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MODERN HISTORY—IV Form
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in accordance with the latest syllabus

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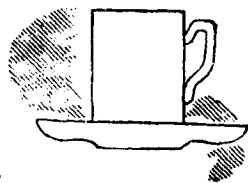
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EDUCATIONAL INDIA

A MONTHLY DEVOTED TO INDIAN EDUCATION

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

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EDITORIALS

MODERATION BOARDS AND EXAMINATIONS

IN no country in the world to-day is so much importance attached to examinations as in India. The fate of most educated young men rests on the results of the examinations for which they sit. In many cases it leads to nervous prostration. There is no limit to the anxiety of parents whose children appear for examinations. Heaven and earth are moved to see that somehow or other they secure a certificate showing that they passed the examinations. Schools, Colleges and Universities are literally factories for so shaping the youth that they get success in the examinations for which they appear. They are the be-all and end-all of education.

THE root cause of all this importance is the fact that success in the examinations concerned is the only passport to Government service which is the most lucrative, the most secure and the most attractive of all the professions open to the educated classes. Until and unless alternative avenues in industry and agriculture, equally attractive, come into existence or until Government devises some other method of recruiting its

employees, there is no prospect whatever of examinations losing the undeserved importance they now have and the demoralising effects they are producing on the spread of real education in the country.

TO most people the suggestion that examinations might be done away with seems to be too revolutionary a step. They have not bestowed sufficient thought on the subject with special reference to the conditions prevailing in India. They forget that examinations here are most unscientific; they are conducted on a huge mass scale—twenty to fifty thousand pupils appearing at the same time in some cases for the same written examination. They forget that where so many are involved and where hundreds of examiners have to be appointed to value the answer books of candidates, it is not possible to secure any uniformity in valuation and that success in the examination depends in a large majority of cases on mere chance, luck or accident. They equally forget that in many cases pupils resort to malpractices in the examination halls; that attempts are made to bring all sorts of

undesirable influences to bear on examiners; that corruption, amounting to a popular scandal, has crept into the whole system and that there is no prospect whatever of the system being mended. The evil is spreading and no one is serious in pulling into effect any remedy although several remedies are being suggested. As in every other field of Indian life to-day the policy of drift is the only policy that men at the helm of affairs are prepared to adopt.

IN most examinations the number of candidates that secure a pass is disproportionately small. As many as seventy per cent and even more of them fail to get through. The money, the time and the effort spent in preparing for years for the examination are all wasted; and the candidates, as well as their parents, begin to feel that for them there is no hope of a happy life. Such young men become pessimistic, cynical, and irresponsible even at so early an age as eighteen or twenty. They join the ranks of the unemployed or under-employed or of the unemployables and add to the social and political interest of an unhealthy character which is becoming more and more a normal feature with the country to-day.

IT is because of this large number of failures that in many universities what are known as Moderation Boards are constituted every year to see that a fairly large percentage of candidates sitting for the examinations are declared to have passed them. The results are moderated in such a manner that students, who will otherwise become ineligible for the prosecution of higher studies or for entering Government services, are dubbed eligible for these purposes. Even the work of these Boards does not give the required amount of satisfaction to all the examinees, their parents and the general public; for even they have to observe certain limits in carrying on the work of moderation. Agitation persists and further moderation becomes inevitable.

IT is high time that educationists go minutely and carefully into this matter as to whether examination results have to be moderated at all, and if they are to be so moderated whether there are any sound principles that have to be observed in this connection. There are those who argue that the question papers set in any particular year may be above the standard of the examinees and a Moderation Board is required to adjust results in cases like these. There are again those who argue that the standard of valuation adopted by examiners in particular years may be stiff and examinees should not be made to suffer because of the vagaries of examiners. The question, however, to be considered is whether the remedy for a situation like this is a subsequent moderation of the results or a better method of setting question papers and laying

ing down standards for valuation. One will have to enquire why specially difficult question papers are set? Is it due to wrong men being appointed paper setters? A similar question arises in respect of valuation.

OUR own view is that those who are responsible for appointing paper setters and examiners are not choosing the right sort of men for carrying out this sort of work. Moreover they do not see that the nature of the questions set or the standards laid down for valuation are scrutinised by a competent and really effective board. The result is unsatisfactory question papers and equally unsatisfactory methods of valuation. It is this that has to be remedied and the remedy consists not in moderating results later on but in seeing that in the earlier stage itself proper questions are set and the right standards of valuation are adopted.

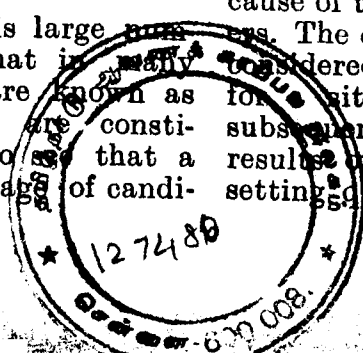
IF in spite of the adoption of these remedies there is a legitimate complaint that questions in a particular year are not satisfactory or that valuation has been stiff, then there may be a case for a Moderation Board going into the results and revising them. But this should not be a normal feature with any examinations. It must only be exceptional.

IN addition to this all educationists should recognise that failure in examinations is not

always the result of the way in which examinations are conducted. It is in many cases due to lack of preparation on the part of examinees and to the slackness of teachers in imparting instruction to their pupils. In both these respects standards today are far lower—at least in some provinces of the country—than what they were a generation ago. If better results are to be produced it is these standards that have to be raised. Moderation of examination results is no remedy for this.

Women's Education

THE address recently delivered by Mr. C. Rajagopalachari at the Convocation of the Sree-mathi Nathibai Damodar Thackersey Indian Women's University puts in a concise form what the true aim of women's education should be. It should, according to him, train women so as to enable them to discharge their special responsibilities in society, responsibilities which they alone can and ought to bear. These responsibilities arise out of the existence of undeniable biological differences between men and women and the functional differences which result therefrom. "The upbringing of children, the problems of attention, continual hourly attention to the requirements of the family in the matter of food, clothing and mental and physical health—these form the particular field of attention and activity for the average woman, be she educated



or uneducated". He also proceeded by stating that woman's life finds completion only in motherhood. "Not in any profession or ambition can the soul of a woman find that sense of fulfilment and that joy which nature has ordained for her in motherhood—in a child that has to be brought up to serve and attain honour and respect in society."

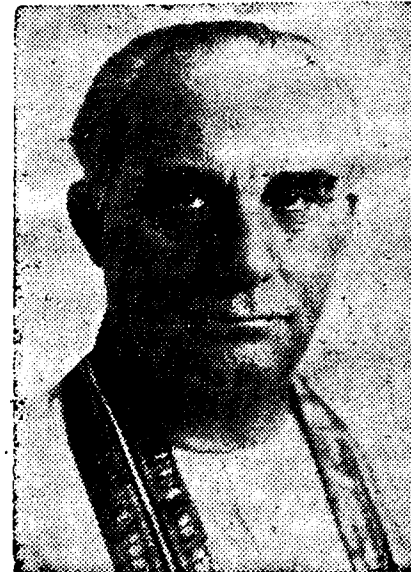
THESE are all words of wisdom based on wide experience of a life time. But the speaker knew that several men and women might not understand him in the spirit in which he should be understood. To guard himself against misapprehensions of such people he made it clear that he had in mind the generality of the women and not those who may have special talents for some special kind of work. The education he prescribed is intended for the large majority of girls who possess average abilities. He also made it equally clear that there is nothing in his views which would militate against the doctrine of the equality of the sexes. They were based entirely on the conception that the tasks to be undertaken by women are as noble and as beneficial to society as those which fell to the share of men. All socially essential work is equally noble. This is a sound view of the matter when one finds today that active steps are proposed to be taken for recruiting women as teachers in elementary schools, a field which was hitherto dominated by men.

It follows from the contention of Mr. Rajagopalachari that there should be discrimination in the courses of study between women and men. They require special instruction in all branches of home-craft in its extended and enlightened sense. On this he observes: "Apart from actual instruction imparted the discipline of mind and the training of the hand and of the senses are not less than what are ordinarily obtained in the study of literature, chemistry or engineering. It is wrong to imagine that we get discipline only when we go through the old-fashioned drill and not when we go through a course of home-craft or music." It is hoped that in working out the schemes of post-war education these points are borne in mind.

