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"The segregated life of the training colleges does not encourage breadth of outlook. It might be a good plan if local education authorities and managers of schools could enable teachers to a reasonable extent to play a part in local life by sitting on public bodies, on the Bench, or on some of the many organisations, public and private, whereby the life of the country is carried on." —HERBERT MORRISON.

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EDUCATIONAL INDIA

A MONTHLY DEVOTED TO INDIAN EDUCATION

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

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EDITORIALS

PUBLIC MORALE AND EDUCATIONAL REFORM

IN carrying out reforms in any development of national life a stage is reached when morale becomes the all-important factor. The extent to which the results expected from any scheme of reforms depends ultimately on this.

THIS stage has arrived in the field of educational reform in areas where the system of compulsory education has been introduced.

EVERY one knows that several steps had to be taken before the arrival of the stage. It was more than a generation ago that our great countryman the late Mr. Gopala Krishna Gokhale emphasized the need for compulsory elementary education. Men in power—the British civilians of those days—were not convinced of the force of his arguments, although in their own country they had been working a comprehensive scheme of compulsory education for nearly half a century. But the leaders of the public did not give up the demand. They persisted in their

agitation with the result that the Government was compelled to undertake legislation required for the purpose. The first stage therefore in effecting the reform required for introducing a scheme of compulsory education was thus over. There is nothing peculiar in this. It is the experience of history that the preliminary stage in all schemes of comprehensive reform is the stage when those in political power have to be educated and made to see the need and the utility of the scheme advocated.

THE second stage comes when men in power enact the necessary legislation. This stage began in our country after the introduction of Montagu-Chelmsford reforms in 1919. Provincial Governments enacted laws making it permissible for local authorities to introduce compulsory education in certain areas under certain conditions. These conditions were no doubt stringent and it was not possible for many local authorities to take advantage of the newly enacted

laws. But all the same the law was placed on the statute book and what was required was only the will on the part of the people on whom power to introduce compulsion was conferred to exercise the power they secured.

IT is at this stage that the importance of public morale has come to be felt. Every one is aware that the demand for compulsory education is not and cannot be a spontaneous one. The large majority of the public—the parents of the children to be educated—do not realise the advantages of such education. That is just the reason why they should be compelled to send their children to schools instead of to the agricultural field or the workshop or the factory. This is also the reason why parents who do not obey the law have to be punished; and committees have to be created for the purpose of seeing who among the parents and guardians are refusing to send their children to schools. Attendance Committees therefore are an integral part of any scheme of compulsory education.

THESE committees consist of non-officials resident in the area in which compulsory education is introduced. They are set up by the local body concerned. According to theory it is such committees that are considered to be best fitted for the purpose of detecting who among the parents are unwilling to send their children to schools, bring

them before the magistrate and see that they are punished for disobeying the law. Theory also tells us that being non-officials and men on the spot their word will carry greater weight and that through their powers of persuasion they are in a better position to bring round recalcitrant parents.

UNFORTUNATELY however government at least in the province of Madras has found that these non-official attendance committees are not functioning properly and that they are not taking steps to bring promptly to book the parents and guardians defying the laws. The powers therefore of enforcing the law regarding attendance are being transferred to educational officials.

IT is this transfer that makes us think of the need for a high standard of morale among the general public. No reform can be effective unless there is a large amount of willingness among the public to see that the reform is put into practice. Members working on attendance committees have shown that they do not possess this to the extent required. There is also no guarantee that paid departmental officials will prove better. As recent events have shown, an increase in official staff may lead to much corruption and bureaucratic tyranny. If non-official members on attendance committees have the faults of indifference and negligence, officials

who are substituted for them may suffer from the faults of being prone to dishonesty and corruption.

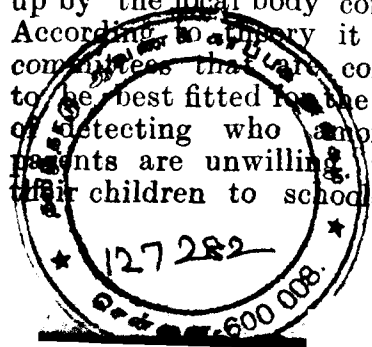
IT is not merely in the matter of enforcing rules of attendance that this dilemma is seen. It is also becoming visible in enforcing the rules regarding provision of mid-day meals. Here also it is found that in several localities non-officials have not been showing a sufficiently large amount of public spirit needed in the matter of providing healthy food in an economical manner. In some places there are complaints that money is not being properly and honestly spent.

