."

"These indications lead us to anticipate that in the Christian boys from the depressed classes we are not dealing with a necessarily inferior mentality. To find that 38% of them equal or exceed the median H. I. Q. (Hindustan Intelligence Quotient) of the Brahmins, and that 47% equal or exceed the median H. I. Q. of the entire population, should sufficiently gratify any sentiment favourable to their emancipation."

Dr. Rice has emphasised the point that in spite of the difficulties the depressed class boys have for obtaining education and in spite of the handicaps due to their environments they have been able to put up a good show as compared with other communities.

However useful this study may be, it is not wide enough to justify generalisation. It shall have to be admitted, as has been shown by Mr. Kamat's study and by the studies of

so many others in the West, that heredity and environment do play some, if not a great, part in determining the intelligence of an individual.

Mr. Kamat has collected data in respect of each person tested, as regards his intelligence, caste, social status and the profession of the parent or guardian. Dr. Rice, too, seems to have done the same, though he has not reproduced it in his book. Mr. Kamat's data is too voluminous to be given here. His results, however, may be summarised as follows: "The parents of the 10 feeble-minded, by occupation, belonged to the lower classes; the occupations of most of the parents of the borderline cases were of the middle or lowest order. The occupations of the 22 geniuses showed that they were almost all from superior classes."

It would not be too much to infer that if children are kept in hostels maintained by the State, there would not be so much disparity in their intelligence.

Mr. Kamat divides the population of children into the following classes as regards intelligence and suggests the treatment each class needs:

Class	Requirements	Range per cent of the population I. Q.	Per cent of the population
Near Genius or Genius	Special attention by the State.	140 and above	1.5
Extraordinary	Special classes in ordinary schools.	130 to 139.2	3.5
Very Superior	do.	120 to 129.9	9.0
Superior	do.	110 to 119.9	15.0

Class	Requirements	Range per cent I. Q.	Per cent of the po- pulation
Average	Ordinary schools	90 to 109.9	42.0
Backward	do.	80 to 89.0	15.0
Very back-ward	do.	70 to 79.9	9.0
Borderline	do.	60 to 69.9	3.5
Morons	Special schools.	40 to 59.9	1.5
Imbeciles	Intitu- tions	20 to 39.9	
Idiots	do.	Below 20	
			100

In India where the aim of education is considered to be passing the examination, it is too much to expect the teachers to pay any attention to the welfare of the individual. There are hardly any schools where the intelligence of the students is tested and some attempt made to treat them according to their mental calibre. It has not been realised that it is a great wastage to let the students of extraordinary intelligence drag on with the average or the dull, and that it is criminal to make the dull child suffer for not being able to keep pace with those of higher intelligence. It may not be possible to classify children strictly according to their I. Q. or to start different sections for boys of superior or of very low I. Q.; but it is not difficult to make arrangements within the same class or section, so that the intelligent children have the opportunity of using their superior intelligence.

Mr. Jalal-u-ddin, late Superintendent, Reformatory School, New Delhi, did something in this direction. He determined the I. Q. of the inmates of the school on Hindustani Binet Point Scale Tests, translated

by Dr. Rice. He weeded out all the boys who had an I. Q. below 60 from the study class and made special arrangements for giving them instruction. He assigned different industries taught in the school, to different students according to their I. Q. For instance, he put boys of higher intelligence to the Carpentry class and of lower to gardening or farm work. He gave due consideration to the tastes of the students and the homes they came from. He also utilised this study in understanding the problems of the individual criminal and assisting him to solve his difficulties.

Mr. Jalal-u-ddin collected data in respect of 106 boys, their I. Q., the average marks in school examination for three years and their ability in the respective trade. The table below summarises the results:

160 and above	1	16	15
130 to 159	5	25	28
100 to 129	22	16	22
70 to 99	54	14	23
40 to 69	22	25	16
Below 40	2	10	4

From this data the following deductions could be made:

The Median I. Q.	86.2
25 percentiles	72.4
75 percentiles	102.8
The co-relation between I. Q. and examination marks	96 appr.
Co-relation between I. Q. and industrial achievement.	98 appr.

These results show that the juveniles in the Reformatory School were generally of a lower intelligence.

Secondly that the boys having higher I. Q. were all round good while those having lower I. Q. were all round bad.

There are humbler attempts made in Intelligence Testing by other teachers also, which may be as useful

and important as these but their account has not become public.

Work has also been done on Group Intelligence Tests by J. Manny of the Ewing College, Pt. Jha of the Benares Hindu University, Mr. Jalota of the D. A. V. College, Lahore, Mr. R. R. Kumaria, Central Training College, Lahore, Dr. Lalit Kumar of Lucknow Teachers Training College and Mr. Jalaiddin of the Reformatory School, New Delhi. But their efforts do not seem to have been so successful as to recommend them for universal use in India. The most constant use of these tests has been made by Mr. J. H. Warnshuns and Dr. Mason Olcott of Vellore.

Recently, the work of Intelligence

Testing has been taken up by the Military authorities for selecting the personnel for the Army, Navy and the Air Force. We hope that the tests they are employing may be standardised and be used by the Civil authorities and also by the educational institutions.

A scheme of education reform, like all others, presupposes investigation and research and there is no better or quicker way of investigation in education than the administering of Intelligence Tests on a mass scale. Experiments on Intelligence Tests will yield valuable results which can guide us in framing our education programme and in carrying it out.

FROM THE PUNJAB MAIL

Prof. HENRY MARTIN, M.A. (Oxon.) O.B.E.

THROUGH quiet evening's mellow radiance
Runs on the rubbing train;
In moving panorama glide and glance
The dear sights of the plan—

Far-stretching green of cotton, cane and maize,
Dark-shadowed mango topes;
And, purple in the sunset's golden haze,
The far off mountain slopes:
The slowly homing herds of buffalo;
The tender bluish mist
Of smoke that over villages hangs low;
Temples and mosques sun-kissed;
Women in rainbow saris round the wells,
With pots of flashing brass;
The small humped Indian cows with jangling bells
Crossing the shadowed grasses;
Lines of proud camels on the dusty roads,
That slowly go and come;
The zamindar who, plough on shoulder, plods
Wearily to his home.

The sun has set; in short-lived twilight grey
All hueless lies the plain;
And now in deepening gloom it fades away,
Through darkness rolls the train.