The Late Dr. G. S. Arundale

IN the passing away of Dr. G. S. Arundale the country has lost a most inspiring and active leader in the field of education. He was one of those who, as colleagues and as disciples of Dr. Annie Besant, evolved a scheme of national education, national in the sense of an education based on the traditions of a spiritual character built by Indians from their age-long experience and found admirably suited to the conditions prevailing in the country. As the Head of the Central Hindu College, Benares, which was founded to work out this scheme of national education he did more than anybody else to

instil into the minds of the educated Indian youth a justifiable and legitimate pride in the greatness of their country and the glorious achievements of his



ancestors in the past and an equally firm hope that by adhering to the spirit of India's past a future of equal brilliance and splendour can be built up. It is with the birth of this self-confidence that the national movement in India may be said to have come into existence. The same spirit influenced him and his work, when later on the Central Hindu College, became merged in the Benares Hindu University and he had to organise a sort of national university in Adyar. He was also a powerful writer on educational topics. He was intimately connected with the Hindustan Scout Movement and did much to spread its beneficial influence over a large part

of the country. The help and the encouragement which he always gave to his wife Mrs. Rukmini Arundale in her efforts to resuscitate the arts of ancient India—especially dancing and music—contributed a great deal to the renaissance of Indian Art in South India and its popularisation here as well as abroad. It was not merely as an educationist that he was great. His activities were of a varied character. They were as extensive as life itself. Politics, Economics, Religion, and social reform were all dear to him. They were only different aspects of the one life of humanity. There was in him the spirit of a hero; and it was as a fearless fighter that he took to every field of his work. For generations his name will continue associated with most of the liberal movements in the country.

PERSONAL NOTES

SIR A. RAMASWAMI MUDALIAR has been granted the honorary degree of Doctor of Civil Laws by the Oxford University in recognition of his services during the war.

MAULANA ABUL KALAM AZAD AND PANDIT JAWAHARLAL NEHRU, who were appointed Kamala Lecturers of the Calcutta University for 1935 and 1933 respectively, but could not deliver their lectures owing to detention in jail, are now being approached again by the University. The subject of Maulana Azad's lecture previously selected was "Inter-action of Muslim and Indian Cultures—their Synthesis and Development," while that of Pandit Nehru was "Discoveries of India".

EXPERIMENTS IN THE SOCIAL SCIENCES

By Prof. HAROLD F. CLARK

DOES the study of mathematics discipline the mind of the person that studies it? Some say "yes" and some say "no." Some of the world's greatest mathematicians who are most careful in their own field, jump to conclusions when they discuss such a problem as this. They do not use the scientific method. Isn't the sensible way to answer the problem to set up an experiment and try to find out? This, of course, has been done. You may not be able to control all the factors, but if wise men carry on the experiment, men who use the best commonsense and the most careful observation, you will get a better answer than will equally wise men with only commonsense plus observation.

In the social fields there are so many variables that you cannot be sure of casual factors. Is that not reason for more experiments rather than trying to guess? I would like to illustrate by one problem how it is possible to set up an experiment to try to throw some light on an important social and economic problem. I am going to discuss the illustration at length because I believe it is possible to extend the technique to help solve thousands of our most pressing social and economic problems.

Here is a low-income, rural community. The diet is inadequate. Is the poor diet due to the fact that the people are too shiftless to make an effort to improve the diet or is it due to the fact that they do not know what to do? I can find you plenty of learned discussion in the best tradition of the witch doctor arguing that the people are lazy. I can find other equally good arguments main-

taining that the problem is ignorance. Is the wise thing to go on discussing the problem for ever, or can we get some experimental evidence?

Much of the land in this community is hilly. The farms are badly eroded. Much of the top soil had washed away. As soon as the people were shown how to improve these conditions they made changes. In one community, entirely agricultural, almost no poultry was raised although it was a very good place for raising it. Would the people raise chickens if they were given adequate instructions? The State Experiment Station bulletins and county agent were there to give them the information, so the answer must be that lack of information was not the reason. But the bulletins were too difficult to read and the county agent went only where he was asked. Could simpler material than the bulletin be prepared and would it be used? The only way to get the correct answer was to try and see.

A series of bulletins at the first, second and third-grade levels were prepared on gardens. Improvement and expansion occurred in many gardens. Some one will say that other factors were at work during this period trying to improve gardens. How do you know that your school instruction and readers made the change? The obvious way to answer the problem is to set up controlled experiments. This is difficult but no reason for not doing it. That is exactly what we did. We found one experimental community. Then we looked for a control community as early like it as possible. We wanted two communities of the same

general economic status, same educational level, same racial stock, same age distribution, same religious and cultural beliefs. In other words, we wanted two communities as nearly alike as possible.

If the diet improves in the experimental community the new education programme might have caused the change. On the other hand, the diet might have improved in the control communities. Many factors might have been working on a state or nation-wide basis. If the diet improved more in the experimental community than in the control community, presumably our education material caused the difference.

Chance factors may still be the real cause. To answer this objection, we took a second experimental and second control community. If the second experimental community improved more than the second control community then the evidence is very strong.

May be there were local factors working here that would not be at work in the other sections of the country. The way to answer this problem was to take another set of control communities and another set of experimental communities in a different section of the country.

Perhaps the schools could improve diet. Could they improve any other important area of living? The way to find out whether schools could improve another area was to try it. For this additional part of the experiment the problem of housing was chosen. If we teach people in low-income communities how to improve their housing, will housing improve? That has been debated for centuries and the debate may go on for other centuries. The only sensible thing to do was to try it and see what happened. Steps were repaired,

screens were fixed, gardens planted with trees and flowers, houses were painted, chimneys repaired, holes in roofs were stopped. The evidence seems impressive that if you show people how to improve their homes, they will do so.

Experimental communities changed. Control communities did not change as much. The evidence is strong that the education caused the change.

If the housing information were made available in a second community what would happen. Would housing conditions improve? If the information would improve conditions only in one community, the effort would hardly be worthwhile from the standpoint of the Sloan Foundation or society at large. Would the same results happen in a second and third community? Try it and see. It is the only way to be sure. It was tried in a second and third set of communities, experimental and control.

If you took the problem of clothing and tried the experiment in another section of the country, would conditions in low-income communities improve if they knew what to do? The scientific answer would be to try it and see. A conservative New England state was chosen. The evidence seems to be that the people will make a long series of improvements if they know what to do.

In regard to food, clothing and housing in three different sections of the country in various low-income communities, if people are told what to do to improve conditions they are ready and willing to make a wide variety of improvements. One hesitates to generalize too much on the evidence. But within the limits of this evidence, and it is rather broad, it does seem that low-income com-

munities can and will improve themselves if they are shown how. What are the limits? Only further experimentation can tell.

Such experiments are expensive. That may be one reason so few of them have been carried on. This series of experiments have cost the Sloan Foundation a very large amount of money. But in terms of the hundreds of millions and even billions that have been spent and the other billions that will be spent to aid low-income communities, the amount is trivial. Eighty or ninety per cent of all the population of the world live in communities of lower economic standards than our experimental communities. The United States in the next five years will doubtless extend many billions of dollars of relief to various sections of the world. I would be the last to object to this. Many persons believe that the way we will extend the relief will leave the communities in essentially the same conditions as they were. A tiny fraction of this amount if spent in helping the people to find out far more adequate ways to help themselves seemingly would produce profound and permanent changes.

In the normal course of human developments there probably will be future occasions in this country when extremely large sums will be extended for relief. Seemingly great results could be attained if the people were really shown how to help themselves. This help, of course, has to be in terms of their own environment—things they can do and things that are within their experience.

The immediate practical results of the experiments seem to be important. They may be of far greater importance in indicating more clearly

than has formerly been done the desirability of extending the scientific method into other fields of human activity. It seems reasonable to say that large-scale experimentation is possible in the social sciences and that such experiments should be greatly expanded.

I will refer very briefly to other types of experiments that could be carried on. Some people advocate one method of setting up a health programme in a community. Other people advocate another method of setting up a health programme. Why not set up both types of programmes in comparable communities and attempt to show results in terms of actual community change? Any number of suggestions are being made to deal with the problem of juvenile delinquency. Why not try out the various methods and see which of them produces the best results?

It is quite true that we cannot experiment in the social sciences in the narrow and rigid way that the laboratory scientist does, but we can experiment most usefully. The various parts of the Sloan experiment have thrown great light upon the problem of the effect of school instruction on changing food, clothing or housing in a low-income community. If the experiment is repeated in a great variety of forms and places, we should be able in a few generations to build up a far more accurate picture than any one now has of the effect of school instruction in changing a community. The experimental results available should make us very optimistic of the possibilities of extending scientific procedures into social problems. We can experiment in the social sciences with great profit to mankind.—usowi.