IN all these cases the effective remedy consists not so much in substituting a paid official agency for an unpaid non-official one, as in raising the standard of public morale in all. Social life becomes an impossibility—whether it is life in the family, or school or any where else—unless the concerned people observe a minimum standard of morality. It is because we are falling below this minimum that all sorts of administrative difficulties are cropping up. Honesty, truthfulness, respect for law, reverence for tradition—these have their part to play at all times. Without a proper religious and ethical atmosphere no great reform can be effected. And those who believe in religion and morality have as significant a place in the reconstruction of national life as politicians, economists and all

those who believe in mere legislation. There should therefore be an active campaign carried on for raising the standard of public morale in the country and for teaching the public workers—whether official or non-official—that they should not use their positions for promoting their selfish interests or stick to office when they are unable or unwilling to discharge the responsibilities associated with it.

Management of Students' Hostels

ONE of the problems with which managements of Indian educational institutions—Universities, Colleges and High Schools—are confronted with is the method they should adopt for running the hostels they maintain for the benefit of their students. Such hostels are necessary for three purposes. One is to provide healthy and nutritious food to students who do not live with their parents. The other is to provide them with suitable accommodation. The third purpose is to promote among them a healthy corporate life. Most difficulties however arise in fulfilling the first purpose. In most hostels there is a complaint—sometimes well-founded and sometimes ill-founded—that the food served is not of the right kind and that the cost is unduly high. Misunderstandings arise between students and the authorities and occasion-



ally these result in strikes. Is there any remedy for this?

IT is suggested that educational authorities should have nothing to do with the actual provision of food to students. For, it is generally here that difficulties crop up. Students begin to feel that there is a large amount of carelessness, indifference and even dishonesty in the purchase and use of the articles of food by wardens of hostels. Even when wardens have Advisory Committees with students' representatives on them this suspicion is present as the ultimate control and responsibility are with the wardens. Some of these difficulties are inevitable as there is no standard food to which all are accustomed. Moreover in most of the big hostels it is the richer students that set the standards for the rest; it is they that influence the nature of menu, the feasts and festivals to be celebrated and the tiffins that have to be provided. The result is that the monthly bill becomes heavy and the majority of students become angry with the warden and the authorities. There is of course the misbehaviour of cooks and servants. They are not very honest. And no warden cannot be expected to spend all his time in watching their conduct in the store room or in the kitchen.

THE remedy for all this is to give to the students complete autonomy in running their messes. The authorities should only provide them with kitchens,

store-rooms, dining halls and utensils. Students will find cooks for themselves, and manage the whole mess. All friction between them and the authorities will then disappear.

BUT this system can work only when the mess is small in size. No mess should have more than 15 to 20 members. In small messes members come to know each other; it is only such students that will organise themselves into a separate mess. The mess committee also will in that case be a small one; and it will be in contact with the general body of members. There will be no occasion for the committee to bully the other members or tyrannise over them. Everything will go on smoothly. If any thing goes wrong they have to blame themselves and not others. This will also be a good training ground for them.

IT must be clearly understood that this system is possible only when the mess is small in size. It will fail if a hostel containing hundred or two hundred students is under the control of one mess committee. Parties and factions, intrigues and counter-intrigues will then become the rule. The majority will be dictatorially controlled by cliques and students' juntas. That will be worse than the present system. It will lead to mobrule.

The Late Mr. D. P. Khattry

WE are pained to record the sad demise of Mr. D. P. Khattry,

Headmaster, Pritinath High School, Cawnpur and Hon. General Secretary of the All-India Federation of Educational Associations. He passed away on the 16th January last at the age of 54. It was he who founded the All-India organisation in 1925 and the U. p. Sec. Education Association, and the Journals "Education," and "The Journal of Indian Education."

A declared enemy of bad and

irresponsible management of Schools he fought vigorously to maintain the self-respect and honour of the teaching profession. In his death our country has lost an eminent educationist who devoted his life energies for the betterment of the teaching profession.

