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MODERN HISTORY—IV Form
(In Telugu)

in accordance with the latest syllabus

By Prof. M. VENKATARANGAIYA, M. A.

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BRANCH IDATAM : : Branch : MADRAS

LIFE IN OUR SCHOOLS

Mr. J. Nigam

WHITHER OUR EDUCATION?

"An Educationist"

HISTORY IN SECONDARY SCHOOLS

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THE ART OF SETTING TIME-TABLES

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EDUCATION IN MYSORE—Government Scheme

SECONDARY EDUCATION IN MADRAS

— Details of Government Proposals

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EDUCATIONAL INDIA

A MONTHLY DEVOTED ON INDIAN EDUCATION

Editor : Prof. M. VENKATARAMAIA, M. A.

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EDITORIALS

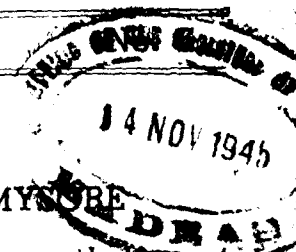
POST-WAR PRIMARY EDUCATION IN MYSORE

LIKE all other progressive States Mysore has prepared a comprehensive scheme for the Post-War development of primary education. In one or two respects it is slightly different from the general plan of Post-War Educational Development in India outlined in the Report of the Central Advisory Board of Education but on the whole it is, so far as the underlying spirit is concerned, similar to that plan. It recognises the need for universal primary education which has become an article of faith in all countries in the contemporary age; and it lays down the definite steps that the State of Mysore should adopt if that need is to be fulfilled not in some remote future but in the immediate present. It pays—at least in enunciating objectives—as much attention to quality as to quantity.

ONE respect in which it differs from the plan of the Central Advisory Board is that it proposes to accomplish its objective of making primary education universal in 15 years instead of in 40 years as contemplated by the plan. This is a move in the

right direction for, as the report lays down, it is very difficult to provide details for a system which it would take nearly half a century to come into full operation as in the meanwhile conditions and circumstances are sure to undergo a change. It also differs in another respect from the plan as it thinks that the new educational system can be built on foundations already existing and that no revolutionary steps need be taken for implementing the scheme.

THE central feature of the Mysore scheme is the conviction that education can be made universal without compulsion in the ordinary and usual sense of the term being resorted to. It believes in compulsion being superimposed on pupils who voluntarily join schools. This policy has the authority of the Hartog Committee behind it and it is also the policy that has been tried in Madras and some provinces in British India. But it remains to be seen whether it will achieve the success that is aimed at. It is because a voluntary system does not bring all children into schools that every



advanced country found it necessary to resort to compulsion. Parents who are enlightened will send their children to schools instead of sending them to the agricultural field or the factory. It is also quite possible that several parents who are not sufficiently enlightened may be tempted to send their children to schools as the scheme provides for special services and amenities for school children, amenities in the form of midday meals, free books, transport facilities, medical inspection, etc. But in spite of all this it should be noted that the number of pupils that would enter schools on a voluntary basis is bound to be limited. Many parents especially in rural areas do not understand the real advantages of education; they will also continue to attach undue importance to the small income that their children might bring to the family if employed somewhere instead of being sent to a school. It therefore looks quite necessary that compulsion in the ordinary sense of the term should be introduced if primary education is to become universal. The progress in enrolment of pupils which statistics show has been going on for some years cannot be expected to continue after a certain stage is reached.

THE scheme recognises that any scheme of expansion of education will break down, if the required number of suitably qualified teachers are not available, and has laid down the steps to be taken to get such a

supply. In its anxiety, however, to work out the plan within fifteen years it has recommended that instead of a Matriculation certificate or its equivalent being the minimum qualification for a teacher it will be quite enough if upper primary or Middle school passed candidates are selected as teachers. This is not a step in the right direction. Everything depends on the quality of the teacher and this is all the more important when the Primary School Curriculum is going to be revised and the "Activity" and "Project" methods are going to be introduced. It is only with teachers having higher educational qualifications that effect can be given to such curricula. Otherwise though the scheme may look very well on paper it will not work properly in practice.

THE minimum salary proposed for teachers is Rs. 20 per month. This appears rather too low although the scheme justifies it on the ground that the higher salary recommended by the Central Advisory Board (Rs. 30—50) had teachers with higher qualifications. A teacher should have a fairly respectable standing and status in the village he works. He should not be in want. The minimum salary should be fixed not on the basis of his educational qualifications but of the minimum economic needs that have to be satisfied—needs in regard to food, clothing, house room and comforts. No teacher should be put to want

in respect of such a minimum. That is the only fair basis. Everything else, whether it is Rs. 20 or Rs. 25, is arbitrary. The state authorities should therefore provide a higher starting salary for teachers.

OF course it is true that it is not so much the want of will as the limitations imposed by finance that generally stands in the way of such suggestions being put into effect. All the

same the state authorities should see that expenditure is not stinted in this branch of administration. Education will provide the foundations for a strong and prosperous state, and if economy is necessary—and no one disputes it—it should be tried in other fields.

IT is hoped that steps will be taken to modify the scheme in these few respects. We wish the scheme every success.

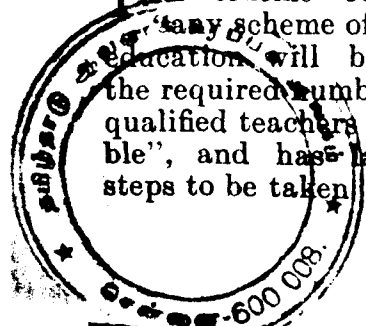
LIFE IN OUR SCHOOLS

By Mr. J. NIGAM

LIFE in our schools in India is so bad that it requires a thorough change and the sooner it is introduced the better it is for the future of India. The whole system of education is defective as it forces on our children things which are neither interesting nor valuable. The result is that they unnecessarily load the little mind with the burden which the poor child finds too much for him to carry. And then without making him interested in his little world, which a school should be for every child, the educational curriculum and the unhomely surroundings bore him like anything and thus he loses all taste for real knowledge. He goes to the school not because he gets there a gay atmosphere or that he wants to gain knowledge but because he is told by his parents times out of number that if he does not get educated he will practically starve. This has the worst influence on the mind of the child since he feels that he is doing this hard business, only to make his both ends meet. So this education

is fast making tens of thousands of our young men poor clerks who lose all charm for their life and waste their genius in the dirty atmosphere at their desks.

This thing that has the most pernicious influence on the mind of the child and which, as a matter of fact, makes him dull is that he is forced to learn a foreign language on the first day of his school life. When a child goes to the school he begins to learn it not knowing why this worship is forced on him. He goes on reading these sermons daily and regularly and becomes a daily church-goer, till he attains a young age when this labour and worship tire him without favour and fasten him to a poor and cheap employment, and in most cases not even this. He is down tools though he worked unceasingly, attended the prayers daily, and gave his all to the noble cause of higher studies. How funny and foolish is this worship? With what ambitions we flock about to learn this foreign



language as if it were our own. We are forced to love this language, we are asked to be loyal to it and throw our own like an old shoe—a shoe which took all hits over its toe and all thorns under its heel without murmur and saved the feet from all damage.

When the foreign medium of instruction holds true, the medium of expression must be the same and so in our daily life we see that we suffer for want of thought and expression. The longer we are taught to give our all to a foreign language, the weaker would be our powers of expression and judgment. The manner in which we talk, the way in which we look at the things and even the mode of our living are greatly affected by this. Our art, our literature, and our civilization have nonetheless been suffered. This is a great damage to the country. A country which was proud of her art and her culture, which contributed generously to the world civilization and learning and which was a centre of all things beautiful and lovely, has lost all her past glory and chivalry and everything that she could rightly boast of.

Now consider the educational curriculum. The choice of books and the various courses prescribed in our schools do not sufficiently contribute to the formation of the national character in our students. The books on history and geography do not tell our children of our glorious past, and the resources of our country. They only tell them the accounts of things and events which are dead and gone and that too in the most uninteresting manner. The knowledge of civics, economics and other social sciences is nil up to the High School standard, with the result that things of general knowledge are beyond them and they can hardly think in

terms of nationalism and internationalism. And then to complete the tragedy their teachers insist on cramming and they instruct their students to reproduce to the letter everything that they read. To illustrate I refer to "Our India" by Minoo Masani. Such books as this and others which speak of our glorious men and women, and luckily their number is not small, can make our outlook broad and our education national and liberal. This I feel to be highly valuable. The education which does not make our young men national-minded is useless and the sooner there is an end of it, the better.

We lack in our schools the healthy homely atmosphere. The school should be a second home for the children and they should not feel as if they were in a prison. Our schools are many rooms erected one after another without a single picture on the walls. The walls are all coloured with white; but in most cases they are dirty. The furniture is old and mostly second-hand and the seating arrangement is most untidy. Things go because they have to get going. There is no life. It is all monotonous. Students are never taught to make their class-rooms look decent, clean and tidy. The pictures and diagrams which can make the class-rooms beautiful and decent are never drawn by students or teachers. Flowers and gardens are rarely seen in our schools. The best decoration can be by flowers and we can get plenty of them in India. Flowers are God's greatest gift to man but if we can make a good use of them, they can make our life worth-living. The education of nature of which Wordsworth spoke so much, can well easily be given in India if our teachers take their students for nature-study in the countryside. Nature-study gardens

should be a feature of every school in India and the students must be given precise knowledge in gardening and fruit-growing. Fortunately our schools have big compounds and we can easily turn them into beautiful gardens. Gardening is a healthy exercise and it is as good for girls as for boys.