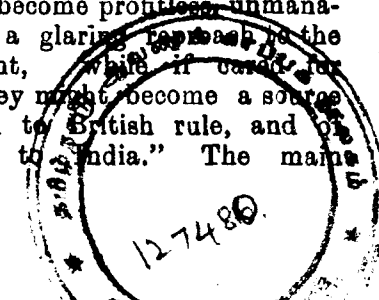
Education of Europeans and Anglo-Indians

By Prof. S. N. MUKHERJI, M.A., B.T., T.D. (London)

THE heading embraces all classes from the well-to-do Anglo-Indians and Europeans to indigent Eurasians, and it has not been a light task to provide them with educational institutions as the community cannot be educated in native schools due to their racial and linguistic difficulties. Their means and number were not sufficient to enable them to start separate schools for themselves. Unfortunately towards the end of the 18th century, the attitude of the East India Company was not very sympathetic towards them. Such a policy was adopted because the Company was alarmed by the participation of the half-caste in the rebellion at Hayti in the West Indies. The Anglo-Indians were excluded from high posts, in spite of their faithful services to the Company. But the community maintained its loyalty to British connection both in the Maratha Wars and in the dark days of the Mutiny. In spite of all these difficulties, a voluntary system of education has been developed in the country which provides instruction practically to all the children of the community. Roughly speaking there are three categories of Anglo-Indian schools: (a) Hill-schools, which are mainly residential; (b) those in large towns in plains, and (c) those in railway centres, which are scattered all over the country. There are some Orphanages, both in hills, and plains which rescue and educate destitute children. Most of the institutions are denominational. Amongst the undenominational ones, the majority are maintained by railway authorities and some by private individuals and committees. Government plays a small

part in the management of these institutions.

The earliest schools were day-schools founded in large towns in plains. Gradually these schools developed into, or were followed by, boarding schools and orphanages, e.g., Free School in Calcutta, the Educational Society's School in Bombay, Civil Orphanage at Madras in 1817 and the Bishop Corrie Grammar School in 1836. The Martiniere endowed schools were founded in Calcutta and Lucknow in 1836 and 1845 respectively; the Parental Academic institution, Calcutta, (established, in 1823) was developed into the Doveton College in 1853 on the receipt of a legacy of 2½ lacs from Captain Doveton. Similar institutions were established by other religious societies. In 1847 the system of hill schools was inaugurated by Sir Henry Lawrence, who established the Lawrence Military Asylum at Sonwar (and later on at Ghora Gali, Mount Abu and Lovedale) in order to remove Anglo-Indian Children from the debilitating influences of a tropical climate and demoralising effects of barrack-life. But these institutions were quite inadequate for the needs of the community. There was absence of a regular system, and only a few schools received state-aid. In 1861 Lord Canning in a celebrated Minute pointed out: "how the domiciled English and Europeans would, if neglected, become profitless, unmanageable and a glaring reproach to the Government, while if cared for, betimes they might become a source of strength to British rule, and of usefulness to India." The main



policy laid down in the Minute was self-help, to be supported by liberal aids. The chief result was the establishment of several hill-schools, e. g., Bishop Cotton schools at Simla and Bangalore, Diocesan schools at Mussorie and Naini Tal, Caineville High School at Mussorie, St. Paul's School at Darjeeling, and so on. These schools have fine traditions. The great development of railways, the expansion of industries, and the progress of tea-plantations after the Mutiny attracted a large number of Europeans. This resulted in a great increase in the number of domiciled Europeans and Anglo-Indians. With this growth of population new schools were established on the plains especially at railway-centres.

In 1871 a Commission was appointed to enquire into the condition of European schools. It reported that the system was inadequate and the objects of Canning's Minute were overlooked. Nothing happened immediately. But the matter was once again revived by Lord Lytton. In 1879, he appointed a Committee, which worked into the matter in a systematic and comprehensive manner. It was found that a large portion of European and Eurasian children were not getting any type of education. The main result was the publication of the Bengal Code, which prescribed a system of aid by results. In Madras and Bombay, adequate provisions for the education of Europeans had already been made, but both these provinces also modified their grant-in-aid rules according to the Bengal Code. The whole question was raised at Simla Educational Conference in 1901, and a new code, applicable to the whole country, was drawn. A general conference about the education of the Community was held at Simla once again in 1912. It discussed important problems like

improvement of salary of teachers, grants-in-aid, grading of schools, examinations, training of teachers, establishment of a separate university for the community, and so on. According to Montford Reforms the education of the Community was placed as a 'reserved subject' in charge of a member of Provincial Executive Council. Resolutions at numerous conferences of European Associations to place the subject under the Central Government failed. But the education of Europeans is governed by its own code of regulations, which is quite different from the code applicable to other Indian schools, and the European schools are placed under the control of special inspectors. In 1922 as a result of the Irwin Sub-committee (for Anglo-Indian and European Education) of the Third Round Table Conference, Provincial Boards have been set up in every province with an Inter-Provincial Board at Delhi for co-ordinating provincial activities. These Boards merely advise provincial governments and scrutinize educational budgets of the Community. It is also hoped that these Boards will improve the courses of study and raise the standard of instruction.

During the last forty years the total number of recognised institutions has not altered very much, but the total number of scholars has increased. The popularity of these schools among Indian parents is growing daily and in 1937 the Indian pupils formed 27.2 per cent of the total enrolment of these institutions. Similarly, many Anglo-Indian and European children study in Indian institutions. Generally they have to join ordinary colleges for Indians, and hence they follow the courses prescribed by Indian universities. In secondary schools, the Cambridge

EDUCATION IN THE MODERN WAY

By Mr. SHEIKH IFTEKHAR RASOOL

THOUGH there are many who are still prejudiced against the use of the films in schools, it is equally true that the importance of

to prove that the film can be used in teaching is not to demonstrate the most successful method or methods of using the film, nor to reveal the type or types of film which will yield the best results in practice.



If the film is to be used in teaching, surely the first step in applying it is to make a thorough investigation of the fundamental properties of the medium. It is obvious through the medium of letters, that no man can teach, and no child can learn unless both understand the alphabet, and are able to read and express themselves in writing. It must be equally true that in using the film medium, both the teacher and the child understand the alphabet of filmic expression and be able to use this in interpreting the films used in teaching.

the film in education and the experiments which have shown its importance are widely appreciated. But

Continued from preceding page.

Local Examinations have been adopted as the standard of examination. The other types of schools follow their own systems. It is a matter of great satisfaction that there is a very high percentage of literacy in the community. Practically all the children of school-going age are attending schools. The cost of European schools is very high, but it is mostly due to a high standard of living of pupils and teachers, and also due to uneconomical size of many schools. A policy of bringing these institutions more in touch with Indian life and of closing or amalgamating smaller and less efficient institutions is advocated.

It is also well to keep clearly in mind two aspects of film education in connection with the schools. The one is the use of the ordinary public cinema for the exhibition of films of educational and artistic value to audiences of children drawn from the schools; the other of the use of the film in the classroom. Each of these has its own particular aim: that of the former is the raising of popular taste, that of the latter the improvement of classroom facilities for specific education.

Educating Film Taste

The cinema already claims the patronage of a very high proportion of urban child population. It is generally agreed that many of the films our children see, especially in the cheaper cinemas in areas where poverty prevails, are not calculated

to develop the artistic taste of the child, nor are the pictures, which emphasise disproportionately the extravagant, sensational and emotional aspects of life as lived by minorities, calculated to give the child a sane and reasonable view of life.

One of the national problems of the movement is, therefore, this: 'How are we to build up a discriminating public taste for films? The most sensible way is by education rather than by prohibition; and education is most profitable when it begins with the young. It has been widely recognised that the classroom is not the place where education in film taste is likely as yet to be very profitable. However much we may regret it, school is something largely apart from the world of men and affairs.

The sinister walls and the locked gates, still characteristic of many schools, indicate, even if they do not develop, an attitude of exclusiveness as well as of compulsion. The factors which control work and conduct in school are still very largely artificial, because they are arbitrarily imposed by the conditions of compulsory attendance, mass methods of discipline and instruction, and examinations.

Cinema or Classroom?

Most children leaving school for the last time throw, literally or metaphorically, their school books into a corner with a sigh of relief and a determination to have done with all that they, and the conditions which they imply, connote for them. This attitude is almost certain to be developed towards films shown under class-room conditions. The child will regard the subjects of such films as definitely a part of an experience forced upon him with the rest of school conditions, and though he may welcome them at school, he will turn from

the books which the school imposes upon him.

Consequently the use of the films in the class-room, however valuable in other respects and for other purposes, is unlikely to have more than a minimum influence upon the raising of popular taste. This does not mean that films are not already an excellent aid to class-room teaching, but it does mean that the children are well aware of the difference in the quality of the pictures shown as compared with those seen at the ordinary cinema. The child has a prejudice for the real thing and tends to follow the example of St. Paul.

Unless we accept the popular 'wait-and-see' view, that the development of public taste in films is immaterial or impossible of attainment by an attack at the school age, we should surely be acting wisely by making proper provision for visits to the cinema by children. The question then arises: 'What is proper provision?' Here, we have to consider a further fact.

Information Films of India

As we already know, our schools are neither equipped with projectors nor is money available for them. To equip schools generally with the necessary apparatus and to provide for the regular supply of films would involve an expense which few education authorities can at present contemplate incurring. Schools have also other very pressing needs which must take precedence before the provision of cinema equipment. All the more, it seems necessary that we must make available for our children the unique opportunities for education which the film affords.

It is with this aim that the Information Films of India attempt to answer by sparing no efforts in making short films available to students

audiences for general educational purposes. In order to popularise such shows Information Films of India have recently arranged sixteen Sunday morning shows at Bombay under the auspices of the Headmasters' Association of Bombay and Bombay Suburbs and in co-operation with the Motion Picture Society of India. These shows are pre-eminently meant for matriculation and pre-matriculation students of Boys' and Girls' High Schools in which great interest and satisfaction is being expressed.