We offer our sincere condolences to his bereaved family. May his soul rest in peace!

Dearness Allowance to Aided School Teachers

An Appeal to the Madras Government

By Mr. R. SRINIVASA IYENGAR

TEACHERS and Managements of aided schools that have already sanctioned or may now sanction dearness allowance to their staff at Government rates are beholden to the Government of Madras for having obtained the consent of the Government of India and passed orders directing the expenditure incurred under this head as a legitimate item of expenditure for the assessment of teaching grants. It is hoped that all aided schools will sanction D. A. at Government Rates and encourage their staff to carry on their work cheerfully. But the Government order should be modified in certain respects if the managements are to be encouraged in helping the teachers. The order states that "the concession will be admissible only in the case of those institutions which worked at a deficit and not in the case of those which worked at a profit." This direction is inconsistent with the section (iii) of the Rule. 32 of the Grant-in-aid Code which allows managements to "retain any profits they may make during the year subject to the condition that the money thus retained is allowed to accumulate but is spent with the approval of the Director on improvements to the School. The Government may now direct that the payment of D. A. at Government rates will be treated as improvement to the school, that such institutions as are working at a profit should pay their teachers D. A. at Govt. rates, and that no management should accumulate profit

before paying their staff a D. A. at Govt. rates. I believe that very few aided institutions will work at a profit if the new scale of D. A. is adopted. Managements suffer under the apprehension that a school which works at a loss may be considered to work at a profit by the Department, if certain items of expenditure incurred by the management are disallowed in the assessment of the teaching grant. Again, it has been a standing grievance with most managements of aided schools that the loss of fee income on account of the award of fee-concessions under Rule 92 of the M.E.R. is not fully compensated for by the Department, and that part of it is withheld on some such trivial plea, as mistake in spelling the name of the backward community. Educational Conferences have supported the cause of managements that the compensation due to them under Rule 32. (ii) (a) of the Grant-in-aid Code should be paid to them independently of the teaching grant by a separate bill. Managements who suffer under apprehensions of the above sort will be encouraged to utilise the Government order for the benefit of their employees, if the Grant for the payment of Dearness Allowance at Government rates is paid to the managements under a separate bill from the Teaching Grant Bill. I pray that the Government will issue revised instructions in the light of the above suggestions, and really "encourage" managements to help their staff.

SECONDARY EDUCATION * Bifurcation of Courses in Madras

By Mr. T. VENKATAPPAIAH

THE chief proposal for reconstruction of Secondary Education everywhere in India seems to be to bifurcate the courses into Pre-University and Vocational. In Madras these proposals are based on a communique issued by Government in 1937. Since then much water has flowed under the Coom Bridge. We passed through the greatest conflagration known to History, the effects of which are still as rigorous now as during the war. This war has brought about vast change in the ideas of mankind in every aspect of life, education not excluded. Much thought has been bestowed by all educationists during the years of war and many books have been published. Yet in complete disregard of this progressive thought we find the Government of Madras proceeding with bifurcation based on proposals formulated in 1937.

I hold that bifurcated courses are practically unwise and educationally unsound and that there should be only one kind of course for all, offering a wide choice of subjects.

It is practically unwise because the circumstances at present are quite different from those of 1937. We have not yet a clearly thought out a well laid plan of development for our country, giving a full idea of the future requirements. The political situation is in a fluid condition and we do not know what the next twelve months hold for us. Revolutionary changes seem to be possible and even the present vague plans may be upset. By bifurcating

courses at this juncture we shall be producing youngmen trained for different vocations without knowing what demand there will be for people of those vocations.

It is educationally unsound for many reasons. This bifurcation divides pupils into two categories, the one studying academic subjects and the other the utilitarian. This in itself is wrong. The Technical Education Committee of the Central Advisory Board has it that Education from the earliest stage should aim at making boys and girls familiar with practical as well as academic subjects. It has also been pointed out by the Board of Education in England that Education should enable pupils not only to accommodate themselves to sudden changes of process and method in the occupation they are likely to take up but to transfer themselves from one occupation to another and from one part of the country to another, including from the town to the country and from the country to the town. Our proposals for bifurcation contemplate preparation for vocation and not the development of the skills necessary for this easy transfer.