Then our schools encourage excursions and holidaying along with teachers. This would of course help them a lot in learning many things by themselves and this will make their life really happy. But nobody seems to realise the value of this kind of contact between the teachers and the students. Naturally our students are dull and careless and know very little about things which can be learnt not from books but by healthy social intercourse in the open air. The discipline in our schools is also far from satisfactory and the reason is not far to seek. Our students do not love or respect their teachers. They rather fear them and so when the teacher is in the class they behave well but when he is away they indulge in things which reflect upon their poor character.

Finally our education is not self-sufficient. It is much too expensive and is not within the reach of an average man. India is poor and so it is all the more necessary that education here should be as cheap as possible. The state must

come to the rescue of the poor and must see that they are not left illiterate only because they are born poor. The schools can introduce such subjects as fruit-growing, bee-hiving, poultry farming, carpet-making, carpentry, dairy-farming, agriculture, painting and photography. The manufacture of small articles as pencils, toys and other things of paper, can also be taken up in our schools. But this all requires a radical change which is only possible if there is a radical change in our Government which is hardly possible without a popular support. There are many who hold the British rule in India responsible for the present state of our affairs and it is time that they realise that it is not good to play with the lives of one-fifth of the world population. India's present sorry plight can easily be changed into a prosperous one, if India's best brains are given an opportunity to build their own house. Illiteracy and ignorance are India's two great enemies and they are the real cause of our backwardness. The present education has already paralysed us.

And if we want to mount from poverty to power, from discord to concord, let us think of radical changes which will come in the wake of 'Swarajya in Education'. So the call is for nationalization of education.

The Aim of Learning

"The aim of learning is to enable us to make the best use of the things in the world around us. We learn to do things and to make things so that we may use the powers that we have inherited. In all true learning there is a purpose. We learn in order that a result may come."

WHITHER OUR EDUCATION?

By An "EDUCATIONIST"

NOTHING occupies larger space in our newspaper these days than various schemes and suggestions for Post-war reconstruction, whatever that may mean. And the most interesting suggestion on that topic relate to the building of a new Germany, no more able to rise again as a menace to the world-peace and devoid of its arrogant race-theory, its war-lust and its Nazi cult of super-man. There are Vansittarts on the one hand suggesting a complete suppression of everything German, there are Vellses on the other hand suggesting saner methods to recreate Germany out of the high-strung regimented modern state. But probably none has been half so interesting and potential as that made by a certain cynic in a private conference of educationalists viz., "The surest guarantee of having a supine and an emasculated German nation which will never rise again will be to send hoards of Indian teachers to Germany and leave the entire education of the German nation in their hands."

The aspersions cast on the Indian teachers in the above-mentioned suggestions may be bitter and caustic but none the less sordidly true. Education in India has drifted too long without any set ideal or aim before it. It has produced an army of clerks, a vast number of unemployed graduates, a few hundred civilians and a handful of brilliant and learned minds but it has very sadly failed in producing citizens who will refuse to live under a foreign domination. Half the blame, even more, for the continuance of the foreign rule in our country would

rightly go to the army of teachers who handle education for the last century or so.

Even though the 'old school-master' who rejoiced in the British rule and exulted in singing 'Rule Britannia', 'Britannia rules the waves' may now be a rare sight, it must be admitted that the present day trained teacher is a poor improvement on the old as far as the national ideals are concerned. It is a tragedy that the doctrine that education should be imparted without any bias and in the most impartial way has not merely been sedulously preached by the educational dignitaries of the country but foolishly practised by all the lesser hierarchy. The result is that to-day India is what it is. Hardly therefore can the teaching fraternity escape its share of the blame for allowing the minds of three or four full generations to grow without making them feel any compunctions about the fetters that bind them.

Viewed from this angle, all the present noise and discussion about the Sargent Report on education and various other post-war plans become insignificant if they do not have this drive and urge behind them. Education must not merely mean the ability to read and write, i. e., mere literacy, it should mean the preparedness of the individual to lend a true citizen's life or, in other words, to establish conditions of true citizenship. Citizenship, to be true citizenship, postulates a free state. If therefore the aim of education is to be properly realized, the nation must be made free. The stimulus or urge to the realisation of freedom is a further-

ance of the aim of education. Of course, this does not mean that it is intended to poison the young growing minds and to stuff them with stock clap-trap slogans or to make them parochial in outlook. What is meant here is merely that education in India should not become a mere by-word inanity and stagnation. Making the students believe in a particular trend or a philosophy is quite different from making him realise that his education is no education unless that leads him to a sustained attempt to free himself. No teacher worth his salt could ever be completely impartial. The personality of the teacher, his way of representation of matter, his selection of facts and his emphasis on a topic that he loves most are bound to give him away to his pupils. There can, therefore, be no unbiassed teachers. In Lord Roseberry's phrase 'Such monsters' do not exist. And therefore when a vital and fundamental question of the freedom of one's country is concerned hardly can a true teacher keep himself unbiassed.

It needs only a little effort to find out that educational systems of all the countries have a definite bias, good or bad. We certainly do not want our younger generation to grow with set and fixed ideas about philosophies and theories which may lead humanity to disaster as in the case of Nazi Germany. But at the same time we must certainly do not want our younger generation without getting any initiation into the problems of international life and the necessity of India's freedom. Though we do not want the state to pervert education to its own ends, we do not want education which has been reduced to a farce and a mockery under the garb of impartial education and which has become a practice of desecrated minds devoid of an indepen-

dent thinking. Education should be organic and it must have a mission without which it is bound to become a boat without a rudder drifting here and there in the vast ocean of stagnation leading to nowhere.

Let the teachers remember that education in India should have a three-fold task before it. Firstly, education should revive the memories of our past glory and culture not with a view that we might become an arrogant high-browed boastful nation but that the much advertised dictum that Indians are incapable of doing anything great may be removed from our minds, that lies such as this that 'a shelf of a good European library is worth more than the whole of the Oriental literature' (Macaulay) may not be taken as truths and that our new generation may have self confidence which the past generations sadly lacked. Secondly, it should choose and interpret facts in such a way as to make the pupil feel that he and his country are in no way inferior to other great nations and that given chance, would surely rise to the highest level, not with a view that it might dominate others but that it may itself refuse to be dominated by others. Thirdly, the most difficult task before the educationalists is to know and make others realize that a true citizenship could never exist under a foreign rule so that this great blot which has been a shame to our nation for centuries ends. This triple significance of education in India should never be lost sight of; otherwise it might be sung of Indian teachers as a certain David Guest very bitterly sang of his:-

From morn till eve they ground
your bones
They treat you as lifeless stones
They sapped your strength and
sucked your blood

HISTORY IN SECONDARY SCHOOLS

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

Member, Provincial Board of Secondary Education, Bombay.

A GENERAL complaint is heard now-a-days that history is not taught in our schools on proper lines. The criticism from lay men not in educational line may, perhaps, be not heeded; but the examiners at the Matriculation have invariably reported almost every year that the performance of the candidates at the examination was not satisfactory. Teachers who handle the subject in the class rooms are also often dissatisfied with the work of the pupils. Even the newer methods advocated and adopted in our training colleges have not been able to improve the situation. The fault may lie with the pupils who do not care to attend to the subject, which has at present nothing more than the examination value; or it may be with the teachers who have interest in other matters than in the subject or in the pupils; or it may be with the examiners who expect too much from the pupils irrespective of the amount of work done by the candidates. It is also possible that the contents of the syllabus laid down for the examination are faulty. Wheresoever the fault may lie, there can be no two opinions that we, as teachers, should find out ways and means of improving the situation.

2. Though it is not intended here to discuss the theoretical aspects

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And choked your reason with their mud
Hypocrisy waxed great and strong
On lies they fed the whole day long
And growing full of all deceit
Your evil was their life and meat.

of history teaching we should have a clear idea before us what results we expect from the study of history in our schools. That we do not achieve what is expected is clear from the criticism and remarks against the teachers and the pupils. Let us, therefore, accept the acknowledged aims of history teaching as are given in any text book on the subject, namely, "to discipline the memory, the imagination, the judgement, to give training in the use of books; to furnish entertainment; to set up for conscious imitation ideals of conduct, of patriotism, of social service; to inculcate practical knowledge that can be turned to account in the daily concerns of life; to enlarge his vision and give a love for truth" and similar other objects. All these aims cannot be achieved at one and the same time; nor is it true to say that these can be achieved by the study of history alone. Study of other subjects can also give us the same results and it is on this score that it has often been suggested that history may be one of the optional subjects prescribed in our school curriculum.

3. The place of history in our school curriculum should be determined by such results which history alone can achieve. Otherwise it should not have a place therein as a compulsory subject. Everything in this world has a history behind it and a knowledge of that history helps us to understand the matter better and in its true perspective. It is this aspect only which would find a compulsory place for history in our schools. It should be made clear that it is not the development of the

memory, or judgment, or entertainment or the love of the nation that is to be achieved by the study of the subject though we may admit that these are the results of the study. To make things around us intelligible should be the main aim of history teaching in our secondary schools and particularly with reference to political and social activities of human races that inhabit the world. All instruction should be directed towards making the *Present* intelligible with the help of the *Past*.