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[*Topes* = plantations, *Saris* = shawls, *Zamindar* = farmer]

TEACHERS IN SOCIAL LIFE

By Mr. K. G. WARTY, M.A., B.T.,

Headmaster, Thalakwadi High School

It must be rightly recognised that the reputation of a school depends upon the organising capacity of its head. In old days also the fame and



their rules and circulars or by the managing bodies of our schools. The head-masters find no place in either management or direction except that they are held responsible for these offices both by the Government and by the managers. Any attempt on the part of an enthusiastic head-master to tread a new path with a clear objective before him is sure to incur displeasure of the higher authorities. The reason is that every one is satisfied with himself and his surroundings and none wants to put in an extra amount of energy in the work. It has been my experience that if any one tries to put in some new life in the school, he has to dissatisfy his assistants, his superiors and also our government officers, with the result that he has many a time to lose his job.

RESPONSIBILITIES OF HEAD-MASTERS

But all the same, the responsibilities of a head-master are many and great. As the Sargent Report says, "The High School is in one sense the backbone of a national educational system for it is to the High School that the country must look for the preparatory training of its leaders and experts in all walks of life." The Head-master is expected to be the inspiring figure in all school activities, curricular as well as extra-curricular. The whole organisation of the school, the systematic adjustment of the programme of studies, the introduction of progressive methods of teaching, maintenance of tone and discipline among the pupils and in school routine are all dependent upon the capability of the head-master. All care should therefore be taken in reputation of the head of the school (usually known as *gurukul*) could attract pupils from different parts of the country. In England, the public schools attained the reputation through their headmasters like Arnold and Thring. We in India, have not yet been able to produce headmasters of great repute. If there were any capable head-master, they could not do much because of the faulty system of education introduced in the country by the Government. Our system has no aim to be achieved; and the head-masters could have no initiative in educational matters. Even to this day when we know what our requirements are, the head masters are asked to carry out instructions left to them by the Government through

selecting a person to fill this important post in the school world. When once the selection is made the head-master should be given a free hand in the organisation of his school where he ought to be the supreme authority. A story is narrated of a head-master of a high school in England that he did not kneel down before the king when the latter visited his school as long as he was within the school premises. When the king was outside the school house, the head-master knelt down and begged His Majesty's pardon. When asked for the reasons of such a behaviour on his part, the head-master is said to have explained that within the school premises, he wanted to maintain his supremacy and impress it upon the minds of the young pupils. We cannot vouchsafe the truth of the story; but it is an illustration of the authoritative position of the head-master in a school. Here in India the school teacher, whether an ordinary teacher or a head-master is looked down upon. He has no position in society and no status in the eyes of the public. He cannot command even as much respect as an uneducated constable would do. It is mostly due to the fact that education itself has lost its value under the British Indian system.

POSITION OF SECONDARY TEACHERS

In the field of education the head-masters, teachers and those who have made a special study of educational problems should have the final word. In India, every one but these have their say. Many a time we find funny instances of some parents knowing nothing of educational science giving instructions to teachers how they should teach their children. In their own field they are only dumb driven cattle, without any initiative or enthusiasm. Teachers

are the persons who are doing real national service in the cause of the national regeneration; but neither outsiders nor the teachers themselves have so far realised this. For such a state of things we ourselves are responsible. We have not tried to assert ourselves. Many of our conferences have been presided over by politicians and persons in authority but not by head-masters or teachers. Conferences of secondary teachers have more often been guided by those who had very little to do with secondary education. We have studiously endeavoured to deny all opportunities to those of our own fold. For instance, the Bombay Government was kind to give the Secondary Teachers' Federation representation on the Board of Secondary Education and a professor who had no experience of a secondary school represents us on that Board. Secondary school teachers who have opportunities of voting at the University elections as registered graduates or in some other capacity, do not find it convenient to vote for a secondary-teacher-candidate. Even in the University bodies, it has been my sad experience that the teachers have looked to their personal interests and gains forgetting the possibility of possessing all these gains if they all unite and form a group of members watching the interests of secondary schools and teachers. Due to the early efforts of Principal Marzban, and Prof. M. R. Paranjpe the position of secondary teachers was improving in the University but since that time the University affairs began to be managed and controlled by interested groups and cliques under the garb of democracy, and the situation is getting worse every day. Almost all secondary teachers in the university are under the thumb of some powerful leader of a group and those who show any spirit of

independence can have no escape at all to bring about any improvement. All these things shall surely come to an end when we secondary teachers make up our minds to assert ourselves whenever there is any occasion to do so.

TEACHERS IN SOCIAL LIFE

It must be, however, admitted with regret that the teachers' profession has gone down in the estimation of the public. As matters stand, even our divisional officers cannot command as much respect as an ordinary revenue clerk or a sub-inspector of police. I know of an instance when an Educational Inspector of our division was asked to vacate his front seat in a public bus to make room for a Sub-Inspector of Police. Many a time our courteous behaviour and goodness too are misrepresented as our weakness. One can imagine what is the position of the head-master or an assistant teacher in social life when our high officers are treated with such scant respect. If we want to regain our rightful position and enjoy a status which we deserve by virtue of the importance and sacredness of the work we are performing, serious efforts will have to be made by teachers, head-masters, Inspectors and all working in this department to prove and show by our actions and behaviour that we deserve a higher status and better consideration at the hands of the public. Our Educational Inspectors and their offices have also developed a peculiar attitude of authority over even the privately managed institutions that are at some sacrifice to themselves and in the interests of education in general, trying to co-operate with the Government whose duty it is to start and maintain institutions for the education of the younger population. We

claim from the Government officers as friendly a treatment and as respectful an attitude as an ordinary educated citizen at least would get. I assert it with all the force I can command that the heads of private institutions are not subordinate officers to the Educational Inspectors. Respect begets respect. Let us therefore begin to cultivate mutual respect for all who are working in the field of education whether they be high officials of the department or a clerk in an out-of-the-way village school, from outside will follow.