Bifurcation also implies that certain kinds of courses are superior for which all pupils are not fit and that such pupils should be diverted to Vocational courses. This is undemocratic and educationally untenable. Education in Technical subjects should not be intended for pupils with an inferior intellect, thus keeping away from industry the best brains of the country. It has also been made clear by the Spens'

Report that the so called technical subjects have been found to be capable of providing an all round education or culture as distinct from vocational training for the many people, not necessarily by any means the less intelligent, whose mental faculties are more actively stimulated and more fully satisfied by practical than by academic studies. This shows the necessity from an educational point of view for instruction in technical subjects to all pupils and not merely to a select few intellectually superior or inferior as contemplated by the proposals of the Government.

In this connection, I also commend to you the Nuffield College Pamphlet (1942) entitled Industry and Education containing the personal views of 46 eminent Industrialists and Educationists of Great Britain. This statement has it that in industry of the future the quality of labour and the attitude towards production of the individuals who compose the labour force are vital factors in raising productivity. To secure this end, the main demand of industry is not that pupils shall have received at schools any specific vocational preparation for the occupation which they are about to enter but rather that they shall be as intelligent and adaptable as possible and further that they shall be inspired with a zeal to give of their best with a creative and forward-looking spirit. According to the statement it is altogether the wrong course to attempt to turn the common school into a place of specialized trade training for those who are to enter industry at the statutory leaving age (15). The statement advocates the rapid development of technical schools but wants the curriculum not to be narrowly vocational

but to provide a wide instruction in mathematics and basic sciences as also in the speaking and writing of good English and a clear understanding of the character and institutions of the society in which the pupils will have to play their part. It also says that industry demands of Secondary Schools that the courses provided shall stand on their merits and shall not be primarily devised as preparation for University courses. It wants the broadest and deepest possible development of general intelligence and initiative with a general basis of scientific and mathematical knowledge. Premature specialisation (vocational) before there has been time for these foundations to be made firm is as much contrary to the requirements of industry as to the full and balanced growth of the individual.

The Chairman of our Reception Committee (Dr. Sir A. Lakshmanaswamy Mudaliar) once expressed it as his belief that the proper function of a university is to pick up from the products of school life without throwing its will on school working and taking the responsibility of school teaching. In his opinion it would be in the fitness of things whatever may be the ultimate aim of the pupil, if at the secondary school age he be trained to some vocation which he may or may not take up later.

All these point only to one conclusion that bifurcation of studies at the secondary stage is warranted neither by educational considerations nor industrial needs. Our aim should be to have one type of school (a composite school) giving an education which establishes a happy blend of academic and technical subjects,

* A paper read at the All-India Educational Conference, 1945.

offering a wide choice of subjects. Education from the early stage to the end of the secondary stage should have a craft basis, though not bias. The study of a craft should be made compulsory for the educational potentialities it alone has and which cannot be got by the study of other subjects. Instruction in a craft offers unlimited variety, creates interest in work, relieves the monotony of book learning, inculcates a desire to do something thus satisfying the creative urge in the pupil. It is also a way of letting out surplus energy in the growing pupils. It is the only means of learning certain skills useful in any walk of life.

Even the advocates of bifurcation desire the establishment of 'Technical Schools (as distinct from vocational training schools) and Modern, Grammar, Academic or Preparatory High Schools. They want that the courses should be so organised as to make transfer of pupils from one type of school to another easy at any stage, that the pupils in each type of school should be kept fully informed of the other aspect, that the difference between the two types of schools should be only one of degree of emphasis rather than of kind. The recently published Report of the committee of the Madras University on Reconstruction of Education in the Presidency also stresses these points namely that the interchange of pupils from one type of education to another must be facilitated and that for pupils in Preparatory schools there should be practical training or training in craftsmanship while pupils attending Technical schools should have some training in academic subjects, in common, if possible, with preparatory class pupils. The Committee appointed by the Central Advisory Board to report on Agricul-

tural Education also states that an Agricultural High School (intended to be a variation of the Technical school) will give the same standard of education as the Academic High School except that its instruction will be more practical with a strong agricultural bias. Pupils from Agricultural High Schools may proceed either to an Agricultural College where they will have an advantage of only one year over Academic High School pupils or become Non-graduate assistants in Government Agricultural Department. Even these High school leavers seem to require a short time course of practical training if they want to take up farming. All these show that the attempt to separate the sheep from the goats may be a failure at the Secondary stage and that the sheep and goat should be left free to find their kith and kin later. This results either in wasted effort and unnecessary and costly duplication or makes the academic and technical courses a distinction without a difference.