In inaugurating the series Sir B. J. Wadia, Vice-Chancellor of Bombay University, observed that they had a fine educative value and appealed to teachers, parents and guardians to ensure that students took full advantage of this commendable support forwarded in visual

education. The programmes of these shows were composed of 4 short films on educational subjects produced by the Information Films of India, 1 Indian newsreel, and 3 foreign short films selected for their educational value.

Judging from the results of these experiments—the first of their kind in India—we can say with certainty that the film is a great force in education and is capable of being used in science, art, religion, and in ways undreamed of. It is one of the paradoxical features of contemporary society that confidence in education has given place to the cult of the Overman while advancing science has been elaborating an apparatus for general enlightenment with a range transcending the most optimistic confidence of educationists in any previous age.

SOCIAL LIFE OF THE SCHOOL

How to Make it Educative

Sahibzadah Mohd. SHAKURULLAHKHAN, B. A., B.T.

MAN is a social animal, so the most dominant function of human life is the bringing about of social efficiency. Book centred education is not the aim of our education as it is of no use for the future life of the child. The present system of the school is mere "teaching through books" and thus to enable boys to get through examinations which is one of the greatest blunders in our education. This education is just like a long and difficult journey, travelled miles after miles aimlessly.

In fact education is the means to realize the social and spiritual ideals. According to Rousseau "Education is to prepare the child for his practical

life when he enters the world." While Pestalozzi remarks that education is to enable the individual to make his place in society. The individual should be given to understand that all other individuals are human beings and that he should be able to use humanity and its principles practically. Education fails in its real purpose if it cannot give one a power and the actual achievement of higher ideals. But the present system of education kills the creative genius of the child at school. Literacy is not the end of education, nor it is even the beginning. Bookish education is of no use; we should, on the contrary, try our best to educate the school boys through games, social gatherings,

scouting debates, picnics and hostel life.

Our first step in this connection should be to create an atmosphere in the school on the lines of self-Government. Every boy should be given to realize that he is the master of his soul and the captain of his own fate. In this way a sense of duty may be created in each boy. The school being the seat of Government the laws should be based upon equality, fraternity and liberty.

Games have no less importance not only in the physical sense but also towards the inculcation of morality, religion and social view point. Boys mix together, talk together, think together and play together without an idea of caste, creed and colour. Thus here lies the best opportunity for us to try our level best to create more and more social efficiency, moral courage, tolerance and forbearance in the boys, through games.

Unless we are able to create a sense of duty among the hostel boys, towards their fellow-beings and fellow-lodgers we can say that we have missed the social aim. The after effects of hostel life are far reaching and boys should get social view point without which there is no true education as far as hostel life is concerned. In the hostels boys do each and every thing together and thus they may have a glimpse at their future life and its activities. This sense of co-operation will enable them to draw the wheels of their future career efficiently.

Scouting camps, social gatherings and picnics are also of great importance and if they serve to impart social efficiency the aim of real edu-

cation is realised. What we have to do in connection with the above is to create the feeling of brotherhood and sympathy. If the seeds are sown in the beginning with some care, the fruits are bound to come out in the future life of our boys.

Lectures and debates prepare boys for the tug of war in their future life and they learn to express their ideas before the community and the society. They learn how to hold meetings and support or oppose the proposals and schemes. The schools have an important contribution towards the development of national life. They should maintain and represent a link between the past and the present experiences of the society. All this could only be possible if there is a perfect co-operation between the teacher and the taught.

In the schools it is often seen with much regret that the extra-curricular activities do not at all receive proper care and the money for such activities either goes into the pockets of the officers or is kept in the safe custody. The teachers who are appointed in charge of such activities are either incompetent or do not take any interest in the same. The result is that the children miss a great source of education which not only brings defects in their physique and social sense but also puts great difficulties towards the development of national life.

India is in a dire need of really educated and cultured citizens and it is a matter of great importance to follow the above mentioned different means with honesty and zeal to achieve this national requirement.

SECONDARY EDUCATION IN ORISSA

THE REORGANISATION SCHEME EXAMINED—II

By Mr. ANANTH RATHO, B. A., B. Ed.

In the last number I have expressed regarding the curriculum that has to be worked out in our province. But the working out of the curriculum requires no less, if not more, care and attention than the framing of it.

Service Conditions

In this connection I would like to refer to the report submitted to India Government by the Sargent Committee appointed by the Central Advisory Board of Education to consider the question of training, recruitment and condition of service of teachers. The report, *inter alia*, states, "that teachers in primary and middle stages are being paid at rates inferior to those which apply to most classes of menials and that a country which claims equality with other civilized nations can hardly remain satisfied for an indefinite time with a state of affairs where a teacher is worse off than the clerk, and is worse off vis-à-vis other classes than teachers in other countries. In building up a national teaching service the question to be decided is the provision of attractive conditions of service including scales of pay."

But long before a teacher could raise his voice to put forth his pecuniary grievance, the society has fawned him with the compliment that "teaching is the noblest of professions" and it is a teacher that can be and has been self-sacrificing by nature for the sake of the community. The former compliment viz., "teaching is the noblest of professions" is intended simply to prepare the teacher to be

enticed into his forced "self-sacrifice" so that he may not make any complaint even though he be actually suffering from pinching pangs of hunger, along with his children—and children in large numbers can easily find a father specially in the poverty stricken teacher. It sounds queer to the poor ever-needy teacher to hear such solacing sermons of self-sacrifice regarding him, and him alone, whereas all others in office are kept aloof from hearing these sermons. Let me put this question to those who pat us with this sermon—Is sacrifice required of all in office or of teachers alone? Can self-sacrifice be not demanded of a Governor or a Minister or a District Magistrate not to speak of our legislators? Have we not read in papers that to attract them to the Assembly session the Government have decided to pay our M.L.A.'s more? Here it may be said that the duties discharged by them are of a very high responsibility. May be. But are the duties entrusted to teachers in any way less responsible in nature? The teacher is the builder of men in a nation as a gardener is of plants in an orchard. A nation may be made or marred by a teacher who is the worker of a system of education intended to mould the nation through. If such be the case, how can the responsibility of a teacher be under-estimated. But we teachers, specially of the province of Orissa, have been experiencing our under-estimation more often than not.

Status in Life

Apart from appeasing the teacher and giving him an incentive to good

work, satisfactory conditions of service for teachers have another healthy influence in the interest of pupils themselves. Human instinct applies the standard of one's monetary capacity, apart from intellectual, to judge one's status or position in life. A poor teacher with a paltry monthly salary appears less great than one of even less academic qualifications and less moral outlook with a larger monthly salary, not only in the eyes of society and state, but in the eyes of the pupils themselves whose respect the teacher ought to command. The pupils' regard for a low paid teacher is less, in spite of the great intellectual resources of the teacher, and this low regard is a barrier in the path of democratic discipline which should be maintained among the pupils for efficient teaching.

Again it is because of the poor pecuniary plight of the teachers that they are looked down upon by certain state officials. The general plight of Indian teachers is miserable, and the plight of Orissa's teachers is most so. Certain officers of state other than educational in Orissa cherish a very poor notion of teachers, and they do not hesitate to add insult to injury of those by whom they have been made men. The sorrier part of the affair is that in certain cases the lay official tries to dictate rules of teaching to a teacher like the grammarian who laid out a rule which is self-breaking. The grammarian says "A preposition is not a proper word to end a sentence with." Here the rule itself is embodied in a sentence which ends with the preposition "with".

Low Economic Position

We, teachers, are not free from such interruption and ill-treatment in

the hands of certain members of society as well. There have been criminal cases launched against teachers by certain parents on the plea that their children were ill-treated or insulted or beaten. These are due not to our personal faults but to our low economic position and status in society. These things can best be rectified if the financial status of teachers is raised on a par with other public servants.

In the reorganised scheme of secondary education the integrity of the teacher should be upheld. "Government should guarantee the teacher economic security, reasonable tenure, opportunity for continued study, and protection from the assaults of busy bodies and pressure groups which seek to impose on him and on the school their peculiar brands of morals and patriotisms." It should guarantee him the right to search without hindrance for the truth and to convey truth as he finds it. It should guarantee him the right to live the life of a full fledged citizen, to enjoy all the privileges and discharge all the obligations of a free man. To ensure that these guarantees may be respected the Government should provide special tribunals before which grievances may be adjudicated. It should provide the guarantees here outlined, not in the interest of teachers but in the interest of free education."*

The Sargent's Recommendations

Now let us consider what the report of the Sargent Committee recommends regarding the safeguarding of teachers' interests. "The Committee feels that the head of even the smallest school ought to be a person of consequence in the district and

* The American Educational Commission of 1941.

this should be reflected in his salary." It recommends that the minimum national scale for teachers in primary schools should be Rs. 30-1-35 (biennially)—50 P. M. Teachers of village schools should be given free house or 10% increase in salary. It also recommends a minimum national scale of teachers in urban areas. The minimum national scale should be raised to meet the incident of local prices. The various scales of pay recommended by the committee are as follows:—

Teachers' Salaries

(1) Assistants' salaries:—

Rural Areas:—For teachers of primary schools including Infant and Nursery schools: Rs. 30-1-35—(biennial)—50 P. M. + free quarters or 10% increase in salary in lieu thereof. This scale may be increased up to 50% in costly areas.