4. Naturally then, it is the first condition of history teaching that a true account of the events should be placed before the young students. Discussion and arguments in favour of or against a particular event in history or a particular action of a historical personage should be conveniently postponed to a higher stage when the age and capacity of the pupil are sufficiently developed to understand the position. An elementary knowledge of historical events which pupils can easily understand should be given in secondary schools so that they may be properly equipped mentally and informatively for higher studies if they wish to pursue them. The various aims stated in our text books can also be achieved by strictly following the true account of the events. Legends and imaginary stories should be treated and narrated as legends and imaginary stories only, with a view to make the pupils visualise the situations and social life; but it should be made clear that they do not constitute history. A perusal of "A Tale of Two Cities" may help the pupil to understand the background of the French Revolution; Uncle Tom's Cabin may shed a flood of light on the condition of slaves in America; or the historical novels of

Apte may produce a glorious picture before us of the enthusiasm of even the uneducated Marathas about the movement started by Shivaji. Pupils may be encouraged to read these books as supplementary readers which may provide historical material as well as cultivate a literary taste. But they should not supplant the historical truth about the main events to be narrated in the class rooms.

5. Statement of true historical facts, and the recognition of these facts as historical by the pupils themselves, the emphasis on the differences in peoples, customs and institutions, etc., mainly due to time, space and other circumstances, and the good or bad changes that are noticed in the development of events and institutions are some of the important considerations for the teacher in teaching the subject either in primary and secondary schools or in colleges. What is expected in a secondary school and what can be easily understood by the pupils therein is only an elementary knowledge of the historical development of the country, particularly in the political and social sphere of life. The intricacies of historical causes and effects due to economic conditions of military or some other requirements need not form a part of the syllabus. Story telling in primary classes may be a good approach to the subjects. Legendary or epic stories can be narrated there with advantage provided a reference to historical personages is made in correct context. But they should not form a part of the syllabus in the middle school or the high school.

A study of the biographies of great persons is generally recommended in a middle school where the pupils range between the ages of 11 and 14. They

still fall under the designation of a *child* and they would be able to understand better and appreciate the events in the lives of great men, and would carry a lasting impression. If care is taken to select representative individuals of the times or the movements, teaching of the subject is bound to be interesting and also instructive. Lives of great men of the world remind us that we can make our lives sublime and useful in the service of the nation. The teacher can take advantage of the biographical events to impress upon the young minds of the pupils that even a humble man who performs his duty honestly and sincerely is doing a great service to the nation, greater than even those who simply proclaim from house tops as political leaders that they are the only persons who have interests of the nation at heart. The real life of the nation depends upon all activities of life and all professions. Lives of scientists like Ray, Bose or Raman, of industrialists like Tata or Walchand, of politicians like Dadabhai, Gokhale, Ranade, Tilak or Gandhi should also be studied along with those of Kings and Prophets. A list of such personages all over the world may be prepared giving due consideration to the great events and movements in the history of the world, but at the same time with special reference to our own country.

6. A biographical knowledge of the historical personages will greatly help the pupils in the study of the great movements of the world, which should form the contents of the syllabus prescribed for a high school. The present syllabus as prescribed for various grades or the matriculation examination by the University is definitely faulty as it does not conform to any principles of curriculum or attain-

ments on the part of the pupils so that they may get the advantage in their higher studies. A systematised syllabus giving a general idea of the world movements with their bearing on the history of our own country wherever possible can be more usefully taught than the present syllabus, which does not seem to have been laid down with any particular aim in view except that the pupils should be made to learn some history. The secondary school studies should equip the pupil with a broad idea of the things around him, so that he may start his life with proper equipment or if he has the means, prosecute his studies in a college. The pupils in this stage outgrow the *child* period and stop in what may be called an adolescence. They begin to develop the faculty of reasoning along with imagination; but sentiments rather than reasoning play an important part in the development of their minds. A detailed study of any period of history, however elementary it may be, entails pros and cons of the events and the minds of the pupils are not so developed to arrive at a right judgement. They therefore have to accept the judgements given by the writer of the text book.

It is advantageous to give the pupil in the high school stage a general idea of the great movements in the world history with a more detailed account of the movement in our own country. In fact history of movements in India should form the principal contents of the course, while historical movements in other countries would emphasize their direct or indirect effects on our national history. Early trading activities of the Westerners and the consequent discoveries of new lands, the Industrial Revolution in England,

the Civil War in America or the rise of Japan as a first rate Asiatic power are some of the movements which had their effects on Indian conditions. Similarly events like the French Revolution, War of American Independence, Colonisation of Africa or Australia, the recent Revolution in Russia, the Nazi movement in Germany and such other great movements carried on by the enlightened people of the world will make our pupils understand the outside world better than mere cramming of causes and effects of Civil War in England, of the Seven Years War, the Karnatak or Afghan or Burmese War would do.

Such of the events which have no bearing or effect on the development of political or social life of the people should find no place in the scheme of studies in a secondary school. Study of events in detail may conveniently be postponed to college stage when the student is in a position to read books by himself, have a look at the original documents or authoritative treatises and study history with a true and higher historical perspective. The school pupils should content themselves with general outlines of the great world movements.

7. Consideration of the suitable methods of teaching history in secondary schools need not detain us long. The present-day methods are undoubtedly more intelligible than the old ones which advocated the learning of the text by rote. But with all these modernised methods, it must be admitted that the knowledge of the subject on the part of the pupils has not improved. The learning process has, perhaps, become as easy now as it is easy to forget what is learnt. Though memory training is not the principal object of our teaching, what is learnt has got to be assimilated. Whatever method a

teacher may follow, and it is inevitable that he should adopt different methods at different times according to the suitability of the subject matter and the pupils, something tangible must remain behind the lesson.

The defective knowledge seen among the pupils is due to the superficial way in which the instruction is imparted and received. Systematic work in history should, therefore, be got done at the end of each lesson by way of making the pupils write down all the important points connected with the topic dealt with. In the lower standards these points may be dictated to the class or written on the black board and the pupils be asked later on to write out independently explanatory notes in two or three sentences on each point.

In higher stages the pupils themselves should be encouraged to find out the relevant points either during the same period after the lesson is over or in another period after making them read what the text has to say on the topic. Independent note-making has got to be taught to our students, which is lacking even among the advanced college students. That will stand them in good stead in the long run. Writing of explanatory notes at a later date based on the points taken down will also give sufficient practice in composition as well as systematic answering of examination papers. Teachers in charge of history teaching should make it a point, therefore, to see that every pupil takes down the points and writes out a note thereon so that the whole matter may be fixed up in his mind.

8. Examination is another point which deserves to be discussed. But examinations are more or less conduc-

THE EXAMINATION SYSTEM—I

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

THE system of examination obtaining in secondary schools has many evil results. It appears in all its tyranny and rigour a few days before it actually takes place and possesses an all absorbing influence on the curriculum of studies, the manner of tuition and the very behaviour and life of the scholar during the entire period of his scholastic career. Even though the evils of the examination system have been pointed out by different commissions, committees and educational authorities from time to time, very negligible efforts have been made to do away with the evils by bringing about a drastic change and reform. Most of the recommendations so far made have either been shelved safe in the archives of the educational department or if listened to at all, some patch works have been made here and there without so much as

Continued from preceding page

ted on old lines and therefore new methods of examination may possibly not be introduced in history alone. However, the process of making the pupils write out exercises in history will surely help them at the time of examinations.

9. It is a pity that examiners who talk much of the defects in the knowledge and attainments of the matriculation candidates have not been able to give a definite direction or suggest a definite step which deserves to be taken up by the teacher of history. It is therefore found necessary here to make suggestions in the matter of changes in the syllabus and also in the method of approach.

touching the root of the problem. The report of the Indian Universities Commissions 1902, the Govt of India resolution 1904, the Indian Educational policy 1913, the Saddler Committee 1917, and the different committees on educational reforms set up in different provinces by the Congress Governments have all condemned in terms unequivocal the existing system of examination. They have pointed out that teaching is subordinated to examination instead of *vice versa*, that instruction is confined within the rigid framework of prescribed courses and that teachers and pupils are tempted to concentrate their energies not so much upon genuine study as upon the questions likely to be set by the examiners. Day after day the poor scholar is haunted by the ghost of the Public Examination to undergo which ordeal he makes several rehearsals of class examinations from year to year. Every item of school activity is regarded valuable or otherwise in its close affinity to the examination and had it not been for the fact that sometimes boys are asked to write on extra curricular subjects for their essays or later in the examination, the little interest that is shown to games, sports and debates and other school functions would have vanished from the school world. One term I tried to hold the quarterly examination and intra-mural sports side by side with great success to the astonishment and dislike of the old school of thought. If such an attempt can ever be made for any Public examination, there is no doubt that the head of the institution would be charged with criminal offence. The pale white faces, the emaciated bodies,

the tea drunk eyes and the anxious hearts that we come across on the eve of and during the examination week are heavy prices that the nation is paying with a false idea that the examination and especially the external printed paper and centralised examination is the only method, the only course by which the education of the race can be saved. "We have already spoiled the child by sparing the rod," cry the orthodox teachers, "and now you ask us to have no education at all by doing away with the examination system which has been for the last century, the only incentive to study." Why should boys read at all if they are not going to be examined and awarded certificates for the sake of seeking their jobs? That is quite a reasonable argument. No one quarrels with the idea of making the scholar at the end of secondary education a fit candidate for employment.