I also point out another difficulty which is against bifurcation. On what basis are we to select pupils for the different courses? Our education from the early stages is only academic and threatens to be so in future also. Even now there is no serious attempt to introduce any wide variety of practical subjects or try out courses with career or aptitude teachers in our Elementary and Middle schools. Hence it would not be possible for the pupil himself to decide or the teacher or the parent to advise which course he should select. The decision will finally be based not on the pupils aptitude or suitability but on the parents' purse or nearness of the course or perhaps the example of a neighbour who has become a success in a particular walk of life.

The Low Standard of English of S. S. L. C. Candidates

By Mr. V. S. VENKATANARAYANA, M.A., B.Ed.,

Secretary, Nellore Dt. Teachers' Guild.

L OUD is the complaint that there is a rapid deterioration in the standard of English attained by the candidates appearing for the S. S. L. C. public examination. The complaint has gathered weight of late due to the persistent outcry of those who are averse to the mother-tongue being used as the medium of instruction. There is a marked tendency on the part of these people to obtain the old conditions when English reigned supreme in instruction

and 25 periods out of 35 in a week were in English.

We are not told what that standard is that has gone down and what standard it is that is expected of the pupils presenting themselves for the S. S. L. C. Examination. The vagueness of the term 'standard' is matched by the indiscriminate prescription of books for study. As an instance to the point, the pupils of the S. S. L. C. classes have to study 'Our India' by Minoo Masani and 'A Book of Short Stories' published by Longmans' Green & Co., for their examination in March 1946. Both these books are for non-detailed study. The first book had been prescribed for the Intermediate Examination of the Andhra University for March 1944. The second book is as difficult as the English selections for detailed study—if not more difficult. This shows that the authorities that be are not sure of what standard those books for the various classes shall be.

Efforts are not made to see whether this fall in the standard of English is harmful to the Indian pupil in his career in life and whether the 'so-called' standard is not too high for the masses of our countrymen. It is often overlooked by those who complain about the low standard in English that it is a foreign language. At present there are a good number of European officers in the civil services who have such a vital part to play in shaping the destiny of our country. What is the standard expected of them in the

Continued from preceding page.

The above consideration leads us to the following conclusions:

(1) That there should be no type of secondary education whose business is to prepare pupils for the University.

(2) That even industry does not want pupils in Secondary Schools to be trained for direct employment.

(3) That practical training or training in craftsmanship should be given to all pupils from the early stages to the end of the secondary stage for the culture and skill it alone can impart.

(4) That without such training from early stages to the end of the secondary stage it is not possible to judge the aptitude or suitability of any person for any vocation.

(5) That there should therefore be one type of schools (a Composite school) wherein there is a happy balance of academic and practical subjects, offering a wide variety of tryout courses.

local languages like Telugu, Tamil and others? But so persistent has been the complaint about the deterioration in the standard of English that the Director of Public Instruction, Madras, in his Proceedings Re No. 2350 E of 1943 dated 27th August, 1944, had drawn the attention of the managements of secondary schools in the province to this fact and suggested the following remedial measures:—“(1) The teaching of English should be done by teachers specially qualified or trained to teach English; English in the lower forms also should be entrusted only to the graduate members of the staff. (2) More careful preparation of lessons should be insisted upon and more oral and written work should be done in English paying individual attention to pupils. (3) Schools should be equipped with adequate libraries containing sufficient suitable English books for pupils' use and there should be systematic organisation of library periods under proper supervision and (4) promotions should be stricter, with a prescribed minimum in English.”

The above communication does not seek to analyse the causes that led to the reported deterioration in the standard of English of the S. S. L. C. pupils nor does it define the standard to be expected of them. Subsequent to this notification, textbooks for non-detailed study have been prescribed once again for the S.S.L.C. examination.

It is the purpose of this paper to deal with this matter fully and suggest a way out. Some teachers and educationists have given the following reasons for the reported deterioration in the standard of English of the S.S.L.C. candidates:—

(i) Change in the medium of in-

struction from English to the mother-tongue in the High School classes.