Urban Areas:—For teachers of primary schools: Rs. 45—75 per month. For teachers of Vernacular Middle or Senior Basic schools: Rs. 40—2—80 P. M. + allowance for more expensive areas. For teachers of Anglo-Vernacular Middle schools and for non-graduate teachers of the middle classes in High Schools: Rs. 40—2—80 P. M. + allowance for more costly areas.

For Graduate teachers in High schools: Rs. 70-5-150 P. M.

(2) Headmasters' salaries:—

Primary School Headmasters: A minimum of Rs. 40 to (a minimum of Rs. 80) and a maximum of Rs. 60 to Rs. 100.

Middle school Headmasters	Mnm. scale Rs.	Max. scale Rs.
(Vernacular & Anglo-Vernacular).	80-4-100	110-4-130

High school Headmasters & Headmistresses	Mnm. scale Rs.	Max. scale Rs.
	175-10-225	350-15-500

Other Conditions

The Sargent Committee has also recommended other conditions of service such as allowance for posts of special responsibility, pensions, provident fund, leaves and hours of work in the interest of the teacher. It has added that if any real and permanent progress is to be ensured in this all important affair the Central Government has to come to the assistance of the Provinces by contributing not less than 50% of the cost of the adoption by any Provincial Government of scales of salary for the various cadres of teachers not less than those recommended in its report. We owe much to the committee's recommendations, and shall owe most if these recommendations are put to practice, not because we are to be favoured, but because our claims shall have then answered.

It is argued in some quarters that Government cannot bear such a huge expenditure now under war conditions. But look at China. Even under the stress of war she expends 15% of her central and 30% of her provincial revenues towards education. On the other hand, as we experience greater injustice is done to teachers now in the present situation of war and famine. When emoluments of teachers are not sufficient in normal conditions they should be much more insufficient (or scarcity) under famine conditions, and so their salaries highly deserve enhancement. The Government of Bihar has increased the salaries of teachers of both private and public schools by 20% to enable them to eke out a living during famine conditions at least. It is also said that the Madras Govern-

ment has been taking a similar measure. Think of the natural feelings of the teachers of Orissa when no body takes care of their case as yet, even though the prices of foodstuffs have grown four or five times those under normal conditions.

The Teacher's Responsibility

The teacher's duty does not end with getting a fair means of livelihood. Having been given his due economic status, it is left to him to discharge his duties to the fullest satisfaction of one and all concerned. The business of the state is to establish and maintain the conditions under which the education of free men is possible, whereas it is the responsibility of the teacher to make the possibility an actuality. The teacher should have loyalty to the democratic process, and to the interests of those whom he educates and to the interests of the society, of which he and his pupils are units. He should recognise the social, moral and political implications and conse-

quences of all that he undertakes. He should exemplify both in his work and in his life the principles of democracy in the light of morality, religion and the light of honesty and reason.

The next responsibility of a teacher is this: he should always strike to maintain the dignity of professional competence. Besides mastering the technical aspects of his profession, he should always remain in contact with the ever changing world around him. He should be ready with all the current knowledge to participate at any time in the shaping of educational policy of his country or province. Still another responsibility hanging on a teacher's shoulders is the establishment of a state of mutual understanding and trust between himself and the people. He should not co-operate with that narrow section of people who assume an air of social or intellectual superiority, and he should not identify himself with the educated snobs.

THE AIM OF WOMEN'S EDUCATION *

Bombay Women's University Convocation Address

By Mr. C. RAJAGOPALACHARI

When laying down propositions about the education of girls we should remember that we are not dealing with the rarer specimens or laying down a restrictive rule which would interfere with the development and free expansion of girls endowed with special talents which do away with the differences between the sexes. In laying down plans or speaking of activities covering a large

number of girls, we should remember that we are providing for average gifts and large-scale conditions and probabilities. There are some girls whose brains no biological distinction need trammel and whose potentialities no social conditions can affect. The establishment of one or more women's universities does not and should not prevent any girls from joining men's colleges and men's universities. No girl in a women's university is to be debarred at any stage from transferring herself to any of the older uni-

* Extracts from the Convocation Address of the S. N. D. T. Indian Women's University, held on July 28, 1945.

versities for co-education and for receiving the benefits of instruction therein in any branch of learning. Women's universities are intended only for those girls who, belonging to the ordinary category, would like to have and would benefit by the separate treatment and the separate courses provided for in women's universities.

Difference in Duties

Apart from extraordinary cases, most girls require a different treatment from boys. Every mother knows this. The future of girls, however full of chances and variations from one another, is still very different from the future of boys. Men and women are equal. Boys and girls are equal. There is no doubt about this. But equality in what? Certainly, equal respect should be paid to the divine spirit whether encased in the body of a man or in the body of a woman. The body is, however, distinct from the spirit. Work on the physical plane is distinct for boys and girls. The conditions are different. The preparation therefore must necessarily be different. Difference does not mean difference in every respect. In most respects there may be no difference, but still in some important respects there must be differences and it is here that education has to play its part.

An extreme form of differentiation which has now lost respectability was the caste system. A prevailing form of differentiation is the class organisation of modern civilisation. But while these distinctions of caste and class should be and are being abolished gradually, the distinction between the work allotted to men and that falling on women cannot be abolished so long as we have the family system as the basis of our civilisation. A woman here and a man there may exchange their duties

but women as a whole and in the large bulk are bound to function in the home. From this inescapable fact arise duties and conditions which have to be met by different courses of training.

To begin with, mothers and fathers bring up their sons and daughters in a different way even before they send them to school. Custom and unconscious behaviour all recognise this difference. Outside the home, at school, there may be little difference in procedure in the early stages, but as the courses of education develop and specialisation begins, there is a great scope for wise discrimination as to how the boy's time should be utilised and the mind developed and how a girl's should be. Just as medical courses might differ in regard to those who wish to be physicians and those who wish to be surgeons, so would boys' education differ from that of girls.

Need For Discrimination In Courses of Study

Equality is a good slogan where we have to encourage and strengthen the forces of reform against cruelty and stupidity, but in the organisation of courses of education in universities and high schools, we should not be moved by passion even though it may be of a benevolent nature. Such discrimination between boys and girls as are necessary for the progress of civilisation on well-ordered lines has to be made without imagining that the principle of equality is thereby lost. On this matter there is nothing to surpass the general doctrine of the *Bhagavad Gita* which lays down that all work is equally noble.

Women's Responsibilities

The upbringing of children, the problems of attention, continual hourly attention, to the requirements of the family in the matter of

food, clothing and mental and physical health—these form the particular field of attention and activity for the average woman, be she educated or uneducated. Society has put the most difficult basic duties upon women who alone can bear those burdens. Man has taken the comparatively easier task outside the home. Putting it roughly but fairly correctly, the family has to be looked after by the mother, while the community is attended to by the man.

If university education should equip men and women to do their respective work more efficiently and serve society better than without that education, it follows that the nature of that education should differ between boys and girls. It is on this fundamental principle that Mr. Karve founded this university and it is well that it should be borne in mind however similar the superstructure may be in certain parts.

Training in Home-Craft

The theory and the practice involved in the instruction of all branches of home-craft in its extended and enlightened sense are as much a science as any other science. Apart from actual instruction imparted, the discipline of mind and the training of the hand and of the senses are not less than what are ordinarily obtained in the study of literature, chemistry or engineering. It is wrong to imagine that we get discipline only when we go through the old-fashioned drill and not when we go through a course of home-craft or of music. The intellectual discipline that a boy gets when studying the humanities or any of the sciences as taught in the older universities, a girl will not lose in the specialised courses of the Women's University. Indeed, in my opinion, what a girl should go through in order to obtain a mother's degree, if I may so call it, is not less than but a great

deal more than what a boy has to learn to get his Bachelor's degree. The special education that I believe girls should be given is something larger in scope, though perhaps less intensive at certain points than what a university boy now gets in his college. This must be so because the mother's duties cover a wider scope than the normal male parent's and because also when organising women's education we are naturally inclined to grasp the real and practical, whereas when dealing with boys' education we imitate western patterns without caring to enquire very much about their utility or their application to Indian conditions.