But the point is that the examination system now in vogue is not the proper method of testing the fitness of a candidate for anything in the world. The amount of the risk, luck and chance that permeates through the external written tests that are held for a few hours are so incorrect, inaccurate, ill-judged, whimsical, arbitrary and mechanical that they cannot deserve the names of tests of knowledge. Many a student is ploughed down for not having become fit to an arbitrary formula of members even though many of his neighbours who are far below his intelligence get a pass by sheer luck of getting marks in a particular proportion fixed by the authorities. Examples are not few, where students declared eligible for university course of studies have to give up their college career for not having been able to follow the lectures

in certain subjects. Examples need not be multiplied to prove that the present system of examination is not at all sound from the point of view of true education which should be immediately introduced in our country without any further loss of time. How strongly an educationalist like Zakir Hussain feels regarding this system is clear from his report wherein he says, "The system of examination prevailing in our country has proved a curse to education. A bad system of education has been made worse by awarding to examinations a place out of all proportion to their utility. As a measure of the work of individual pupils or the schools by a consensus of expert opinion, examinations are neither valid nor complete. They are inadequate and unreliable, capricious and arbitrary."

Please do not misunderstand that the examination system is condemned by Indian Educationists out of any patriotic motive. The same views are held outside India and even by Englishmen. Sir Philip Hartog, Sir Michael Saddler, the members of the New Education Fellowship and almost all educationists in America are definitely of the opinion that the old system of examination should be put an end to and a new one introduced in its place. Although these ideas of reform seem to be quite novel to us Indians who are habituated to wait for the English mail for any change in our education system, the new ideas have already been tested in advanced countries like America and found to be quite suitable. How the Americans are vehemently opposed to the old orthodox idea which had been borrowed from England a long time since can be known from what an American lady educationist thinks about the

so called argument that the examinations are an incentive to study. Her doubt is whether very many receive any genuinely educational motivation from the examination experiences. She says that many students are stimulated and provoked to types of conduct and of habits which are not only uneducational, but in some instances morally as well as intellectually negative.

In her opinion genuine educational motivation is a compound of the individual pupil's abilities and effective interests and no motivation can long persist which is not fed by consciousness on the part of the student that what he is doing is significant and that he is doing it with visible success and with satisfaction to himself.

No one objects to the fact that the content of knowledge that is given to the student should be tested from time to time in his own interest for the sake of imparting further knowledge. That system was in vogue in our country and Ziauddin writes in his book on examination that the examinations in some countries of the European continent approach to the old Indian model in its European garb. The New Education Fellowship remarks in its report that the academicism and narrowness of the system has been imposed on non-European nations and races with calamitous results.

The present emphasis on material civilization, the totalitarian aspect of the modern state as opposed to individual freedom and the objective case with which members of the state are required to be graded for service both in the east and the west are root causes of these oppressive examinations and rigid curriculum. But the members of the fellowship give us timely warning lest we should be

carried away by the current of stereotyped thinking for want of close observation.

"You cannot play for safety in education", they say. "An educational system can be made to turn out a product that comes up to certain minimum specifications. But that product will not be the wise and cultured personality we seek, but a standardised human being without initiative or individuality which constitute the salt of human life. Let us therefore turn our backs on such a method of controlling the free spirit of education and run instead the risk employed in trusting those who have been made responsible for class teaching". It is on these principles that the Third Form common examination of the District Board Schools was a great mistake and it will be a greater mistake if the North Orissa Public Minor Examination is given a provincial shape. It is to minimise the evil effects of external written tests that Madras made for the first time the experiment of the S. S. L. C. system in the place of the old fossilised Matriculation in 1911. But also the system was murdered in its infancy for reasons which cannot be enumerated with pride by any one belonging to this noble profession. Within a few years of its babyhood, the old Matriculation with the domination of the university angels was revived for all practical purposes except its name. The S. S. L. C. which we shall leave for good from this year onwards was only a carcass of what it was meant to be at its birth. The Rt. Hon. Srinivasa Sastri had truly remarked a decade back when he saw the restoration of the old external test that the scheme that sought to confer freedom and privilege on teachers had been made a failure and he felt sure that they would long for such a

thing at a time when perhaps they might not get it. The prophecy of the great savant has proved too true and we are now in the tangle of the Utkal University Matriculation examination which is, as was feared, a true and faithful replica of the Patna model which had been condemned most emphatically by no less an educational authority than K. T. Shaw.

The following reasons will convince the authorities that a province-wide centralised external examination at the end of the higher elementary or post-primary stage is quite antiquated in its conception. If we take the age of the boy at this stage which is not more than 13, we may find out that he is quite unripe to bear the strain of a public examination. Except for admission into the training school or to a higher secondary school, the middle school certificate has no other market value. These admissions of a few boys to the respective schools can be easily made by personal tests by the heads of those institutions. It may be argued that the scholarships are awarded on the strength of the results of these examinations.

Scholarships can be given by the authorities on consideration of individual merit or a competitive examination may be held for a selected few. Why should hundreds be obliged to undergo the ordeal to make a few tens get some monthly stipends. The aim of elementary education is the spread of literacy all over the country. As such an external test at the end of it cannot be quite effective for this purpose. The tone of elementary schools can be better improved by means of better inspection, less interference of external agencies and periodical academic supervision of head masters of secondary schools which however

should not be allowed to remain incomplete. The ex-Pro-Vice-Chancellor of the Muslim University, Aligarh, Dr. Zia Uddin Ahmed, is definitely opposed to this examination. He says that no useful purpose is served by it and that it should be abolished on that account.

He further says, "The examination should be voluntary and should not be conducted centrally by the department of education. It may be conducted in each district by the Deputy Inspector assisted by selected teachers and headmasters. The result of this examination will help the District Inspectorate to select candidates for training classes and Normal schools. This examination, like the high school examination, should be more a test of intelligence than a mere audit of the students' memory of facts. This examination, like all other examinations, should be deprived of the distinction of being a passport to government service. The nutshell of all this is that the previous Elementary Higher school system of private examination, with necessary modification for regular work in these schools, should prevail over the Public Middle School examination. The University authorities as well as the local government seem to have flung to the air all precious thoughts and valuable recommendations made for the last half a century and chose to follow the old stereotyped system, which continue to be in vogue in our country since the time of the East India Company. What was suitable or necessary in the later half of the 19th century for entrance into the examining universities of the London model can never suit the needs of modern India or post-war India. The opportunity ought to have been

properly utilised in Orissa for the introduction of a new type of education and a scientific system of examination. Madras might have failed on account of its large area, heterogeneous condition and an old type of university. But Orissa could have

grown wiser by the failure of her sister province, if she had chosen to do so. She can perhaps succeed on account of her smallness and homogeneity. Her experimentation can set a model to the other provinces of India.

[To be continued]

The Art of Setting Time-Tables

By Mr. P. RAMA ROW

LEAVING aside the numberless values of time, of which much had been said and learnt, I wish to simply say, that as per the Hindu philosophy and beliefs time is one of the manifold manifestations of God. Hence the right use of time is nothing but right worship of the end-all and be-all of all humanity. Specially so with regard to schools, which are the nation-building factories. Unless and until the time-tables in schools are not most carefully and judiciously set up, perhaps the very fundamental aims of education would be frustrated. As a nice advertisement and a nice upkeep of a shop helps much towards profits, so also a nice time-table helps towards gaining a nice tone of a school.

Many rules of framing time-tables have been given out by expert and eminent educationists. Herein, I do not want to add anything more to it. As I believe that time-table making is an art by itself, I shall try to explain as far as possible the practical side of framing one, from the experience that I gained as a teacher of more than ten years standing and from the time-tables that have been indiscriminately or discriminately framed.

Prior to starting to frame a time-table see the total number of

periods of the whole school per week. This can be done by multiplying the number of periods per week by the number of periods wherein a certain class is divided up into groups under optional or additional subjects as the case may be. This will give a clear picture of the total number of periods to be divided among the staff.

Having done this look to the staff. From the total number of periods obtained, subtract the number of periods that the Head-master, Drawing master, Drill master and the Manual Training Instructor would handle. The rest would be the actual and solid number of periods of work of the teachers. Divide this number of periods among the number of teachers and then the average working-periods of every teacher would be known. This would help a great deal in distributing the subjects among the teachers.

Now comes the third and the important phase—distribution of work. As far as possible never burden a teacher with all important work however ingenious or however painstaking he may be. Over-burdening of a certain teacher would not only effect on his health, but also in the school work, as he may not be able to devote his leisure hours towards the correction of the students work of a particular day. Better

that every teacher gets two important subjects and the rest a bit easy-going. As an illustration it would be so good, if a teacher gets English of two classes and History or Civics to his addition. In no case ought he be given all English or all History or all Mathematics classes unless or otherwise the subject needs a specialist. Later on formulate the results of the work-distribution preferably in a tabular form so that every teacher's work and his periods of leisure may be seen at a glance.

Another point, while distributing work to teachers, to be borne in mind is that a teacher's work should not be tagged on from the lowest to the highest class of a school. If done so, it would be very difficult to set up a nice Time-table, as his work would be coming between every fine adjustment. Of course, the Drawing masters, Drill masters, and the Manual Training Instructors are exceptions to this general principle.

Actual setting of a Time-table starts from now. To this end have two sheets of paper neatly ruled in the form of Time-tables, one for teachers and the other for classes. I have seen some Time-table setters framing the class time-tables in accordance with the teacher's time-tables, i.e., he sets the teacher's work first and then carries it to the general class time-table. By doing so the teacher's work becomes all-predominant and the class has to very meekly follow. This is not desirable. The class should receive all importance. The teacher, because of his being able to divert his attention even at a strain, and because of his having some leisure hours in between his work, can be tagged to the class, and not the class to the teacher. To put in a nut-shell, what I mean is this: let the time-table maker take

the general class time-table, set it class by class and then adjust into the teachers general time table. I think this way of starting would help to set a fine time-table from my little experience.