(ii) Dispensing with the prescription of texts for non-detailed study.

(iii) Introduction of the Library period in the wake of abolition of the non-detailed texts.

(iv) Waning regard for efficiency by parents and the public, leading to the inevitable consequence of lax promotions and moderation of results.

(v) Abolition of the middle school examination.

(vi) Increasing strength in schools drawn from all strata of society—more and more pupils from the backward communities joining the schools.

(vii) Indirect encouragement for inefficient private study, the elementary school having ceased to be a pre-secondary school, and lastly

(viii) formal grammar being given undue prominence in examinations and in teaching.

There can be no doubt about the validity of all the above mentioned causes except the first and foremost one. We will have to pause and think clearly before we can accept the statement that the mother-tongue medium of instruction has contributed to the deterioration in the standard of English. Experiments are being made in this respect and it is truly premature to make any inference with regard to this fact.

* Prof. B. Kuppaswamy M. A., D. Litt., in his Presidential address to the section of Psychology and Educational Science of the 32nd Indian Science Congress, Nagpur has dealt with this aspect of the question. He has studied the results of the S. S. L. C. examination and the attainments of the pupils of the Kannada

* Language and Education (by Prof. B. Kuppaswamy published in Educational India, Pp. 210-214.

medium group and the English medium group. He has also investigated the effect of change of medium of instruction upon college performance. After making comparisons between the two groups in the eleven subjects: English, Kannada, Mathematics, Chemistry, Physics, Economics, History, Logic, Zoology, Botany and Geology, he has found that in nine comparisons there is no reliable difference between the two groups. Barring the two subjects English and Economics in which there is a little difference between the attainments of the two groups, the continuation of the English medium has not been a source of advantage to the English medium group nor the change from Kannada to English a source of handicap for the Kannada medium students. The performance of the two groups in the college classes is about the same though the medium of instruction is changed with respect to some. When we speak of the standard being lowered, we must not confuse ourselves regarding the terms 'the knowledge of a language' and 'the language as a medium of instruction.'

From the foregoing one is led to ask the following questions:

Did the subject teachers correct each and every mistake in the language of the pupils while English was the medium of instruction in the subjects? Bearing in mind the criteria involving the answer papers in the informational subjects, did the pupils pay any attention to their language in answering questions in Mathematics, History or Sciences? Were not full marks given for word answers in Science and 'yes' or 'no' answers in Geography? If so, how can we expect the pupils to play the part of Dr. Jekyll in their English and the part of Mr. Hyde in their subjects?

Let us examine the reports of the examiners in, say, mathematics where the minimum of English is required.

1931 Report states: 'The English of the candidates was very bad. "Let ABCD is the given quadrilateral; Similarly by apply ΔDEF etc...." Such mistakes were committed. The spelling of words is bad e.g., "Vanicious (for vanishes), quab (for cube), midill (for middle), subtent (for subtend) etc...."

1934 Report states: 'The English of the candidates was very bad. Sentences such as: "Let one pipe takes, Let ABCD is a quabrilateral etc.," were not infrequent. Geometrical terms were variously mis-spelt.

1937 Report states:—The most elementary rules of grammar were forgotten, as in "The angles does not, one side and one diagonal is enough etc...."

1938 Report points out:— "Mistakes in language and spelling were bad, very bad....."

1940 Report states very eloquently:—"Language was poor in a majority of answers in English. Ideas of the pupils had to be read between the lines in a number of them. If marks had been deducted for bad spelling and language, 20% more would have failed to secure a pass. Answers in the pupils mother-tongue were reported to be better than in English.

Other reports also run in the same strain and hence they are not quoted. The above extracts are enough for our purpose here. They conclusively show to us that the English was and is not at all satisfactory in the case of the English medium group in the knowledge subjects. Where is that reported

standard, which has now fallen, seen in the English medium group?

We must have to agree with expert teachers of English like Prof. A. Rama Iyer of the National College, Trichinopoly who ask whether the standard has not deteriorated in schools in which English continues to be the medium of instruction and assert that "it is an undesirable fact that the rot set in long before the mother-tongue medium was thought of." We have to state what standard is to be expected from the S. S. L. C. candidates.