TEACHERS IN NATION-BUILDING

We, teachers, are the natural leaders of our pupils inside as well as outside the school compound. Various factors are responsible for the lowering of our status. One of them is the lack of respect for their teachers on the part of the pupils themselves. The discipline in schools has been very much undermined owing to political movements in which our pupils are often dragged by our so-called leaders with a view to serve their own ends. It is my firm belief that if every one of us does his duty entrusted to him by elders or by his position in life and makes it a point not to dabble in matters in which he is not concerned we shall serve our nation best. The anti-national movement carried on by some people under the supposed sanction of the Congress couple of years ago has done enormous harm to the real interests of the nation as a whole and nation building activities in particular. Sentiments, no doubt, play an important part in our life. But they should be always wedded to reason and it is the task of the teacher to bring about this happy combination. Pupils studying in our schools are found claiming allegiance to some other movement or institution outside

the school. I hold that all youth movement, volunteer corps or scout-craft which are now controlled by non-teachers should be entirely controlled by teachers only. Unless we come forward to undertake this task in right earnest and in all sincerity we have no hope of regaining our position among the pupils who are being led astray by constant appeal to their youthful sentiments and exploited for self-aggrandisement. You will be surprised to find that the programme of work chalked out by the Congress organisation called Rashtreeya Seva Dal is practically the same as that followed by the Hindustan Scout movement. The Sargent Scheme also envisages the expansion of the youth movement as an adjunct to education and it should be made possible for the Government, the educationists and the political leaders to co-operate and find out a happy way of inculcating discipline among the pupils through such youth movement as Hindustan Scouting founded on national sentiments and requirements.

EMOLUMENTS OF THE TEACHERS

This is easier said than done. Teachers and even head-masters are meagrely paid and they have to work extra periods outside school hours to make their two ends meet. We cannot with clear conscience ask our assistants to spend an extra hour for such an organisation of pupils without extra remuneration. The Department with all tall talks of reorganisation and post-war development have not yet considered this aspect of the problem in education, namely, that a discontented class of workers can do more harm than good to the cause of education. Teachers are very rarely found working whole-heartedly, because, they find everywhere around them, injustice, disrespect, poverty

and lack of appreciation. The position of head-masters is no better than theirs. They have an additional responsibility of satisfying their assistants and the pupils on the one hand and the immediate superiors and the departmental officers on the other. Between these two ends he is often tossed without any relieving feature by way of either position, respect or status or adequate remuneration. There are schools where the head-masters draw as low a salary as Rs. 50/- a month. How can we expect him to maintain his position in social life with such an income? It is indeed a hopeful sign of the future that the Sargent Report has proposed higher salaries for the teachers and the head-masters. But the recommendations of the report in this respect are far beyond the practicality of the situation at least in the near future. I am afraid nothing will come out of the scheme except the waste of paper on which the report is printed and waste of money and time which the members of the Advisory Board have devoted to its preparation.

But it must be admitted that unless the economic position of teachers is improved, very little of substantial nature can be achieved. From my point of view the department can lay down immediately a moderate scale of pay for the adoption in all schools, a scale which can be worked out with some financial adjustments. I venture to suggest that a trained graduate in a secondary school should start in normal times with Rs. 50/- per month with a maximum of Rs. 130/- to be reached in say 20 years. The head-master of a high school should receive not less than Rs. 150/- a month with a maximum of Rs. 250/- to be reached in about 15 years. This scale may look to be low when compared

with the recommendations made by the Sargent Scheme. According to my rough calculations it is possible to adopt it immediately if the ways I suggest are accepted by the Government.

A SAD DISPARITY

One of the ways is of removing the inequality in pay between the teachers serving in Government High Schools and those in private schools. Persons with same qualifications, same kind of work and the same responsibilities and living in the same locality in which the cost of living may be the same should receive, as a matter of fair play, the same remuneration. If more is spent than is warranted by circumstances, it is a waste. The preferential treatment of Government teachers is also responsible for the adoption of an air of superiority on their part. It has been my sad experience that some Government assistant teachers and Assistant Deputy Inspectors think that their position is higher than even that of head-masters in high schools managed by private bodies. The whole profession, therefore, must be put on equal footing by adopting the same scales of pay for all teachers and all head-masters, Government or non-Government.

My second suggestion is that the rates of fees should be raised in all Government and non-Government schools. Higher rates will bring in more money. Allotment of more freehips may also be made to enable poorer pupils to take advantage of secondary education. The Government and non-Government schools situated in the same locality should be compulsorily made to adopt the same scales of salaries for teachers and the same rates of fees for pupils. Competition between schools if there be any should be based on better

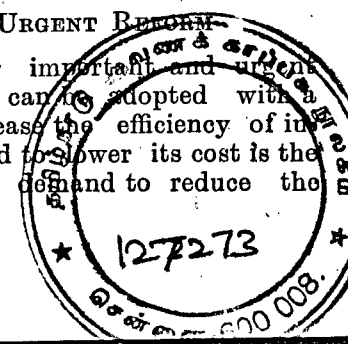
teaching and better efficiency and not on lower or higher fees and payments.

SYSTEM OF SALARY GRANT

The financial situation can still be improved if the present system of allotment of grants is properly reorganised. The system as at present worked out has neither principles underlying it nor it is conducive to efficiency. This huge amount of money is scattered away according to the sweet recommendations of the Inspecting Officers and Departmental heads. Those schools which spend more get more and those who show better results by spending less are starved by the Government. Economy and efficiency are the words which have no place in assessing the grants. The assessment is based on the total *admissible* expenditure, and what is *admissible* and what is not is not clear to the managers of institutions. If the whole system is based on some definite principles, say a fixed percentage of expenditure on salaries of teachers according to the scales laid down and a fixed rate per pupil in the school according to the efficiency of the school as determined by the Educational Inspectors after taking into consideration the results of public examinations and general standard of teaching and equipment, the amount will be better utilised and better results will surely follow. The system of salary grants is followed in England too. If such a method is adopted in our country much of the discontent that is prevalent at present will disappear.

AN URGENT REFORM

Another important and urgent reform that can be adopted with a view to increase the efficiency of instruction and to lower its cost is the oft repeated demand to reduce the



duration of the school course. I firmly believe that the whole school course can be finished in ten years as is done in all English Teaching schools in our own presidency. All other provinces in India except Bombay have a secondary school course of six years only and yet at all-India competitive examinations candidates of those provinces only carry the palm. Are we really so far behind other provinces in intellectual standards? In this very province again are those who speak some recognised language inferior in intellect to those who have no such language so as to require two more years to finish the same course? If the pupils in other provinces as also the pupils in English Teaching schools in our own province can cover the courses of studies prescribed for a public examination like the Matriculation, S. L. C., or the Cambridge in ten years why should others be denied this saving of years? Moreover this reform would save the expenditure of one year not only to the parents but also to the managers of schools. The grants-in-aid would also increase proportionately. All the Committees so far appointed by the Government have expressed their opinion in favour of this reform. The Sargent Scheme too advocates the adoption of six years' course for the secondary stage. This reform is thus long due.