The next point to be borne in mind is to always get the important work in the first and the second periods of the morning session and the first period of the evening session, as the pupils would then come to school quite afresh. Preferably take the drill and gardening periods to the last period of the evening session; and drawing and manual training after two continuous periods of important work. That would give relief to the young brains to receive some other subject with much vigour and interest. To be brief and clear, it would be highly advisable to have drawing or manual training after two periods of English and Mathematics, rather than have the later two follow any one of the former ones. I have seen in some schools time-tables set in this indiscriminate fashion, and felt so sad at the lot of the students. In certain schools, I have also seen Drill, Drawing and Manual training classes coming on the same day. What a pity! Had only the time-table maker taken some few minutes to think of evading these grave mistakes he would have set it right. Well conceived work begets approbation, and ill conceived work the otherwise.

It is usually the habit of starting to set the time-tables from the highest class and then going down to the lowest class. Starting from the top-most class is not bad, because it is the result of that class that enhances the tone of the school; but the lowest class should not be lost sight of in preference to the highest, because it is on the basement of the lowest class that the entire edifice of

education of the highest class stands. If only the top-most class is taken into consideration, and time table set accordingly class after class, the lowest class receives psychologically a hard hit, because all the concerned teachers of the class would have by then got some work elsewhere when work is to be given to them in a particular hour. Finding them having work, the time table maker has no other go but knit the periods and somehow or other fill in the work. To avoid this trouble, I would advise taking up of the highest and lowest classes simultaneously. If at all there may be any adjustments and knittings they will come off in the intermediate classes, where in students have by now had suffi-

ent schooling and age to divert and force their attention. This suggestion, though not perfect in itself is something like "Better than nothing" or "Half a loaf is better than no loaf."

As I wrote even in the beginning of this essay that these are only practical suggestions of framing time-tables which I have learnt and coded up by my experience as a teacher, I cannot say or profess that a strict and orthodox adherence to these rules would help in setting up a nice time-table. It all depends upon the time-table setter's initiative, ingenuity, dexterity and above all, his interest towards the cause of education; as per an old saying that "A horse could be taken to a river but cannot be made to drink."

EDUCATION IN MYSORE

Five-Year Expansion Scheme Proposed

AT a meeting of the reconstituted Board of Education of the Mysore Economic Conference a five-year scheme, involving a non-recurring expenditure of about Rs. 2 crores and a recurring expenditure of about Rs. 8 crores, for the development of Primary, Middle School and High School education in the State, was placed before the meeting. The recurring expenditure will be Rs. 4 crores above the amount now being spent for the period.

The scheme, it is learnt, had been drawn up on the recommendations of the previous Board and after scrutiny by the Heads of Departments. The scheme will be submitted later to the Board of Co-ordination and Finance before being ultimately submitted to the Government.

EXTENSION OF FOUR-YEAR COURSE

The proposed scheme regarding Primary education contemplates extension of the present four-year course by another year; increase of enrolment from 4,30,000 to 7,82,000 to be brought about by increa-

sed initial enrolment and compulsory retention of pupils in the school until the completion of the course or the attainment of the age of 12, whichever is earlier; increase in the number of schools every year (from 8,000 to 10,500) at the rate of 400 schools in rural areas and 100 in urban areas; conversion of 1,450 Village Aided Primary Schools into Government Primary Schools in order to increase the efficiency of these schools. The provision in regard to compulsory attendance of pupils is sought to be brought into force in nine taluks or roughly about one-tenth of the area of the State in the year 1945-46, and this is proposed to be steadily extended until the whole State is brought within the scope of its operation within a period of ten years as provided for in the Elementary Education Amendment Act of 1944. The recurring expenditure involved in this is estimated at Rs. 5 crores and non-recurring expenditure at about Rs. 1 crore.

The scheme for development of post-Primary or Middle School education contemplates extension of Middle School

education as a consequence of the development of primary education so as to eventually make education for eight years free and compulsory throughout the State. Towards that end, establishment of 100 additional Middle Schools every year, 75 of them in rural areas and 25 in urban areas, is contemplated. The increase of enrolment is estimated to be from 70,000 to 1,50,000. The curriculum is proposed to be reorganised so as to give practical bias according to the environment. The additional staff required is estimated at 3,500 teachers and instructors.

HIGH SCHOOL EDUCATION

The scheme for the development of High School education, proposes, among other things, extension of facilities for High School education consequent on the development of primary and middle school education; reorganisation of courses so as to adopt them to the varying aptitudes of the pupils and the needs of the economic life of the State and provision of the three types of High School, viz., Academic, Practical and Occupational. Encouragement is proposed to be given to local and private bodies to open ten High Schools every year. The provision of practical and technical courses is sought to be steadily increased so that in the second period of five years proportionately larger number of these courses might be provided and the drift towards purely academic course steadily reduced.

It is also proposed to train 7,000 primary school teachers, to open nine more Normal Schools, and to provide special courses for older teachers, about 4,000 in

number. About 150 nursery schools on grant-in-aid basis in five years with enrolment of at least 4,500 children between the ages of three and six years and the training at Government cost of 150 women teachers required for these schools, are also contemplated.

A scheme for Adult Education has also been prepared at an estimated recurring expenditure of Rs. 35 lakhs in five years and non-recurring expenditure of Rs. 10 lakhs. This scheme contemplates establishment of 3,400 literacy classes in the first year, 3,000 of them being for men and 400 for women. The number of these classes will steadily increase until it reaches 6,600 in the fifth year. The total number of literates turned out in the period will be about 400,000. About 2,000 libraries are proposed to be started. Provision has been made for the supply of free mid-day meal to necessitous children.

EDUCATION OF DEFECTIVES

Regarding education of the defectives, it is proposed to establish one Central Institution for Girls at Bangalore on the lines of the Central Institute at Mysore and open one more institution for boys at Shimoga.

It is proposed to depute officers for administrative training for one year to Great Britain and U. S. A.

It is also proposed to establish 50 Basic Schools every year in different parts of the State, if the experiment to be conducted in the Wardha Scheme is found promising. A sum of about Rs. 3½ lakhs is proposed to be spent on this scheme.

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Reform of Secondary Education

Details of Government Proposals

IN the matter of the introduction of S. S. L. C. bifurcated courses in secondary schools, proposals have been called for by the Director of Public Instruction from the Divisional Inspectors of Schools and the Inspectresses, with a view to formulating a complete scheme for the

whole province showing which school is best fitted with reference to local and other conditions for providing particular courses of study and also indicating the reasons for the choice. The Divisional Inspectors and Inspectresses have, in turn, asked the managements of secondary schools to

submit their proposals for introduction of the scheme in the schools in their charge before October 25.

The scheme for the reorganisation of Secondary Education (announced in the Press Communique on July 2, 1940,) provides *inter alia* for the opening of the S. S. L. C. (Vocational) course in various subjects. In order to give effect to this part of the scheme, proposals for the immediate introduction of the course in two subjects, viz., the secretarial course and the Agricultural course, in certain selected high schools were considered, the idea being that the courses in other subjects might be introduced and other schools brought into the scheme, gradually. In examining the matter, it became necessary to consider whether the S. S. L. C. (vocational), irrespective of the subject in which instruction is taken, should be the primary qualification for selection for appointment to posts of lower division clerks and similar posts in Government services. The Government have decided that the Secretarial course should alone be the primary qualification for the purpose. It does not follow that every secondary school should open this course. For example in a place which has many high schools it might be sufficient for some of them to provide the course. But if an area is served by only one high school, it should be allowed to provide the Secretarial course if the management or the parents demand such provision.

The Government considered it desirable to introduce the scheme of reorganisation throughout the Province simultaneously instead of beginning it with a few selected schools and to have one or other of the vocational courses provided in every

one of the high schools of the Province simultaneously.

VOCATIONAL COURSES

The vocational courses proposed to be introduced are: (1) Secretarial course; (2) Artisan Electrical Engineering; (3) Artisan Mechanical Engineering; (4) Salesmanship and Travelling Agent's work; (5) Dairy farming, Poultry farming, Agriculture and Horticulture; (6) Embroidery, Sewing and Tailoring; (7) Music and Dancing; (8) Drawing, Painting and Photography; and (9) Domestic Science and Cookery.

The detailed proposals regarding the bifurcation of the course are contained in a Press Communique issued on July 2, 1940. The proposal is that the Secondary school course is to be bifurcated at the end of the IV Form into a pre-University side and a vocational side. The vocational side may in some cases extend to three years where the course is technical. There would be no examination for deciding who is to go to the pre-University course and who to the vocational courses. If the voluntary diversion of pupils to the vocational side fails the question of introducing a test examination for those who wish to take the pre-University course would be considered later. The examination for the S. S. L. C. or Government certificate will be confined to pupils on the vocational side, there being no Government examination for those who choose the pre-University side, for which there will be only the University Matriculation, which the Universities have decided to revive.

The vocational side of the high school should continue to have a fair amount of general education included. Such subjects as shorthand, precis-writing, letter-writing, or drafting,

Here and There

WORLD EDUCATIONAL CONFERENCE

India will be represented by Mr. John Sargent, Educational Commissioner with the Government of India at the United Nations Educational Conference which commences on the first of this month. The Conference has been called to consider ways and means to bring about cultural and intellectual co-operation among the United Nations. Dr. Zakir Hussain and Rajkumari Amrit Kaur are accompanying Mr. John Sargent as advisers.

EGYPTIAN EDUCATIONAL MISSION TO RUSSIA

Various Egyptian Ministries have expressed the desire to send educational missions to the Soviet Union to study modern Russian educational methods. The Egyptian Government, it is learned, may therefore appoint a Director of Missions to go to Moscow to supervise the work of Egyptian students there.