The standard should not be too far-fetched. "We must avoid the temptation of pitching our standards impossibly high, for to do so is to court confusion, and perhaps disaster." So say Thompson and Wyatt. Prof. B. Kuppaswami asserts: "Though some students learnt all their optional subjects in their mother-tongue in their high schools, yet their knowledge in English language was sufficient to follow the lectures in the college classes in English just as well as those who were taught their subjects in English in the High Schools. In other words, the knowledge of the English language was not lowered when the medium of instruction was the mother-tongue, so long as English is taught as a language subject."

This point must be clearly understood when we speak of the standard of English. Our aim is not to make the S. S. L. C. candidates speak like a book using a language out-moded and alien to ordinary daily speech. It must be our aim to enable him to understand normal English, when written and when spoken, and to enable him to speak and write it. As regards reading, we must make a distinction between reading matter that pertains to literature and that

which pertains to the common and commonplace writing on matters of daily life such as ordinary correspondence, the newspaper and the book the plain man needs. As Thompson and Wyatt postulated; "To aim at literature is to miss the way to language; to aim at language is to pave the way to literature. Familiarise the pupil with familiar English all along and you will kill two birds at one stone. Aim two stones at the two birds separately and you run the risk of missing both."

As regards the standard to which we can normally expect to bring the school pupil in his eight years or so of part time study of English in the High school, the end is ability to understand, without discouraging effort, the simple un-technical English of (a) ordinary correspondence, (b) Newspapers, popular magazines etc., (c) such school text-books as are not available in the mother tongue (d) books on subjects touching the pupil's ordinary life and interests. The pupil must be able to speak simple, natural, live English. He must have the ability to converse in colloquial English and to use the same simple English in continuous speech.

He should be able on leaving school to write a letter on matters of ordinary interest to him. He must be familiar with the commonest forms of correspondence to friends, relatives, tradesmen and the few types of officials to whom he may have occasion to address letters. Besides this, he should be able to use the language that he has learnt to speak in writing on his own personal experience, his daily needs, hopes, fears etc. On abstract subjects or subjects not spontaneously present in his mind already we must study

ON THE USE OF LEISURE

By Mr. V. SUBBARAMAN

One of the most pressing problems to which the attention of all educated men needs to be directed is that of the criminal waste of time or 'Time-killing'. Men and women of whatever age and to whatever calling they belong, have got after their normal hours of work, some spare time to devote for themselves. These hours of leisure are intended to give them some respite, a change from the dull monotony of their daily occupations. These are precious hours to be devoted to some life-giving activity, that will awaken the creative faculty of the individual and develop in him skill of one kind or other and bring into light partly developed sense of beauty. But the tragedy of it is, that most of us are labouring under the mistaken notion that hours of leisure are intended to be spent in some idle pleasure-giving occupation, such as witnessing a performance in a play house or gossiping with the loquacious neighbour. Still others keep on vacant minds and find these hours heaving heavily upon them. These sedentary habits are sure to result in much harm if allowed to

Continued from preceding page

ously avoid setting him to write in English. The first duty of a foreign language teacher is to teach the foreign language. He must avoid adding difficulty of matter to difficulty of language.

With the above aims in view with regard to the standard of English to be aimed at, let us examine the complaint about the deterioration in the standard of English.

(To be continued.)

develop, especially, by the youths. Many an old man who finds his retired leisure a burden to him is the product of such sedentary habits in his younger days. Instances are not wanting to show that the most fundamental of the causes of child delinquency is the want of some suitable occupation to keep engaged the ever active hands of the children. Well has the poet observed, "Satan finds some mischief still, for idle hands to do".

After having dealt at this length on the evils resulting from the wastage of time, the necessity for developing some healthy leisure occupation becomes apparent. In other words, "Cultivate Hobbies to make your lives worth living". Hobbies are very valuable not only because they afford mental relaxation but very often lead to definite pursuits and disclose some hitherto undiscovered talent. The pursuit of a definite hobby develops in us the quality of earnestness and imbues us with a desire for the acquisition of knowledge.