Unless mothers are truly well-educated, the upbringing of our children, both male and female, must suffer in the most important early stages. This is so whatever progress may be made in the organisation of our schools and colleges. This is enough reason to induce us to pay much greater and more scientific attention to the education of our girls than we are doing now. Pushing the girls into schools and colleges and enabling them to qualify for a degree is not enough. The education we should give to girls is one that should equip them for undertaking the duties of enlightened mothers, the task of the upbringing of children both boys and girls in the critical early years of their age. Separate universities for girls, therefore, is not merely a question of protecting and isolating girls from boys during a period of life full of chances of error, but is intended for the imparting of a special kind of education and for furnishing the special tests which are required in view of the special duties devolving on mothers and on women-leaders who are to usher in a better day for India through better organised families.

THROUGH different PROVINCES

DELHI

POST-WAR PLAN FOR EDUCATION

A scheme for post-war educational development in India prepared by the Central Advisory Board of Education and views of the Provincial Governments thereupon were among the subjects discussed by the Standing Committee of the Indian Legislature on Education, at its three-day session held last month in Simla. Sir Jogendra Singh, Member, Education, Health and Lands, presided.

The Committee was unanimous in approving the general recommendation of the Central Advisory Board of Education and stressed that the questions of religious education and selection of school at various stages for religious education should receive very careful consideration.

The Committee recommended that a beginning should be made now and preliminary work such as training of teachers for various stages of education should be taken in hand immediately. The members also expressed the hope that as the scheme is launched ways and means will be found to shorten the estimated period of forty years for completing it.

The Committee also considered certain proposals submitted by the Royal Asiatic Society of Bengal in post-war cultural development in India.

INDIAN STUDENTS FOR U. K.

Under the Government of India's post-war development scheme, 350 Indian students are expected in the United Kingdom next month. Their field of studies at British Universities and other institutions will include agriculture, engineering, radio, rubber research and fishery research.

MADRAS

CORPORATION COLLEGE SCHEME

Mr. M. Radhakrishna Pillai, Mayor, Mr. J. P. L. Shenoy, Commissioner of the Madras Corporation, and Mr. K. Venkataswami Naidu met Sir A. Lakshmanaswami Mudaliar, Vice Chancellor of the Madras University, on Aug. 11 in connection with the Mayor's proposal to establish a College in the City. The deputationists urged on the Vice-Chancellor the necessity for the opening of such an institution.

It is understood that the Vice-Chancellor informed the deputationists that an application for the establishment of the College should be made to the University authorities before August 31 and that, meanwhile, funds should be secured to the extent of Rs. 5 lakhs or suitable buildings of that value for housing the college, besides provision for an annual recurring grant of Rs. 15,000, and that the buildings should be got ready before December 31 for purposes of inspection by the Syndicate of the University.

STIPENDS FOR FOREIGN STUDIES

Forty-nine out of 106 candidates nominated by the Government of Madras have been allotted stipends by the Government of India for higher studies in technical education in other countries, it is now officially announced.

The stipend will be of the value of about £ 300 per annum to cover all the normal maintenance expenses. Each stipendiary will be allowed before his departure from India an equipment allowance of Rs. 500. The duration of the course of study will in most cases be about two years.

PLAYGROUNDS FOR SCHOOL CHILDREN

A direction to the local bodies and Collectors of Districts to list out vacant lands available and suitable for use as playgrounds, and to place them at the disposal of schools, is contained in a Government Order recently issued. The Order states that a scheme for training the additional personnel required has been included in the five-year plan of post-war reconstruction and has also been classed as a special priority scheme. An even more important requisite, however, is that schools and colleges should have adequate playground space, and the needs of elementary schools in that respect require first consideration.

As there is an increasing tendency to build on open spaces, the Order concludes, local bodies and Collectors of Districts are requested to take note of the foregoing instructions, list out vacant lands available and suitable for use as playgrounds, and take the requisite action to place them at the disposal of the schools concerned, consulting the District Educational Officer or the Inspectress of Schools as the case may be.

NEW DEGREE COURSE

The University of Madras has instituted the B. Sc. (Tech.) degree course in textile technology. The Government have permitted the University, pending the construction of permanent buildings in Guindy, the facilities afforded at the Government Textile Institute, Madras.

Six graduates have been selected for admission this year to the course.

Mr. D. M. Amalsad, Associate, M. C. T. (Manchester), has been appointed honorary Professor in charge of the training for the B. Sc. (Tech.) in textile technology course.

BENGAL

THE RAMANANDA COLLEGE

To perpetuate the memory of the late Ramananda Chatterjee, well-known publicist and Editor of *Modern Review* and *Prabasi*, the Ramananda College has been

inaugurated at Bishnupur in Bankura, the home district of the late Mr. Chatterjee. The function was presided over by Mr. Govinda Chandra Saha, a local leader and the College declared open by Mr. K. N. Chatterjee, eldest son of the late Ramananda Chatterjee.

BOMBAY

CHAIR IN CIVICS AND POLITICS

The Bombay Municipal Corporation voted a sum of Rs. 1,00,000 towards the endowment of a chair in Civics and Politics in the Bombay University to commemorate the birthday centenary of the late Sir Pherozeshah Mehta. The Mayor was authorised to approach the Bombay Government for a "substantial donation" for the purpose and was also requested to institute a special public fund.

INSTRUCTION IN AGRICULTURE

Keen interest in the working of the Agricultural Training Centre at Manjri, near Poona, was evinced by Sir John Colville, Governor of Bombay, when he visited the Institute on Aug. 15.

This Centre was established by the agricultural department in 1944 with a view to providing trained personnel for the post-war schemes for agricultural development of the Province and the expansion of the Centre is a special priority work under the Post-war reconstruction scheme of the Government. Provision has been made in the institute for training 75 field kamgars and an equal number of agricultural assistants annually and the Centre is being equipped for providing up-to-date instruction in all aspects of agriculture and its allied sciences. Students passing out of the Centre will be absorbed in the Agricultural Department of the Province. Arrangements are now being made by the Defence Department for training of ex-servicemen at the Centre with a view to their being taken up as field kamgars and agricultural assistants in the Agricultural Department.

C. P.

DEVELOPMENT OF NAGPUR UNIVERSITY

A scheme estimated to cost Rs. 1 crore during the first five years has been prepared by Mr. Justice W. R. Puranik, Vice-Chancellor of the Nagpur University. Through this scheme, Mr. Justice Puranik proposes to develop the University "into a real University with post-graduate teaching and research under its direct management fulfilling its own highest academic aspirations on the one hand and making its contribution to the solution of the current problems of the community on the other".

The main items in the scheme are (1) extension of the Laxminarayan Institute of Technology; (2) construction of a library building and increase of books; (3) construction of a gymnasium and sports pavilion; (4) hostels for boys and girls and quarters for professors and (5) establishment of a translation bureau "which will adapt a vocabulary of the languages of the Province for this purpose."

Mr. Justice Puranik points out that, in this scheme he does not take consideration of the establishment of colleges of medicine, veterinary science and animal husbandry, engineering or expansion of the colleges of science and agriculture and certain other colleges at Jubbulpore and Amraoti as financial requirements of these institutions were being dealt as part of departmental plans of the Government.

SIND

URDU MADE COMPULSORY

The Urdu language will form part of the course of studies for standards sixth and seventh for both boys' and girls' schools in Sind from the next academic year, says a Sind Government notification. The subject will, however, be compulsory in the case of Muslims and optional for non-Muslims.

MYSORE

COMPULSORY PRIMARY EDUCATION

Within ten years the Government propose to achieve compulsory Primary Edu-

cation throughout the State, by a scheme sanctioned by them, according to a notification issued recently.

This was resorted to because of difficulties largely of a financial nature, in introducing compulsion on an universal scale in the State, in the immediate future, though provision for the introduction of Compulsory Primary Education had been made under the Mysore Elementary Education Act of 1941.

In regard to the present scheme sanctioned by the Government, the Government are of the view that the proposals contained in the scheme are in the nature of revised methods of achieving the same goal by more easy steps. With this end in view, the Elementary Education Amendment Act of 1944 was introduced, under which provision had been made against leakages in the higher standards of education, insisting on the compulsory attendance of pupils once admitted for full length of the Primary Course.

The Government have sanctioned the proposal involving an expenditure of Rs. 1,31,910 per annum recurring, and Rs. 2,41,000 non-recurring with effect from 1945-46. The cost during the year 1945-46 will be met out of the provision Rs. 2,00,000 made in the budget for introduction of compulsory education and from the other sanctioned grants of the Departments also.

NIZAM'S DONATION TO SCIENCE ACADEMY

H. E. H. the Nizam's Government has decided to donate Rs. 1,000 per month to the Indian Academy of Science, Bangalore, for a period of three years.

HYDERABAD

OSMANIA UNIVERSITY

It is understood that the Osmania University has tentatively arranged for Rs. 29 lakhs in the budget for the financial year 1945-46, to be devoted to the construction and completion of staff quarters and menial quarters, one hostel to accommodate about 300 students, extra play-fields and a swimming pool as well as the acquisition of land for a new women's college, which is likely to be constituted

elsewhere than in the campus of the University.