"RAMAYANA" AT THE SOVIET ACADEMY

The Academy of Sciences Institute of Oriental Studies arranged a special meeting in Moscow in connection with the 220th anniversary celebrations of the Academy recently.

The meeting heard a paper by Academician Alexei Barannikov who read his introduction to the Russian translation of Tulsi Das' "Ramayana".

Barannikov told the meeting about the circumstances under which this great work of the Indian medieval poet was translated; he spent three years on the work in a little health resort in the Altai mountains where he was sent at the instance of the Government when he was evacuated from Leningrad.

typewriting, book-keeping, commercial geography and handwriting might form normal curriculum subjects for high schools which are unable to provide more technical subjects.

Lower division clerks and similar classes of Government servants will be recruited by competitive examination where the number of vacancies is large or by other method of selection by the Madras Public Service Commission in the smaller cadres. The S. S. L. C. (Vocational) will be the primary qualification for entrance to the selection by examination or otherwise. The passing of the Matriculation examination will not be a qualification for Government service.

A proportion of upper division clerks will be recruited from graduates by a similar but separate competitive examination, the remainder of the posts going to men from the lower division who prove themselves fit for promotion. What the proportion of the vacancies in upper division available to lower division clerks should be, will be settled after examination in each department having regard to its special requirements.

For recruitment to lower division the age-limit will be 18 to 20 with a corresponding upper limit for existing specially treated classes, of 22. The age-limit for direct recruitment to upper division will be 19 to 23, with again an extra two years for the "special" classes.

On the vocational side, as regards the more technical subjects, the possibility will be examined of a system of half-time apprentices who either work for a particular period of the year in factories or workshops and the remainder of the year in the school or attend school for a part of the day and work as apprentices for the other part of the day throughout the year.

THROUGH different PROVINCES

DELHI

EDUCATIONAL FILMS: GOVERNMENT SCHEME

One of the most comprehensive schemes for educating India's illiterate masses with free fortnightly shows of educational and informational documentary films to be shown in 700,000 villages, was announced at New York by Mr. P. N. Thapar, Joint Secretary of the Government of India's Information and Broadcasting Department.

Mr. Thapar, who is visiting the United States, told *Reuter*: "The scheme is part of the Government of India's plan for adult education of the masses. Its magnitude can be realised by the fact that out of India's 400,000,000 population, only 14 per cent are literate and 90 per cent live in villages far away from urban areas where alone cinemas are common.

"The Government of India will soon have in operation 224 mobile cinema units—one for each civil district in British India. This number will be increased to about 1,000 within next three or four years. It would provide the programme for each set of villages once in two or three weeks. Each mobile cinema unit will consist of a three-ton truck fitted up with a 35-millimetre projector, generator and loud-speaker.

"Through specially produced documentary 'shorts', these 'cinema houses on wheels' will help to carry almost to the village gates of India visual education and information on subjects such as better farming, co-operative societies, consolidation of housing, soil preservation, forest conservation, public health and prevention of epidemic diseases.

"While much emphasis will be on topics of education and information, items of entertainment will also be provided. Feature films will be shown and the programme will also include cartoons.

Programmes shown will consist (in addition to shorts) of selected shorts from European and American countries.

"Shorts intended to increase the general knowledge of the Indian people of other countries of the world will also be exhibited. The language problem will be tackled by giving commentaries in the language of the district served by the mobile unit. This will necessitate dubbing commentaries in nine or ten languages instead of five languages which are being used at present.

"Apart from the use of the film as a medium for general education of rural masses, the Government of India has also a scheme in hand for visual instruction in schools through educational films".

INTER-UNIVERSITY BOARD

At the invitation of the Colombo University, the 21st meeting of the Inter-University Board of India will be held in Colombo next month.

About 20 Vice-Chancellors of Indian Universities are expected to be at Colombo in the third week of December. They will be the guests of the University of Ceylon. Arrangements are being made, it is understood, for excursions to Kandy, Anuradhapura and Polonaruwa.

INDIAN MATHEMATICAL CONFERENCE

The Hon. Secretary of the Indian Mathematical Society writes: The fourteenth Conference of the Indian Mathematical Society will be held in Delhi under the auspices of the Delhi University from December 21 to 24. Those who are not members of the Society may read papers and participate in the social and other activities by enrolling themselves as temporary members by paying Rs. 5 to the Secretary, Dr. Ram Behari, St. Stephen's College, Delhi.

MADRAS

CULTURAL CENTRES

The Government of Madras have sanctioned the opening of four cultural centres in each of the 14 districts, in which the Village Security Scheme was in force and has been since abolished, to be called the Hope Cultural Centres and have sanctioned Rs. 75,000 for capital cost and Rs. 11,900 per year as recurring cost. Each centre will have a Reading Room and Radio attached to it.

ANDHRA UNIVERSITY

At a meeting of the Syndicate of the Andhra University, it was resolved to revise the present salaries of the lecturers, readers, and professors in the Andhra University, and that the Madras Government has sanctioned a grant of one lakh rupees towards this purpose. The present salaries of the lecturers are considered to be very poor when compared to other Universities in India.

It is understood that the Office of the University will be shifted to Waltair after the December convocation. Meanwhile the Vice-Chancellor will have his headquarters at Waltair. The military authorities, it is stated, are willing to vacate the University buildings and the University may take charge of them one by one. Every attempt is being made to shift the Colleges earlier from Guntur, but it will be possible only after April 1946 and the next academic courses will probably commence at Waltair.

HIGHER STUDIES IN MEDICINE

The Government of Madras have decided to depute four medical officers out of India for post-graduate study abroad.

The officers selected are Dr. A. N. Ratnagiriswaran, Lecturer in Pharmacology, Madras Medical College, Dr. P. Venkata Rao, Senior Assistant to the Chemical Examiner, Dr. R. E. S. Muthiah, acting Assistant Superintendent, Ophthalmic Hospital, and Mr. K. V. Sandaram Aiyar, Additional Government Analyst.

The Government of Madras have also decided to depute eight medical officers for higher studies in India.

Under the Rockefeller Foundation Fellowship, a qualified nurse has been recently deputed by the Government for training.

SCHOLARSHIP FOR R. I. N. TRAINING

A Press Communique says:

The Government of Madras have instituted a scholarship of the total value of £ 260 to be awarded annually to the Madras candidate standing highest in the list of successful candidates in the open competitive Royal Indian Navy Examinations conducted by the Federal Public Service Commission each year, and selected for training for entry into the Commissioned ranks of the Royal Indian Navy, in order to enable him to meet the expenses of his training in the United Kingdom. The scholarship will be awarded from 1946 onwards. The candidate should be a native of, or domiciled in the Province of Madras or should ordinarily have resided in this Province for a continuous period of five years immediately preceding the Federal Public Service Commission examination.

FOREST COLLEGE REOPENED

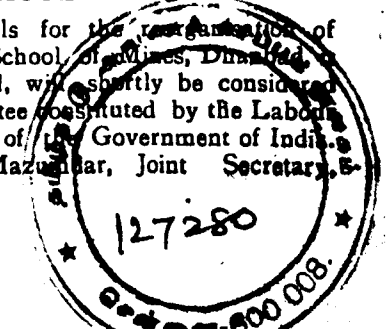
The Forest College reopened on October 1 at Coimbatore. Thirty-five men, who are all in service, have been admitted for undergoing training as Range Officers.

It is stated that the main college building, the staff quarters and the hostel blocks had been returned, but that the Forest Museum building and certain other buildings, which were being occupied still by the foreign evacuees, would be returned in the course of next year. It is understood that next year some private students might be admitted into the college.

BENGAL

REORGANISATION OF INDIAN SCHOOL OF MINES

Proposals for the reorganisation of the Indian School of Mines, Dhanbad, is understood, will shortly be considered by a committee constituted by the Labour Department of the Government of India. Mr. D. L. Mazumdar, Joint Secretary,



Labour Department, will be the Chairman of this Committee and Dr. D. N. Wadia, Mineral Adviser, Planning and Development Department and Dr. S. R. Sen Gupta, Assistant Educational Adviser (Technical), Education Department, will be its members. The Committee may, if necessary, co-opt one or two additional members.

The objects underlying the proposals are the expansion of the activities of the Indian School of Mines and the provision of adequate facilities for the training of a larger number of students on a standard approaching that of the Royal School of Mines in the Imperial College of Sciences and Technology, South Kensington, U. K. The Indian School of Mines has been so far able to train only 24 students annually but the demand for trained men in mining and geology is steadily increasing. The proposed increase of training facilities in the Dhanbad School of Mines will, it is felt, go a long way towards meeting this demand.

RESEARCH IN NUCLEAR PHYSICS

The Calcutta University Syndicate has accepted a donation of Rs. 60,000 for the purchase of one gramme of radium for research in nuclear physics and biophysics.

SIND

EDUCATION POLICY

The Government of Sind has suspended the compulsory primary education scheme for two years. The suspension of the scheme, it is explained, is caused by paucity of properly trained staff. Arrangements have been made at the Hyderabad Training College to train 600 teachers who will restart the scheme in the province two years later.

A scheme has also been drawn to establish eight upper primary schools in the districts, where over 200 candidates selected after their completion of primary course will be trained. The training course will last for two years.

The entire scheme is estimated to cost about Rs. 8,00,000.