I have ventured to suggest these measures for the consideration of the Government because I believe the Government is really serious about the reorganisation of our educational system. The immediate adoption of these measures will, moreover, release a big amount which can be utilised in improving the economic status of the teachers who do the most important national work. Throughout the present system, there is wastage, stagnation; lack of imagination, want

of systematisation and of progressive ideas in matters of finance, in matters of administration and in matters of teaching. I am reminded of the remarks of Principal R. V. Parulekar, who in his book on *Literacy in India* observes:

"Of all the evils which afflict the Indian system of education perhaps the worst has been the tutelage of its teaching and administrative staffs. This has had a two fold effect. Firstly the teachers have not been able to give their best, and secondly administrative staffs working under the surveillance of the departmental heads have found it impossible to depart from routine and take initiative to explore fresh avenues of reform. This has been the fault of the system rather than of individuals, because the fear of expressing views which may go counter to those of persons in authority has helped to stifle all initiative. Unless the system is so changed that this spirit of apathy and implicit acquiescence yields place to one of fearless inquiry and expression, there is little hope for the future of Indian education."

STATUS OF THE ASSISTANT TEACHERS

It is upto the educationists and heads of educational institutions to create a hopeful atmosphere for the future, by fearlessly expressing their views for the consideration of those in authority. It is also incumbent on the part of the head-master to see that proper relations are kept up between the management and the teachers. Though the importance of a head-master in the educational machinery cannot be minimised he has always to depend upon the goodwill and co-operation of his assistants. All the credit that he may claim for his work is mainly due to his assistants. Many a time he has to be strict

and also harsh towards them; but all the same the head-master does appreciate the work that they are doing to keep up his ideals and standards of efficiency and teaching in our schools. We should, therefore, do all in our power to support the legitimate demands of our assistants to raise their status—economic and social. Holding of such separate conferences should not prevent us from joining the secondary teachers' conferences. Let us always remember that we head-masters and higher officials belong to the same fold and form a part of the whole teaching profession.

The head-master of a school has to deal with all kinds of people. He has to be courteous towards the parents; submissive to the wishes of managers and many a time even of individual members; persuasive towards the pupils; and responsible to the Government officials for the efficient conduct of his school. Above all he has got to be well posted with rules, regulations, modern methods and experiments in education. In short, he should equip himself as an authority on all educational matters and be in a position to guide those who seek his advice and rule with a firm hand in his own domain. Though

he may not find sufficient time to be a moving figure in the social activities of the locality, it is possible for him to establish social contact with the public by attending as many social functions as possible. He may himself arrange on behalf of his school, lectures, debates, parents' days, social gatherings, physical demonstrations, art and craft exhibitions, dramatic performances and such other activities wherein the parent can be invited to co-operate. The school programme should be full of such extra-curricular activities. The school should be the centre of all activities in the locality, and to make it such depends on the capacity and will of the head-master. By these means shall we be able to create a truly national minded pupils based on the sound principles of reason and action, to build up a useful and respectable profession of teachers, and to raise ourselves in position and status in the eyes of our society.

I hope we shall all prove ourselves worthy of this work before us.

[From the Presidential Address delivered by Mr. Warty to the Karnatak Headmasters' Conference held at Dharwar.]

THE TRUE FUNCTION OF TEACHING

"It is only when the teacher clearly appreciates the instrumental character of his work that teaching fulfils its true functions of causing others to learn. And 'to learn' here implies power to do as well as power to understand: it means the attainment of knowledge in the sense of power to deal effectively with situations."

— J. Welton.

ENGLISH POETRY IN SCHOOLS

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

ABOUT a year ago, the S. S. L. C. Board sent a circular to all high schools calling for their opinion on the advisability of deleting story poems in English II paper at the



S. S. L. C. public examination, and substituting a prose passage for precis-writing in the place of the poem. The reason given for such a contemplated change was that the generality of school final candi-

lates were unable to appreciate poetry pieces and elucidate the main content of even simple, narrative verses. No greater evidence is needed to prove that the study of poetry in schools has not been quite a success.

THE AIMS OF TEACHING POETRY

The main purpose of teaching English poetry is admittedly to awake in pupils a love for the beautiful in thought and language as well as the cultivation of their finer emotions. When properly selected and taught, poetry is bound to broaden and deepen their emotional nature and enrich their moral being. To their imagination and understanding, poetry makes a strong, natural appeal, and it must become the aim of the teacher to develop this by means of suitable poems. Young pupils in the lower forms take delight in reading and reciting nonsense-rhymes and jingling verse. As they grow in age and knowledge, they learn to appreciate more serious verses by reason of their pleasing rhythm and musical qualities.

Poetry, therefore, becomes to pupils of all ages a constant source of pleasure. And it is this pleasurable experience of poetry, its beauty in outward form and its content or inward meaning, that makes its teaching so valuable and worthwhile in schools. When pupils are young, they generally have a retentive memory and hence a natural capacity for memorising good pieces of poetry. The object of making pupils learn them by heart is to provide them with a storehouse of beautiful thoughts which will enliven and gladden, even inspire, their lives in after years, and help to develop their appreciation of all that is good and lovely, noble and delightful. It is for this purpose of providing a means of beautifying life that the best kind of English poetry should be taught to pupils in schools and colleges.

Besides the chief aim of the study of poetry stated above, poetry must be taught also as a means to enable pupils to write good English and develop their powers of composition. Though this may appear startling, a good prose style can be cultivated by means of a proper study of good poetry. Poetry helps pupils learn to be precise in wording and phrasing, to be compact and concrete in their expression and style. Qualities of style such as precision, compactness, smoothness and harmony are all learnt unconsciously by a constant study of poetry. And when these qualities are infused into one's prose composition, one is able to write a clear, forcible and picturesque style. Great artists such as Tennyson may be read with profit to cultivate perfect phrasing. Also poets like Wordsworth, Newbolt and

Masefield may be studied with discretion with a view to cultivating a smooth, musical and pictorial prose style.

METHOD OF PROCEDURE

While the importance and value of teaching English poetry is recognised on all hands, the manner or practice of teaching it now obtaining, notwithstanding the enlightening theories and methods learnt in training schools and colleges, leaves much room for improvement. In the first place, the poems chosen for each form must be suited to the mental level of the pupils at each stage. Secondly, the teachers who teach them must be themselves able to appreciate the music, the metre and the rhythm of the verses. Their's is the task to help the pupils appreciate the form and thought of the verses they attempt to teach. Thirdly, in classroom practice, the poems must be properly read aloud by the teacher whose reading must be a pattern to his pupils. He must read them in such a way as to preserve a balance between the rendering of the metrical rhythm of the verses and the emphasis and expression necessary to bring out their meaning. A sing-song manner of reading poetry should be scrupulously avoided. He should see that he places the caesura or natural pause of the verse at the end or middle of a line, in its right position. Otherwise the cadence of the verses would be rendered monotonous by the rhythm.