The Science Department is to be transferred from its present building to its permanent buildings, which are expected to be completed by December.

Seventeen scholarships are being awarded for further study and training abroad for purposes of the University, four of these being reserved for women. The candidates will serve the University and the men's college on their return.

Arrangements are also being made to send at least ten qualified members of the staff on a deputation to the United Kingdom and the United States for arranging facilities for higher studies and training.

INDORE

CO-OPERATION IN EDUCATION

A conference of representatives of certain important States in Central India and Rajputana was held at Indore recently to discuss the question of organising a suitable institution for imparting technical and professional education to State subjects on co-operative lines.

The Conference, it is understood, decided to treat Rajputana and Central India as one unit for the purpose of realising the aims of the Conference and a sub-committee was appointed to frame and submit definite proposals for the establishment of such institutions.

TRAVANCORE

EDUCATIONAL REFORMS

At the last session of the Travancore Sri Chitra State Council, the report of the Travancore Education Reorganisation Committee was discussed. Education reforms of far-reaching nature were adopted.

The Government resolved to take necessary steps to take up the control and management of primary education in the State as a preliminary measure to the introduction of compulsory education.

The Council adopted another resolution which stated that no sort of religious instruction should be given in schools during school hours except in schools

started and maintained for that purpose only and to leave that aspect of education entirely to parents of the children.

Replying to the debate, the Director of Public Instruction stated that the question of the enhancement of salaries of elementary school teachers would be taken up for consideration very soon; that it was the ambition of the Government to see that very soon all school-going children were given noon day meals; and that it would be the policy of the Government to see that new schools were opened whenever there was demand for them.

CEYLON

FREE EDUCATION FOR ALL

Ceylon will be the first Asiatic country to have free education for all from kindergarten to University and even beyond, from next month. The scheme, which has been drawn up by the Education Minister, Mr. C. W. W. Kannangara, and approved by the State Council, is understood to have received the approval of the Board of Ministers and will be formally placed before the State Council as a Bill.

The entire scheme is expected to cost the state annually 48 million rupees mainly through Government schools but assisted schools have been granted three years' time to decide whether they would come into the scheme and during this time they would continue to receive assistance from the State.

The recommendations made by the Minister, and accepted by the State Council, included distribution at all stages, including medical studies, free books, free clothes, free mid-day meal and, if necessary, all meals and seasonable sanatoria in certain areas for all school children, and compulsory education between the ages of five to fifteen. Great weightage is given in the new scheme to the mother-tongue, which will be the compulsory medium of instruction in lower grades.

When the scheme is enforced, missionary and other denominational schools, after three years, face the prospect of State assistance being withdrawn and stringent conditions imposed for the recognition of such schools.

PUBLIC OPINION

SIR A. L. MUDALIAR ON THE PLIGHT OF TEACHERS

Presiding over the Old Boys' Day and annual prize distribution of the Madras Christian College High School, on August 11, Sir A. Lakshmanaswami Mudaliar, Vice-Chancellor of the Madras University, referred to the plight of some of the teachers, who, in spite of their willingness to continue in the profession, had to leave to seek their fortunes elsewhere. He sounded an emphatic protest against the manner in which the salaries were being regulated.

"Nothing humiliated me so much" he said, "when I saw an advertisement recently calling for applicants for the post of a Geography L. T. on a salary of Rs. 50-3/2-75. If there is a public conscience, such a state of affairs would not be allowed to continue. But apart from the question of conscience, it is necessary that the question should be considered by the authorities concerned and the salaries raised within this academic year."

He wished to sound a note of warning that otherwise there would be no teaching profession, in this Presidency at any rate, and they would have to close down schools or allow untrained teachers to deal with their children. Already the number of graduates in the Faculty of Teaching had been steadily going down and last year the University produced the lowest number on record (234) except for the year 1942, when owing to unfavourable circumstances they had a smaller number. Half of the number were women teachers who were still

being attracted to the profession. In the case of men, the position had got to be frankly faced. In the post-war period there was need to increase tremendously the number of secondary schools. Unless the problem was immediately solved there could be no possibility of expansion of higher education in the future.

SIR C. R. REDDY ON THE REFORM OF LEGAL EDUCATION

At the inaugural function of the Andhra University Law College at Masulipatam, Sir C. R. Reddi, Vice-Chancellor of the University, in a message, observed: "In Europe there are two sides to education in Law: an academic side, which is looked after by Universities like Cambridge and Oxford, and a practical side, which is in charge of the Inns of Court. In India we have only the practical side. The academic side has been neglected. Our present plan gives the juristic and cultural background necessary for understanding law in its sociological and historical setting. Then in F. L. and B. L., we follow the Indian precedents of practicality. At the M. L. stage there ought to be bifurcation into the academic and the higher practical. To make the former a success, a working knowledge of French or Russian should be made compulsory. French, because the Code Napoleon is the basis of most of the codes current in Europe; Russian, because the Soviet code applies the principles of a new order of society, which is going to have a profound influence on the history of the world's future. The comparative

study of Law, say in respect of personal rights, marriage, divorce, inheritance, insurance, workmen's compensation, etc., as well as the study of their historical evolution should figure in our M. L., and B. L., as optionals. Of course such a Law department would work in closest connection with departments of History, Sociology, Modern Languages, and other branches of learning."

Concluding he said, "I wonder if the Andhra Department of Law would become a comprehensive course as envisaged above, ranging through all time, and through every clime and country of the world. Let us dream. Dreaming is no offence in Law. And if we cannot do anything now, drug ourselves and others with the pious hope that it will be part of Post-War Reconstruction.

SIR S. V. RAMAMURTHI ON THE TASK BEFORE ENGINEERS

"In the engineering of matter and of mind India has more opportunities than achievements. But her resources are great and I look forward to India taking a free and active part in the constructive activities of nations in the future," observed Sir S. V. Ramamurthi, Adviser to H. E. the Governor of Madras, delivering the inaugural address of the Engineering College Students' Association at Madras, on August 9.

In regard to other forms of civil engineering, may we not aspire, asked Sir Ramamurthi, once again to build those magnificent products of Hindu culture—the South Indian temples which stood secure against time as evidence of the living faith of our people. But beyond civil engineering, large vistas of mechanical engineering had opened up to a degree not dreamt of before as a result of the development of modern science. Fresh vistas of engineering were still opening.

Electrical engineering, novel a few years ago, was already becoming familiar in spite of continuing developments. The engineering of communications dealt not only with roads but also with radios. The engineering of jet propellers and the engineering of bombs helped both to construct life and destroy it. It was clear that the engineer was out to do part of the job of Brahma in making new creations of matter and energy.

DR. DEY'S EXHORTATION TO TEACHERS

Addressing the Teachers' Association at Tanjore, Dr. B. B. Day, Director of Public Instruction, Madras, referred to the public awakening all over the world in regard to educational problems, and said that the problems in India were somewhat different from those of the West, and here the main item was the removal of illiteracy. With a view to spreading literacy throughout the province, within a period of 20 years, the Government had launched a scheme of compulsory elementary education in selected areas of each district. The success of the scheme depended entirely upon the teachers who had to work in a missionary spirit. The teachers should realise that they were doing an important item of nation-building work.

Dr. Dey said he quite realised that a great deal had to be done by way of improving the teachers' pay and prospects in this province. The Government were fully alive to the hardships and difficulties of the teachers. He, however, asked them to realise that conditions could not be completely reformed in a day, and said that their general level of improvement would go hand in hand with that of others.

CHINESE UNIVERSITIES CARRY ON

ON a rock pile outside Chungking thousands of women in worn work clothes were crushing and spreading gravel to make a road of a primitive muddy path leading to the main highway. The road grew slowly but the women sang at their work and laughed as their Western-style curled hair fell out of its hairpins. When the sun became strong they stopped work and walked back along the road to call to other women at work building cottages of mud bricks.

"Time for biology class," called the road workers.

In a cleared field wooden benches were lined up, mimeographed sheets were passed around and the foreman of the road-builders took her place before the benches. Liangkang Girls College for Physical Education, formerly of Shanghai, was once more in session.

The 650 students and 33 faculty members of that college had travelled much of the distance from Shanghai on foot. They built 20 cottages and a road from the main highway to the site of their temporary home in grass-thatched huts. There they are carrying on today, growing vegetables for their own meals, holding classes outdoors until winter forces them into their small, crowded class rooms, rising at dawn because the shortage of lamp oil sends them to bed at eight each evening.

This tale can be repeated, with slight variations, in many of the cities of Free China. In the epic of China's wartime preservation of national life, by transferring institutions westward to free territory, the moving of Chinese universities complete with books, equipment, students and faculty, is an expression of the spirit of resistance.

The hardships of the trek from coastal areas far inland, and the difficulties of setting up the colleges in cities already crowded with refugees, are only part of the story. Student life in the transplanted universities is plagued by lack of books, shelter, food, medical care and money. Yet China today has 58,000 students in 133 institutions of higher education—more than in pre-war days, according to the Chinese Ministry of Information.