Dr. Daudpota, Director of Public Instruction in Sind, explained that in rural areas the compulsory educational scheme

could not function satisfactorily so far as Muslim girls were concerned and primary education would, therefore, be made compulsory only in big towns. The Government has also decided to open eight separate girl schools in the districts.

MYSORE

INDIAN INSTITUTE OF SCIENCE

A meeting of the Governing Council of the Indian Institute of Science, Bangalore, was held recently with Sir Vithal N. Chandavarkar, in the chair, in the unavoidable absence of the hon'ble Resident in Mysore.

The arrival of the following three senior scientists in Bangalore, recently, appointed as Professors in the Institute was reported: Dr. R. G. Harris (Department of Aeronautical Engineering), Dr. F. Adcock (Department of Metallurgy) and Major B. C. Carter (Department of applied Mechanics).

Several matters of a routine nature were considered by the meeting.

INDIAN SCIENCE CONGRESS

The next session of the Indian Science Congress Association will be held at Bangalore from 2nd to 8th January 1946, at the invitation of the University of Mysore.

HYDERABAD

EXPANSION OF PRIMARY EDUCATION

A 14-year plan for the expansion of Primary education in the State has been sanctioned by the Nizam's Government. It aims at the provision of schooling facilities for an additional number of two lakhs of pupils by the first seven years and for three more lakhs at the end of the fourteenth year. At present the number of pupils in the Government Primary Schools is two lakhs, and the expenditure incurred on them, is Rs. 42, 70, 000 annually.

The new scheme is estimated to cost during the first five years an additional amount of one crore of rupees. An additional teaching staff of 4,540 is to be employed and arrangements are being

made to train an adequate number of teachers. One of the measures proposed for this is the grant of stipends and scholarships to young men and women, who are willing to take up the teaching profession.

Another scheme to provide for the schooling of nearly three lakhs of students in the Lower Secondary schools in the State is also being envisaged.

CEYLON

FREE EDUCATION SCHEME INAUGURATED

A new era of free State education from kindergarten to the University has been started in Ceylon with the beginning of October.

Tuition in all Government educational institutions is now free and all aided schools willing to come into the scheme have been invited to hand over their management to the Government.

The tremendous popularity of the scheme can be judged from the fact that 200 to 300 aided English schools have already agreed to join the scheme and the rest are expected to do so before the three years' limit, after which no school will be entitled to State grants-in-aid.

The only opposition raised to the new scheme has been by the Christian Missionaries who are stated to object to the principle of State monopoly of education.

Education in Ceylon has technically been free and compulsory up to the age of 14 for a long time, but owing to shortage of schools, the Minister for Education was convinced that mass illiteracy could never be eradicated unless the State assumed responsibility for education.

Ceylon has now over 4,500 schools of all kinds with about 8,00,000 pupils but when the new scheme is fully worked out, a large number of new Government central schools will be started and the age for concluding compulsory education may be raised to 16.

Ceylon will spend Rs 3,70,000,000 or about 15 per cent of her total revenue on Education this year and this may be doubled in the next few years under new arrangements.

A number of Christian Mission schools have already entered the scheme where financial resources or pupils strength made this necessary, but a number of schools, mainly in Colombo and urban areas, are staying out. They continue to receive State aid which amounts to half the total expenditure of the schools until the three-year limit. But the new rule, which is likely to be enforced shortly, will insist on every Christian school having at least 30 pupils within a two-mile radius belonging to that religion to qualify for the grant or alternatively providing for religious instruction for pupils of other denominations as well. Missionaries are stated to find in the new rule a veiled threat to freedom of propagation of religious opinions.

SCHOOL STRIKES

Students in several schools in Ceylon, which did not join the Government's Free Education Scheme on the first of October when it was inaugurated, went on strike to demand free education. In some instances, the students, supported by local politicians, set up their own schools with voluntary teachers. Such strikes and threats of strikes have compelled many denominational schools, which were against the Scheme, to join it. Referring to these strikes, Mr. Justice Rose said that his predominant impression was that there was obviously something wrong.

"Fagin School"

The discovery of a "Fagin school" for training juveniles in the "art" of picking pockets has been made by the Bombay C. I. D. following the arrest of six boys during city-wide investigations into the increasing number of cases of picking pockets. The discovery has led to the roundup of 42 persons. The boys took the police to one or two places at Dongri, where they stated, they had received their "training" at the hands of a gang of criminals operating in Bombay. The arrested persons have been remanded.

PUBLIC OPINION

SIR C. R. REDDI ON MADRAS GOVT'S. EDUCATION POLICY

Laying the foundation-stone of the Municipal High School building at Bezwada on October 17, Sir C. R. Reddi, Vice-Chancellor of the Andhra University, said :

"The Government professes to expand Primary Education. But does it help a country to be told that Government would look after Primary Education, but leave Secondary and University Education to private enterprise? It seems to me to be absurd and a self-contradiction. You cannot have enough teachers for expanding Primary education without expanding High Schools and teaching Institutions. Similarly the expansion of High Schools and lower grade teaching institutions involve expansion in College grade education. Education is an organic unity. To say we will develop the primary and leave the rest to chance and sporadic private enterprise is to defeat the very object professed."

Continuing he observed: "Has our Government a positive policy? At present, it is more like a Police State than a paternal, sitting mutely in the Secretariate, waiting for us to go before them as beggars for this scheme or that scheme and then finding unexpressed reasons for refusing our demands and never any reason for suggesting anything to be done and obliging us to do it, not merely by financial grants but by regulative control. Our Government is not a

Government of Bureaucrats but really of Vetocrats.

"Education is an organic unity. To talk of developing the legs without reference to the other members of the body and the head is a piece of nonsense. Primary education is not democracy and University Education is not some other 'cracy'. Education for leadership is as much a necessity for democracy as for any other form of Government. Apart from forms of Government, the industrial and commercial prosperity of a country depends also on advancement of higher learning and research. It is a fallacy to say that even granting that Primary education is important for democracy as a form of Government we could give up all that is required for the advancement of industrial and commercial prosperity and those medical studies and researches necessary for the health and well-being of our people."

SIR RADHAKRISHNAN ON THE TRUE PURPOSE OF EDUCATION

"There are people who tell us that a subject nation has no politics. The answer to it is that, a subject nation has nothing else but politics," observed Sir S. Radhakrishnan, addressing a large gathering at Karachi when he inaugurated an Educational Exhibition on October 16.

He added: "Our country passed through a series of ups and downs and the history of the institution like the Benares University reflects those

ups and downs, but just as the country has survived them, this institution has also. So long as we are suffering from the deadly disease of being a subject nation we cannot think of activities which are normal to the healthy being, the major consideration being the removal of the deadly disease. Once that is removed we regain our health and become fit for normal occupation".

Referring to the true purpose of education in India and the aspect on which emphasis should be laid, Sir S. Radhakrishnan said: "What is necessary is the cultivation of emotion and imagination, besides emphasis on body and mind. Creative activities require a good deal of mental discipline. The idea of our education in this country has been the cleansing of the soul of man leading to its freedom."

"All other freedoms, political, constitutional, legal, economic and social are instruments for one kind of freedom for which there is no substitute, that is, the freedom of human spirit."

SIR C. V. RAMAN ON CRAFTSMANSHIP AND SCIENCE

"Indian industry will flourish on the day on which the craftsmen realise that they should produce the best for the use of the people" observed Sir C. V. Raman, inaugurating the Students' Association of the Sir Jayachamrajendra Occupational Institute, Bangalore.

Sir C. V. Raman began by saying that Defoe had very wonderfully depicted his Robinson Crusoe, taking him round various occupations, for living and added that where Robinson Crusoe finished, craftsmanship began. Craftsmanship was the art of making something beautiful and useful.

Continuing, Sir C. V. Raman stated that India was the reservoir of beautiful craftsmanship. He cited for example Dacca muslin ten yards of which, he said, could be rolled and passed through a ring hole.

Sir C. V. Raman next dwelt on the present machine age and said that science had produced soul-destroying machines, much worse than Atom Bomb. The story of the past 100 of 150 years in India was the story of the losing battle of craftsmanship against soul-destroying machine. The people in India had learnt to copy the Western methods of living in every detail and enjoyed the product of the machine age. The only persons who appreciated Indian craftsmanship and purchased some specimens were the visitors from England and America to India.

The only way of getting out of the present deplorable conditions in our country, continued Sir C. V. Raman, was either to go back to the olden days or become a part of the machine age. The former was a possible solution and the latter one was not one to be rejected. Their minds had already become machine-minded and it might be possible that their bodies too follow suit. The way out for India was to strike a golden mean between the "Gandhian" way and the "cinema" way.

Proceeding, Sir Raman said that the greatest defect of Indian organisation was that they were satisfied with production of inferior things. That was not the spirit of craftsmanship at all. Indian industry would flourish on the day on which the craftsmen realised that they should produce the best.

Special Education for Gifted Children

AMERICAN educators have long been concerned with the best method of developing the full capabilities of intellectually superior children. These gifted children constitute democracy's greatest wealth, for from their ranks often come a very large proportion of the leaders of the next generation. Those who believe that "genius will find itself" fail to realize the loss to the world of gifts undeveloped or lost through disuse or discouragement.

The child of extremely high intelligence is not always recognized as such, for if no outlet is given his extraordinary abilities, his boredom with the prescribed school work may lead him into mischief or laziness. Psychiatrists generally agree that tests written for ordinary children cannot adequately measure the intelligence and aptitude of those who fall outside the usual pattern.

Gifted children in a group are likely to remain undiscovered unless they are observed individually, for test ceilings are usually too low to measure the upper limits of their powers. The danger is especially great if the child is weak in reading ability, upon which most tests are based.