A considerable part of poetry teaching must be devoted to proper reading and recitation of poems by the pupils. Apparently, reading and

recitation do not receive adequate attention in schools, and this may be one of the causes for the decline of interest in English poetry among high school pupils. Moreover, before a poem is taught, some hints have to be given by the teacher to enable pupils to understand the background or setting of the piece. After the reading is over, a general discussion with reference to the thread of the narrative or thought running through the poem, becomes essential. Then the teaching of each stanza is taken up in detail. Here the teacher need not labour to explain too minutely and precisely or analyse too closely or unduly every idea in the piece, for such a close explanation or paraphrase would rob the learning of poetry by young people of much of its charm and attractiveness. So teachers have to limit their explanations severely to those points where the meaning is not obvious, or is ambiguous or obscure. In every poem, there is the suggestive element, and the teacher must endeavour to help the pupils feel the beautiful in it and perceive its thought. It does not matter if the full significance is not grasped by them all at once, as they will surely get to comprehend it in after-years. After a whole poem is taught, it may be finally reviewed so as to impress on the pupils its musical qualities and poetic feelings.

Poetry is the wedding of beautiful sounds to noble thoughts. If properly taught, it is sure to receive a proper appreciation from pupils. In after-life, they will be encouraged to take to the study of poetry for instruction and recreation alike if the seeds of the appreciation of poetry are well sown when pupils are in schools and colleges.

THROUGH different PROVINCES

DELHI

CENTRAL ADVISORY BOARD'S DECISIONS

At the eleventh meeting of the Central Advisory Board of Education held at Karachi from January 16 to 18, decisions of far reaching importance in Indian Education were taken.

A Committee to consider the various matters affecting the conditions of service of teachers at all stages of education e. g., size of classes, hours of work, holidays, sick leave, etc., and another Committee to examine the best ways and means of selecting pupils or students for various stages of higher education and advising the parents and pupils in regard to the choice of careers, with due regard to the experimental work in this connection which is now being carried out in this country, have been appointed. The Standing Committees of the Board have also been reconstituted for the next three years.

The Board decided to circulate to the Provinces and the Universities a further report from Mr. Sargent, Educational Adviser to the Government of India, who recently visited the United Kingdom and the U. S. A., regarding the arrangements which should be made for the admission of Indian students to Universities and institutions of higher education overseas.

The Board considered at length the report of the Committee appointed to examine the administrative changes and readjustments that would be necessary amongst the various bodies concerned with the primary and secondary stages of education in implementing the scheme for post-war educational development.

BRITISH EDUCATIONISTS TO VISIT INDIA

Sir Walter Moberly, Chairman of the University Grants Committee in Great Britain, and Sir Cyril Norwood, President

of the St. John's College, Oxford, have been invited by the Government of India to visit this country shortly, according to a Government Communication.

Following the "very successful" visit of Prof. A. V. Hill last winter, the Communication adds, Government decided to arrange the visit this time on the arts side.

It is also stated that they would be prepared to deliver lectures on subjects on which they are accepted authorities.

INSTITUTE OF TECHNOLOGY

It is understood that the Government of India are appointing a committee to consider the establishment of a highgrade Technological Institute in India on the lines of the Massachusetts Institute of Technology. The Committee which may be presided over by Mr. N. R. Sarker, will consist of men interested in business, Applied Science and Technological Education.

RESEARCH INSTITUTES

Preparations are under way to establish within a year three out of five National Research Institutes sponsored by the Central Government. Sites have been chosen, plans have been made and construction will soon begin of the Central Glass and Silicate Research Institute in Calcutta, of the National Fuel Research Institute at Dhanbad and of the National Metallurgical Institute at Jamshedpur.

Part of the apparatus required for these institutes will be fabricated in this country while the rest will be imported from the United Kingdom and America. It is one of the objects of the mission of Indian scientists abroad to locate the availability of apparatus in Britain and America.

COMMITTEE FOR SCIENTIFIC RESEARCH

The Government of India have constituted a Scientific Consultative Commit-

tee under the chairmanship of the Hon. Member for Planning and Development, with Sir C. V. Raman, Sir Jnan Ghosh, Prof. Meghnad Saha, Dr. Nazir Ahmad and Col. Sir Ramnath Chopra, and some others as members.

The functions of the Committee will be to advise the Government of India on all general questions of policy relating to research throughout India and on any special matters relating to research which may be specifically referred to it.

MADRAS

INDIAN HISTORY CONGRESS

The Seventh Session of the Indian History Congress was held at Madras on the 29th to 31st. The Session was inaugurated by Mr. T. A. Austin and presided over by Dr. Surendranath Sen. Delegates from different provinces in India attended and a large number of papers were read and lively discussions on various controversial topics took place in which a number of members present participated.

Dr. Tara Chand (Allahabad University) was elected General President of the next session of the Congress to be held at the Annamalai University.

D. A. TO TEACHERS ENHANCED

The Government have passed orders directing that the amount of dearness allowance paid to teachers employed in aided elementary schools be increased from Rs. 4 to Rs. 8 a month, with effect from December 1, 1944.

FIRST GRADE COLLEGE FOR TIRUPATI

It is now definitely settled that a First Grade College will be inaugurated at Tirupati by the Tirupati Devasthanam Committee from July this year. It has been decided to affiliate the College to the University of Madras.

The College will commence with Junior Intermediate class and the Junior B. A. class (Third year class.) The remaining classes will be added on in the subsequent years. A commission set up

by the Madras University will be arriving at Tirupati this month to inspect the building for the College and to examine the details of various other administrative arrangements.

POST-GRADUATE COUNCIL IN MEDICINE

H. E. Sir Arthur Hope, Governor of Madras, inaugurated on the 11th January last, the Council of Post-Graduate Medical Education, of the University of Madras.

The Board of Studies in Medicine and the University authorities had been, for some time past, thinking of organising some method of giving post graduate medical education. And now the University was able to inaugurate the Council with the help of the Government.