Before 1937, when the Japanese aggression began, there were 108 colleges, most of which were in the coastal regions. By December, 1939, the enemy had occupied, destroyed or damaged 91 of the institutions. Total losses of buildings, land and equipment amounted to 90-million Chinese dollars, Chinese News Service reports.

DETERMINED TO CARRY ON

But neither loss nor bombings could diminish the thirst of China's young people for the training they know their nation needs so sorely. Today Chinese college students are demonstrating their ability to live and study under the difficult conditions they find even after they succeed in moving the schools outside the range of enemy planes. And Chinese workers are proving they can perform miracles of rapid construction to house the migrating colleges.

When National Central University of Nanking was forced to flee that city under Japanese bombings, the student body and faculty with 550 cases of books and laboratory materials, made their way to crowded Chungking. There were no buildings to house them but land was allotted to the institution and 1,700 workers were assigned to erect temporary

structures. By working day and night the 1,700 men and women in 42 days constructed 24 buildings to house more than 1,000 students with classrooms, an eating hall and administrative offices. In Chengtu, near Chungking today several refugee universities are functioning together under the name West China Union University. Other groups of migrating students and teachers have banded together to continue their work at Chengtu, Kweilin, and Kunwing.

Many colleges have had to move again and again as the enemy expanded his hold in the early years of the war. The first migration in the summer of 1937 was followed by another exodus of colleges and students in the winter of that year when the temporary homes proved too close to combat areas. The third migration of the Chinese colleges came in October, 1938 when further moves westward finally established the schools more or less beyond the reach of bombings. By that time some schools had moved as far as 3,000 miles with students travelling by rail, boat, bus—and even on foot for distances of as much as 400 miles.

During 1943 more than 3,000 students migrated, individually and in small groups, from occupied to Free China. By 1944 many colleges and universities were functioning in the major western cities though much equipment had been lost when no transportation could be found for heavy loads.

DIFFICULT LIFE

Life in the migrated colleges is hard and comfortless. The government provides many scholarships and organizations, Chinese and foreign, give funds for travel aid to migrant students and for urgent needs such as shoes, soap, ink and vegetable oil for students' lamps. But the average college dormitory is incredibly

crowded, often mud-floored and without proper coverings for windows. Classrooms are so small three students share one improvised desk. Books are scarce or non-existent. Most students spend part of each day in the field where they grow food to supplement the meagre diet offered at the school. They must make and launder their clothes, care for their living quarters, and in addition many students work part-time in order to buy necessities.

At National Southern Associated University, National Peking and Nankai Universities, the present accommodations are so primitive that students eat their meals standing up because the dining room has no chairs. But in an essay competition a student writes:

"We are determined to preserve our spirit of study under all circumstances, just as our comrades at the front are determined to keep their fighting morale. We will not allow ourselves to be daunted in the slightest degree by the possibility that one day our small cluster of mud houses with all our worldly possessions in them may be razed to the ground by Japanese bombs".—usowi

World Educational Organisation

An educational and cultural organisation of the United Nations will be established shortly, it is reported. The draft proposals will be discussed at a special conference of the United Nations in London on November 1.

The proposals have been drawn up by a Conference of the Allied Ministers of Education with representatives from the Soviet Union, India, China and the Dominions who were present as observers. The November Conference will be the first fruit of the San Francisco deliberations.

BOOK-REVIEWS

OXFORD PAMPHLETS ON INDIAN AFFAIRS: No. 28. MINERAL RESOURCES by A. M. Heron, Pp. 32. Price 6 as.

From the dim distant past India has been famous for its gold and diamonds and "the wealth of Ind" has attracted the curiosity of tourists and inspired the eulogy of poets. Its varied mineral resources, the places where they are found and the quantities in which they are available, are all indicated briefly in this pamphlet written by a former Director of the Geological Survey of India who is now holding the exalted position of the Hyderabad Geological Survey Department. It is a pamphlet of considerable interest to the general reader who wishes to have a clear idea of the mineral resources of this vast sub-continent.

No. 29. MALAYA by G. S. Rawlings. 32 pages. Price 6 as.

The fierce light of publicity beats upon Malaya today. Blitz which led to the Japanese occupation of the peninsula has brought it into a measure of prominence which it never enjoyed before. The phenomenal progress which it has registered in the last seventy years and its vast resources of tin and rubber would in any case have brought it to the forefront. It is also interesting as offering the only parallel to the United States of America in being the home of a happy combination of a large variety of peoples. In this pamphlet Mr. Rawlings, a member of the Malayan Civil Service and Regional Adviser for Malaya in the Far Eastern Bureau of

the British Ministry of Information at New Delhi, has given a clear and succinct account of its physical features, its fauna and flora, the diverse races inhabiting it and its political and economic condition. Its future prosperity depends on the welding of the various races now occupying it into a unified nation regarding Malaya as their home and the source of their livelihood and having a common loyalty and allegiance to Malaya within the wider bounds of the British Commonwealth of Nations.

—V. M.

No. 30. TIBET by David Macdonald. Pp. 32. As. 6.

Tibet, the country next to us, remained for long a hidden land. Now it has been penetrated, and its contents have been noted. The author of 'Tibet' through years of life in and contact with this mysterious land has brought to light many unknown facts. The pamphlet is a brief but authoritative record of the geography of the land and the history of its people, their life and occupation and character. The reader will also find a map of the land and a short bibliography.

No. 31. THE UNION OF SOUTH AFRICA by P. P. Balsara. Pp. 32. As. 6.

The author has first-hand knowledge of the subject and has not only given a clear exposition of the geography of the land but the internal relations of the peoples, the Indian question and other vital problems facing the Union. A helpful map faces the book.

CHILDREN'S INDIA—Ilami Markaz. Y. M. C. A., Lahore. Pp. 16. Re. 1.

This book—the size of an exercise book—introduces children to the pictures of some of the famous works

of sculpture and architecture in India. The examples selected are representative of ancient, mediaeval and modern style. Eight pages of art paper contain these sixteen pictures in mauve. There is a comment in easy English on each picture, the whole series arranged chronologically. The first picture is that of the Great Bath excavated in Sind and marking the Indus Valley Civilisation. The last one presents the New Delhi Offices of the present British period. In between are found pictures belonging to Jain, Buddhist, Hindu, Mohammedan and Moghul periods. For children, the book constitutes an approach to the study of Indian History through the gateway of Indian's art. This and a few more books of this type are always worthy of a place in every home or class library for children.

SCIENTIFIC LIVING FOR INDIA :

R. R. Kumria—Institute of Indian Affairs, Lahore. Pp. 56, Re. 1/-.

The author suggests in this book a scheme for the construction of a new India as demanded by present-day science, psychology and sociology. India, he reminds us, has changed rapidly. In ancient India when milk and honey overflowed the land, people contented themselves with philosophy, religion and yoga. But life in the modern world needs a different approach. He urges us to make the most of life as it is found today, work upon it and build up the structure of a new society on the foundation of present-day facts. He would advise people to do away with many old-time practices in religion and society, and aim at individual freedom, social equality and true nationalism, which is free from the taint of communalism. He lays down conditions for the ideal home, school and college life. He also

deals with the problem of sex and adolescence.

The book is published by the Institute of Current Affairs which publishes booklets on present-day problems, setting forth different points of view to help constructive thinking and intelligent action.

MERCHANTMEN AT WAR—The Official Story of the Merchant Navy 1939—44. London: His Majesty's Stationery Office. Rs. 2.

This book narrates the wonderful story of the Merchant Navy during the fateful years of 1939—44, with the record-making part it played in the war. The book tells us about the men of the merchant navy, their training and equipment, the convoy system, the battles fought, the treacheries of the deep met and the forging of link after link in that chain of events which led to inevitable victory. The record, in narrative form, makes a romance of the high seas enlivened by personal touches and particular incidents and fully illustrated. A poem from him who knows the sea—John Masfield—aptly opens the book and another from the same author closes it.

The book is welcome to those who are interested in the subject of 'Merchantmen.' —D. I. A.

THE THREE FOODS!

A teacher had dwelt with wearisome iteration on the part played by carbohydrates, proteins and fats respectively in the upkeep of the human body. At the end of the lesson the usual test questions were put.

"Can any girl tell me the three foods required to keep the body healthy?" was the first one.

There was silence till one girl replied: "Breakfast, dinner and tea, of course!"

—Tea News & Views.

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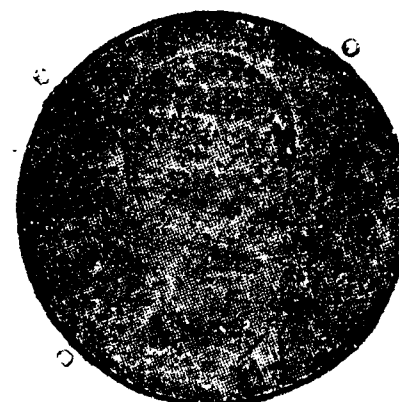
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