Educators recognize as "intellectually gifted" those with an intelligence quotient of 135 or higher, that is, those whose mental age, as revealed in tests, is 35 per cent higher than their actual age in years. Thus, a ten-year-old child with an I. Q. of 140 has the mental development of a 14-year-old. Musical or artistic talent is considered by educators as a special gift, with no close relation to abstract intelligence.

The gifted child is usually physically superior as well, taller and heavi-

er than others of his age, and with greater social poise. He is neurotic only if his greater intelligence leads him to undertake burdens greater than he can bear. His higher intelligence remains with him throughout life, but unless it is reinforced by ambition and drive, he may be surpassed in achievement by a very persistent individual with lesser actual intelligence. The gifted child is characterized by greater curiosity and initiative, keener observation, greater and more impartial self-criticism, and the ability to concentrate longer on a given subject without lagging of interest.

SPECIAL CLASSES FAVOURED

Modern educators agree with the Superintendent of Schools in New York City who said, "The school that fails to offer opportunities for the child of unusual gifts is fully as neglectful as the school that offers nothing to the child of limited endowment." While some educators believe that gifted children should merely be speeded through school in a shorter time, or given a greater amount of extra-curricular work to do—the two theories known as acceleration and enrichment—the more modern educators favour special classes where the exceptional students may associate with their mental equals. Those who believe in such grouping advocate it not only for the benefit of the brilliant child but also in fairness to the average student, whose efforts are paralyzed by such unfair competition.

Acceleration, by which a child "skips" one or more grades in promotion, is the simplest method of adjusting formal education to the superior learning abilities of the gifted child.

Introduced into the United States nearly 80 years ago, it is still the most popular procedure, for it puts no strain on school machinery.

As the defects of acceleration have been more widely recognized, various methods have been developed for enriching the program of studies for the gifted child. Advocates of these systems believe that a broad and well-integrated body of knowledge is a much better foundation upon which to build a career than is the saving of several years of school work.

ENRICHMENT METHODS

Methods of enrichment are widely varied. The abler students may do outside reading, look up illustrative material, make up special notebooks, or report to class on topics on which they have done special research. The group of brighter students may do supplementary work during the period while the slower pupils receive drill. In the ideal application of this method, children are regrouped in each subject according to their proficiency. For example, the typically gifted child, whose handwriting and spelling are poor, would be placed with the slow group in these two subjects for special drill while allowed broader opportunities to study history. This treatment prevents any feeling of favouritism in the class.

An excellent adaptation of the enrichment method is used in the public schools of Chicago, the second largest city in the United States. The children are observed and graded individually according to their mental, physical and social development. Those gifted children, who have developed social insight and physical growth beyond their years, are advanced to classes with older child-

ren. Those who are still immature socially and physically are kept with their own age groups, but are supplied with individualized assignments, projects and group activities appropriate to their interest. The superior children are encouraged to meet and work together in clubs and committees. High schools have selected subject classes for gifted children with mutual academic interests.

—From *The Social Welfare*.

Indian Students For U.S.A.

It is understood that the State Department has agreed to aid 100 Indian students each month for the next three or four months to secure transport to the United States. The Educational Liaison Officer for the Indian Agency, Mr. M. S. Sundaram, states that arrangements have been made with many universities for admission of students in instalments as they get here, to enable them to fit into the educational programme upon arrival.

Library of Rare Books

An irreplaceable library of rare books of the University of Munich valued at several million dollars has been found hidden in a tiny farming village, Kirchdorf, 20 miles east of Munich by American soldiers. Several scores of paintings from Munich cathedrals valued at nearly a million dollar were discovered along with the 1,500 books which were hidden in the home of a priest and a schoolmaster in the little hamlet. One painting was signed by Vincent van Gogh.

BOOK-REVIEWS

The following four pamphlets belong to the "India and the World" series, issued by the Indian Council of World Affairs and sold at the Oxford University Press.

No. 2. THE FUTURE OF BURMA — by Daw Mya Sein. 24 pp. 8 as.

The projected constitution of Burma is on the anvil. All eyes are watching the shape of things to come. The pamphlet on Burma from the pen of one of Burma's eminent daughters serves the purpose of reminding us of the history of the land, past and present, and suggesting directions which her future history may well take. The author has thought and felt, feared and hoped along with her compatriots. Her book also deals with the question of Burma's relations with India, Asia and the Empire.

No. 3. A POLICY FOR AGRICULTURE — by V. Balasubramaniam. 32 pp. 8 as.

India's future is vitally bound up with agriculture; and any effort to improve the latter will speed up the former. The pamphlet examines the position of agriculture in India and suggests the lines along which a policy for agriculture is to be reconstructed under Post-war planning. The memorandum was submitted to the Pacific Relations Conference (1945) by the author who is on the staff of the *Eastern Economist*. The statistics included in the pamphlet will not only interest the student of agricultural economics but also enlighten a lay reader.

No. 4. AN ALTERNATIVE TO PAKISTAN — by Sir Ardeshir Dalal. Pp. 12—As. 4.

When opinion is divided on the question of Pakistan, this pamphlet on an alternative to Pakistan from the authoritative pen of Sir Ardeshir Dalal is welcome as a guidance to deeper thought. The author's solution to the question of 'Pakistan to be or not to be' is a federal India. He places before the public his 'rough outline' of a federal constitution in so far as it relates to safeguards for the minorities.

No. 5. EQUAL ACCESS TO RAW MATERIALS — By V. M. Bhatt. Pp. 32—As. 8.

Though the caption 'Equal access to raw materials' came to the forefront after the issue of the Atlantic Charter, the economic problem underlying it had faced the world powers for several years before. This pamphlet is a study of this problem in its different aspects. It states briefly the views of important international committees on the question, points out its post-war bearings on Great Britain, America and especially India, and suggests ways of adjustment between the claims of countries with raw materials and without them.

The four Pamphlets which follow are Hamara Hindustan Publications, Bombay.

No. 1. YOUTH'S BURDEN — By Jawaharlal Nehru: 20pp. As. 2.

This is a little book of advice to the youth of India with whom the author feels one in spirit. Stress is laid on the need for understanding a problem in its entirety and for retaining the habit of study for self-education. Students are advised to rise above sectarian and communal feel-

ings and realise their responsibilities as students. Prof. Wadia, in his foreword, sounds his call to the youth, asking them to search for whatsoever is true and good and beautiful in life.

No. 2. THE VOICE OF THE AUTUMN LEAF—30 pp. 4 As.

The Autumn leaf is Mahatma Gandhi. It is his voice that the students hear through the pages of this book. The pamphlet is a collection of the Mahatma's views on students, their problems and the task before them. Khadi and Ahimsa are among the topics dealt with. A chapter is addressed to teachers. The foreword is from Pandit Jawaharlal Nehru.

No. 3. POST-WAR RECONSTRUCTION—By Prof. K. N. Vaswani: 32 pp. As. 12.

This is an extension lecture delivered to teachers at the Teachers' Training Course in International Affairs arranged by the Government of Sind. The Professor, an eminent scholar and writer, points out the lines which a proper Post-War Reconstruction may follow. He enumerates the characteristics of the new world order that is to be. The book with the author's constructive ideas, supported by the ideas of great men, makes inspiring reading.

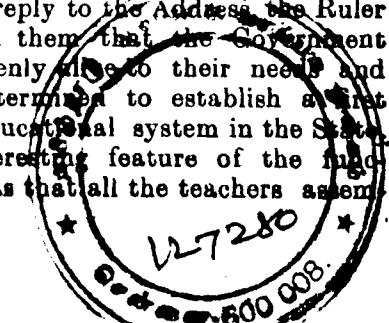
bled represented a "Classless Society" in so far as the reading of the Address and poems, etc., was all done by Primary School teachers and no teachers or officers with higher salaries or status enjoyed any kind of preference over their lower paid colleagues. In fact, it was a function organized mainly by the latter with commendable success.

Correspondence

"Teachers Durbar" at Rampur

An interesting and significant function took place recently at Rampur (U. P.) when His Highness the Nawab of Rampur presided over a "Teachers Durbar" at which all the teachers of the State were invited as honoured guests and were entertained at an At Home by His Highness. This was perhaps a unique function of the kind in India and was organized with the object of helping all the members of the teaching profession to realize their importance and social status and demonstrate the personal interest of the Ruler in their welfare.

The function coincided with an up-grading of teachers' salaries and grades which has been just sanctioned through the efforts of Mr. K. G. Saiyidain, Educational Adviser to the Government of Rampur. This reorganization of salaries does not bring them into line with the proposed grades of the Sargent Scheme but is a very big step in this direction and marks a great improvement in the existing salaries. The teachers utilized the Durbar to place their difficulties and problems before the Ruler and to assure him that they will work with professional integrity and efficiency to improve education in the State. In his reply to the Address, the Ruler assured them that the Government was keenly alive to their needs and was determined to establish a first rate educational system in the State. An interesting feature of the function was that all the teachers assem-



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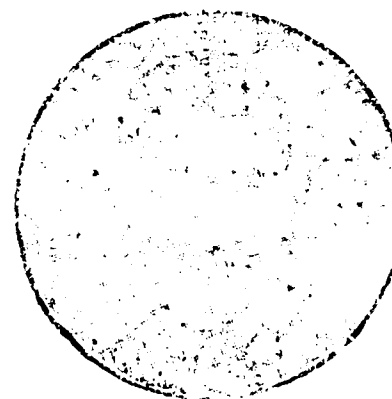
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