BOMBAY

PROVINCIAL BASIC EDUCATION CONFERENCE

The Provincial Basic Education Conference was held at Surat commencing from December 26. It was inaugurated by Mr. I. H. Taunton, Adviser to the Governor of Bombay. The Conference discussed problems about the working of the Basic Education Scheme. The Conference also discussed the question of adequate accommodation for schools. The Conference will place its recommendations before the Provincial Basic Education Committee.

TATA RESEARCH SCHOLARSHIPS

The Trustees of the Lady Tata Memorial Trust are offering eight scientific research scholarships of Rs. 150 each per month for the year 1945-46 commencing from 1st July, 1945. Applicants must be of Indian nationality and graduates in medicine or science of a recognised university.

The subject of scientific investigation must have a bearing either directly or indirectly on the alleviation of human suffering from disease. Applications must reach by March 15, 1945. Further particulars can be had from the Secretary of the Trust, Bombay House, Bruce Street, Fort, Bombay.

C. P.**SCHOOLS FOR ABORIGINALS**

It is understood that with the help of Mr. Ghanshyam Das Birla, among others, a number of schools are being opened for the educating of the aborigines in Mandla District.

It will be remembered that Mr. A. V. Thakkar and Dr. Verrier Elwin among others complained against missionary activity among Gonds in this District.

LITERACY IN EIGHT DAYS!

Kunwar Dwarkaji, an educationist, is now engaged in making illiterate villagers literate in Sewagram through his new method called 'Literacy at a glance.' It is stated that he is meeting with remarkable success in his mission. It appears he is able to make an illiterate adult learn to read and write in eight days.

Mahatma Gandhi is evincing great interest in this work.

SIND**TEACHERS' CONFERENCE**

Alleged interference by the Sind Education Department in matters which they said were within their own purview, received severe criticism at the conference of the heads of all Sind aided schools, held at Karachi last month.

A committee was appointed to meet the Education Minister to draw his attention to instances of such interference.

The conference further asked for adequate representation for the secondary school teachers on the governing bodies of the proposed Sind University.

By another resolution, the conference requested the Government to share 50 per cent of the expenses incurred in giving dearness allowance to teachers.

PUNJAB**PUNJAB 'VARSITY'S RECORD!**

What will be a record for any University in the world in the number of examinees, will be established by the University of the Punjab, when it examines this

spring over 80,000 students who have already sent in their admission forms.

The highest increase is recorded in the number of matriculation candidates who are over 44,000 this year, 6,000 and 12,000 more than in 1943 and 1944 respectively.

Asked as to why this phenomenal increase in the number of candidates for University examinations, the University Registrar, Dewan Bahadur S. P. Singha, M. L. A., gave two reasons: first, marked improvement in economic conditions in the rural areas from which most of the matriculation candidates come and secondly the impetus provided by numerous openings in various services during war-time for matriculates and degree-holders.

ORISSA**SCHEME FOR COMPULSORY PHYSICAL EDUCATION**

Mr. B. K. Gokhale, I. C. S., Adviser to the Governor of Orissa, has prepared a scheme of physical education. His proposal is "to capitalise student psychology which is dominated by marks obtained at the university and class and other distinctions."

Mr. Gokhale proposes that the examination should be conducted by a Board of Examiners consisting of a Chairman, a Doctor and a Physical Instructor at each centre. The Chairman should be a prominent official or non-official unconnected with any particular educational institution. Girl students should be similarly examined by a Board of Women including a Lady Doctor. Private students should undergo the same examination, the marks for games and scouting etc., being allotted by questioning students about the games which they play and so on.

Mr. Gokhale said that once the university recognised physical education as a subject for the Matriculation Examination, schools would follow suit and introduce physical education as a subject at the Annual Examinations from Class I upwards.

He argues for the university to take it up and pass the necessary amendments to the University Regulations.

PUBLIC OPINION**Mrs. SAROJINI NAIDU ON NATIONAL EDUCATION**

"Every scheme of education that you may wish to evolve or expand or enrich must be drawn up in the context of the larger national life. For,



in every scheme of national education and progress that any one community might evolve for itself, the welfare of other communities is also inevitably involved" declared Mrs. Sarojini Naidu, inaugurating the Andhra Provincial Women's National Education Conference at Madras on January 17. Continuing she said:

"If you will understand that an integral part of national education is social intercourse, wide and varied, you will have helped as a solvent of the tangles and difficulties that make menfolk so cantankerous about matters political and public. Let men fight and enter the market-place, platforms and offices; but when they come home, let them be ashamed, without your speaking because you must stand before them as symbols of things which matter and not as a symbol of things which are transient and unimportant. When we grasp this central fact, then all the wrangles for jobs, positions, power politics,

titles, assemblies, offices, national governments may come and go, but, the ideals of patriotism and a nationalism that is above personal equations will remain. If your national Conference will help boys and girls to be brought up in that tradition and if you will teach your children that their duty is not merely to get on in the wordly fashion but that each must use his or her brain, talents, energy, time and strength in service, be it small or large or varied, then you will have fulfilled definitely the ideal of national education."

Concluding Mrs. Naidu said that no lasting work could be created out of resentment or anger. No great work could be turned out of temporary indignations, excepting as a gesture. Education must be broad-based on the people's needs, spiritual, intellectual, moral and material. Great ideals of national education must be evolved calmly, quietly, with steadfast devotion, not only for to-morrow but for many to-morrows to come.

C. P. GOVERNOR ON THE ROLE OF SCIENTISTS

Inaugurating the 32nd annual Conference of the Indian Science Congress Association on January 1, at Nagpur, H. E. Sir Henry Twynam, Governor of C. P., said: "The present war has been rightly described as a revolution rather than a war. It is a revolution which challenges all old established outlooks, and both the conflicting ideologies of Fascism and Communism have been largely influenced by the scientific approach.

Mankind is looking earnestly towards a future in which sentiment and romance will be superseded by science and technology".

Concluding Sir Henry observed: "We are groping our way towards a planned economy not only in the fields of agriculture and industry but in the wider field of human relationships generally. I for one welcome the discarding of old shibboleths and the substitution of new ideals based on the principle of the greatest material well-being of the greatest number. It is in this sphere that you, gentlemen, can add something to the sum of human knowledge. It is only through the application of science and technology, in industry and agriculture that a new standard of living can be achieved for the masses."

Sir C. P. ON STATE AID TO EDUCATION

Presiding over the annual school day of Kalyanasundaram High School, Tanjore, Sir C. P. Ramaswami Aiyar said that in this work-a-day world, to expect the teaching profession to exercise self-restraint would be to expect an impossibility. The State as the custodian of the public and public purse should take a lively interest and more responsibility in this important matter. Primary and secondary education was so important that University education should be left to private munificence and primary and secondary education should be the first charge upon the State finance and then only to public health. Education should not be lopsided as at present but the boys and girls should be given physical education in addition to intellectual development. He stressed the need for physical culture of the yogic exercises type, as that would give their children a harmonious deve-

lopment of body and mind which would last them till the end. The next point, the speaker emphasised, was the sublimation of the cultural aspect by leading them to vocations, that suited their aptitudes, on the lines suggested by Mahatma Gandhi.

SIR C. V. RAMAN'S APPEAL FOR SCIENTIFIC RESEARCH

"I envisage no future for anything in India,—industry or science,



or even democracy,—unless it is realised that devotion to intellectual knowledge must be the basis on which these are built up"—observed Sir C. V. Raman, presiding over the joint session of the Indian Academy of Sciences and the National Academy of Sciences on December 27, at Poona.

Discussing the progress of scientific research, Sir C. V. Raman suggested that industrial organisations in India, like their counter-parts in America, must directly encourage scientific research, as that would be the best policy even from the point of view of getting dividends.

According to Sir C. V. Raman, the time had now come when science academies should take the initiative as active promoters of scientific research, as in the West, rather than simply act as a publishing organisation.

EXPERIENCES FOR ELE. SCHOOLS

Schools should serve the needs of children. They need to learn to get along happily with other children and to work and play together. They need to learn to appreciate the other fellows' rights as well as their own. They need to learn to use initiative, to plan, to participate in group activity, and to judge the results of their efforts. They need to learn how to be good members of a family group. They need emotional security—to know that they are accepted and loved. They need to get acquainted with the community in which they live and with the great out-doors of nature. They need to learn to enjoy books, and music and art. And, of course, they need to be able to use the basic tools of learning—to read and write and use numbers.

There are many other specific needs that children have, contributed to: (1) Physical well-being; (2) Emotional security; and (3) Freedom to learn and grow needs: (1) Physical, (2) Emotional, (3) Mental, (4) Social, (5) Spiritual, (6) Aesthetic.

The activities that the school provides are expected to contribute to these experiences but they must be geared to the age of the child. They must be geared, too, to certain special conditions that are found among children of the same age. Some children race ahead of others in their learning capacity; others find it difficult to keep up with the ordinary pace of learning. There are physical handicaps that must be reckoned with poor hearing, defective eyesight, crippled body, a delicate constitution, a speech difficulty. There are personality difficulties, some children displaying signs of emotional instability, vindictiveness, or other form of social maladjustment. All of these special

conditions among children of the same age show increasingly the significance of the statement that "The school is made for children not children for the school." If all children had to fit into the same mould, it would be a sad day for children and for the world. Special methods of instruction and special types of equipment are needed for children who cannot see or who cannot hear. Many crippled children must have some way of being transported to school if they are to get there at all. Children who stammer, suffer endless embarrassment until a way is found to help them control their speech. Children with heart difficulties need a revised school programme with plenty of opportunity for rest. Children who cannot learn rapidly must not be made to endure unfavourable comparison with those who are near geniuses. Symptoms of behaviour maladjustment should be recognised early and treated sympathetically and wisely before the trouble gets beyond control of the school and brings the child into the court.

[Our Schools in the Post-war World, U. S. A. Office of the Education. Leaflet No. 71.]

Technical Education

The boy who has been equipped at the bench with basic skills of hand and eye, with the capacity for nice judgment and a ready adaptation of means to ends, with the mathematical techniques of which he has direct need, and a command of exact and careful language of statement, has already received no narrowly vocational training. If beyond these he has been given such a grasp of basic scientific ideas as will enable him to understand fully his own work and to

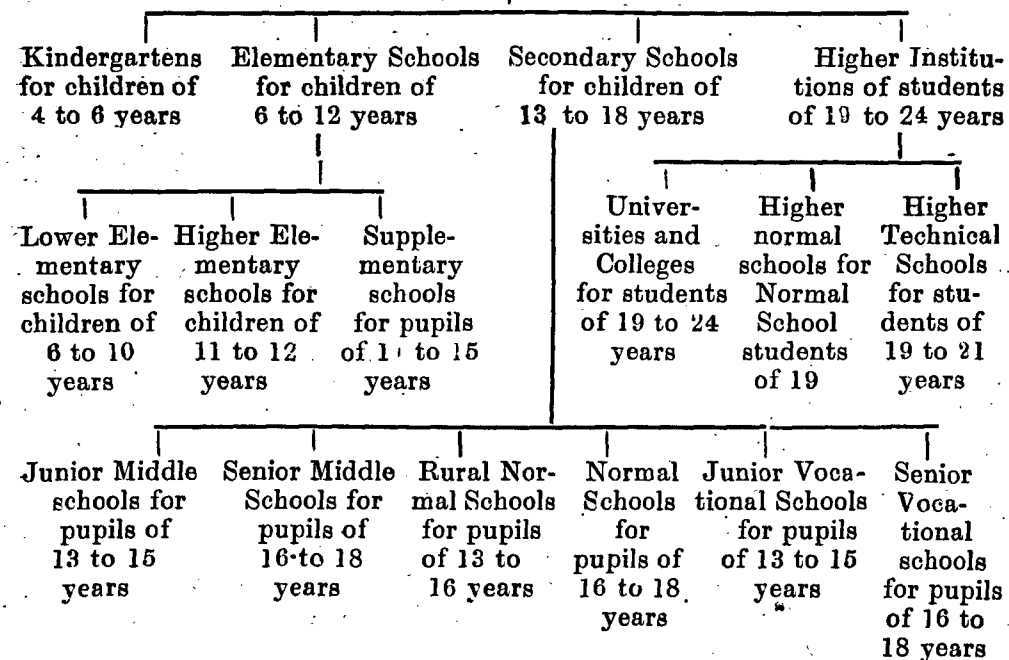
see something of the intimate interdependence of craftsman, technician and scientist throughout the whole range of industry, and if he has begun to think of his craft as the outcome of a living tradition, a phase in the process of historical change, a strand in the universal tapestry, he need fear no comparison with those nurtured in older forms of culture.

Such an education should be no by-road, but a highway leading each of its pupils to a destination appropriate to his interests and capacities, whether at the lathe or in the laboratory. It need not disqualify none of them from specialisation at the appropriate age in any of the formal academic disciplines for which they are fitted, but would eliminate a great part of the wastage of effort involved by the present system of teaching to all what

can only acquire significance from a further study that will only be undertaken by a few. It might break down the barriers between subject and subject, between school and life, and help to restore to English culture the toughness of fibre that has tended to disappear with the emergence of literature as a specialised study of imposing its canons on the unwilling and immature; for its approach to books must be as tools with which to explore life in all its aspects and while it recognises the claims of aesthetic experience it must refuse to draw hard lines of distinction between the diverse roads that converge at a common centre, to undertake the cultivation of sensibility *in vacuo* or to practise artificial insemination with inert ideas.

— *Times Educational Supplement.*

EDUCATION IN CHINA



— K. S. VAKIL.

Letters to Editor

POST-WAR EDUCATIONAL RECONSTRUCTION IN MADRAS

SIR, It is a pity that the Adviser-Government fell in line with the policy of the previous Governments in the matter of not taking into confidence the teaching profession in the formulation of educational reforms and that they could not have invited the president of the S. I. T. U or even a few Headmasters of Secondary schools to serve on the Post-War Educational Reconstruction Committee. The Committee was, however, fortunate in being guided by the Report of Sir Meveral Statham, who has attempted to fill up the omissions mentioned by him in his Minutes of Dissent on the Report of Central Advisory Board of Education. The special problems of the Women's Education, the Backward Classes, and of the Demobilised Soldier have been covered up in his report; and the complicated questions of the pre-primary education and the handicapped children have been postponed for consideration later.

Taking the main problem of mass-education, it is satisfactory to note that the goal of universal primary education is accepted and mended by the Sargent Report is not accepted as being urgent at once, for the purpose of bringing into vogue education with the ideal of citizen-building, education from 11 to 14 years will be taken up after the five-year-education is completed. But it is to be regretted that the programme for achieving the five-year-primary education is vague and indefinite. The phrase "sufficient population" should be clearly defined. During Sir A. P. Patro's ministership, a pro-

gramme of mass education commencing with villages having population of 5000 and above, then for those with 2000, then for those with 1000, and so on, was chalked out. The Government must have statistics with them, school-less villages in each district and must be able to announce now their programme of enforcing the five-year elementary education in the school-less villages. Financial implications of the scheme for each district and for the Province do not seem to have been worked out. The Sub-Committee does not emphasise the responsibility of the State in this matter, but leaves this vital question to "other agencies". It is stated that the Government will step in when other agencies are not available. I would suggest that the Government should start schools wherever necessary, and then think of handing over the schools to other suitable and reliable agencies who will continue the work. Else the question should be considered to be shelved and not tackled seriously.

It has ever been the policy of the Madras Government that the problem of adult education could be solved by the production of permanent literates out of the five-standard elementary schools. The decision of the Sub-Committee recognising the necessity and importance of adult education is to be welcomed.

While the percentage of illiteracy in the country is appalling and while teachers serving in the non-Government elementary and secondary schools eke out a miserable existence, it is strange that the Sub-Committee which recognises the "other agencies" as being useful for the spread of education, does not put in a word for the liberalisation of the Grant-in-aid Code but suggests enhancement of the scales of salaries of the Government Educational Officials in the higher grades.

BOOK-REVIEWS

WINNING THE PEACE by F. L. Brayne — Oxford Pamphlets on Indian Affairs, No. 25—Published by the Oxford University Press—Pages 32—Price 6 as.

Readers of *Socrates in an Indian Village* and *Better Villages* will hardly need to be reminded how keenly interested is Mr. Brayne in the vital problem of rural reconstruction in India. The transformation of the seven lakhs of Indian villages from mere muck heaps into things of beauty which are a joy for ever is a subject which is nearest to his heart and he is a practical reformer, not a dreamy visionary or impatient idealist. In this pamphlet entitled "*Winning the Peace*" which is a valuable addition to the excellent series of Oxford Pamphlets on Indian Affairs, he has some very useful suggestions to make as to how the demobilised Indian soldier can be made to play his part in a scheme of post-war rural reconstruction and can be prevented from being a misfit in the rural pattern or from becoming a grave menace to peace and order. Says Mr. Brayne: "If we are to fit the modern soldier peacefully back again into the ancient village, we must harness his comradeship, initiative and training to a

carefully planned scheme of national reconstruction, a great movement of rural development and culture" and *Winning the Peace* shows how this can be done by starting Better Living Societies, by raising the standard of living, by promoting rural industries for the small scale production of consumer goods, by starting schools where a re-orientated type of education will be imparted and by providing all the facilities that will minister to the welfare of women. For all this money will be needed on a large scale and hard-headed planning. But the picture that Mr. Brayne paints of the New Order in Home and Village, in the concluding section of his pamphlet, is so alluring that the task must be undertaken regardless of the cost as it is eminently worth while. The book is a valuable *Vade Mecum* to those who are interested in rural reconstruction in India. —V. M.

Here and There

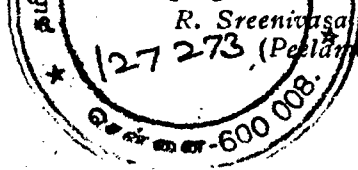
The Watumull Foundation of Honolulu, Hawaii and Los Angeles announces the appointment of Prof. Merle Curtis of the University of Wisconsin as its first visiting Professor to leading universities in India. Arrangements are being made with the State Department for Prof. Curtis to go to India some time in the middle of this year. He will lecture in India on American history, culture and civilisation.

The Governor-General-in-Council has nominated the following as members of the Central Advisory Board of Education in India for a period of three years with effect from November 21, 1944:—Rt. Rev. G.D. Barne, Rao Bahadur Sir V. T. Krishnamachari, Sir Maurice Gwyer, Sir Mirza M. Ismail, Mrs. Renuka Ray, Dr. (Mrs.) Malini B. Sukthankar.

Continued from preceding page
I pray that the Sub-Committee will view all educational problems in their true and proper perspective, and formulate proposals conducive of real educational progress in our Province.

R. Sreenivasulu Iyengar

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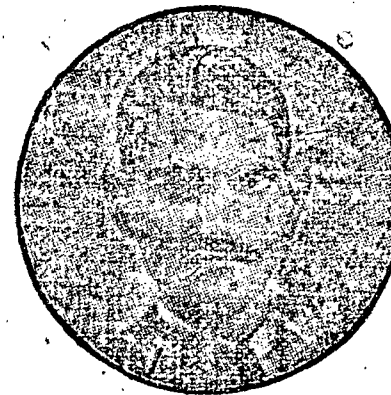
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