Hobbies are numerous and are of various kinds. There are outdoor hobbies and indoor hobbies. Amongst the outdoor hobbies may be mentioned photography and gardening while reading claims an honoured place amongst the indoor ones. One may be tempted to question the propriety of including reading amongst the pleasure-giving occupations. Most of us are prone to consider reading as a task, which is quite antagonistic to the idea of pleasure. They forget that the main purpose of education is to instil in us this habit of reading for pleasure

as distinct from reading as a task. The benefits which one derives from the reading habit are many. The style of the language and the logical sequence of thoughts give us a great delight. A taste for reading is an inexhaustible source of pleasure and adds to our happiness in prosperity and consoles us in adversity. It is the easiest and cheapest intellectual pleasure. To a person who has to do manual work no better relaxation can be had after a day's hard work than to browse over a volume of one of his favourite authors. The priceless happiness which he enjoys from their works makes him forget the miseries of having his mind tied down to the narrow routine of his work. To persons who are disabled, because of old age, from pursuing active hobbies, reading affords the greatest and the best chance for deriving pleasure. But one must be careful in the selection of reading matter. Books of trash will only do more harm than good.

One whose lot is to work at a desk all day long will find gardening the best means of recreation. Gardening ministers to our sense of beauty as well as to our comforts. Even the poorest man can afford to practise it with both pleasure and profit. A garden of roses is a thing of joy to the grower as well as to the passer by while a vegetable garden provides a person with a delightful variety of daily food. Photography makes an interesting and instructive hobby but it requires artistic skill. This art, besides being a pleasant amusement, is an alleviation of the pains of separation.

Children need active hobbies. Their hobbies should foster in them

a sense of beauty and orderliness and should be in consonance with their tender age. The hobby of collection naturally appeals to them.

As teachers, who are the custodians of the pupils entrusted to our care it is our duty to study the natural bent of children and develop the individual characteristics of each pupil. As the child that instinctively lifts to its lips whatever object it may come across so that it may differentiate objects by their taste, grows up, the first and the foremost thing that it does is to stuff its pockets with all sorts of things that it comes across. Bits of torn paper with the last traces of a picture in it, pencils of the smallest size, match-box tops, the silvery paper that once covered a chocolate are some of the objects that we find on a casual examination of the pockets of our children. What does this reveal to us? Children are by nature endowed with a desire to make collections. Our duty is to see that this Nature's gift is allowed to grow on healthy lines. We have to train them in the art of collection. Among the numerous hobbies in which the instinct of collection has a large part to play may be mentioned, the collection of postage stamps, the collection of coins, the collection of specimens of ferns, flowers and leaves and the collection of rare pieces of antiquity.

Thus the pursuit of hobbies during leisure hours, gives one a recreative occupation and in the case of children the defects of formal instruction in schools can also be eliminated to a great extent by the cultivation of such hobbies.

COMMUNAL UNITY FOR CHILDREN *

"Text-Books for History must be Re-written"

By SIR SULTAN AHMED

It is yet but a dim consciousness. The Power Conferences have all failed on the issue of the alignment of power. The paradox is to maintain the status quo and bring about the new order. Freedom is still sought to be the exclusive concern of those in possession of the field. Right is still a matter of might, and justice a concern of the strong. Diplomacy is but a high-sounding term for conspiracy. National liberation is taking intriguing turns as the interests of Big Business and Empires change postures. The British and the American, the French and the Dutch Canutes must still order the Asiatic waves to behave, and so the training in democracy of subject peoples should take infinitely long to be completed.

In many directions Europe has advanced by vast strides. But for long she is whirling round the nation of competitive nationalism, unable to emerge out into the ample space of a commonwealth of nations. It is the science of human relationships. It is the worship of deadly efficiency that leads to intricate deadlock.

The key to the deadlock is in the hands of the youth. There is a limit to being worldly wise, and it is for the youth, who still retain the touch of divinity, to point to this limit. In fact, it is the knowledge of correlation in the sphere of values, of the limits where oppositions meet, that helps the resolution of conflicts, the attainment of peace.

* Extracts from the Convocation Address delivered to the Punjab University.

Vocational Education

The minds of reformers are greatly exercised over the neglect of vocational education. It is true enough that one cannot resist feeling overcome at the sight of thousands of young men drifting aimlessly in the dreary void of unemployment. But for that fact alone it does not follow that our system of education will be very much the better for the mere inclusion of a programme of manual training. The ideal university is not that which teaches or facilitates bread-winning and money-making, but it is an institution that has taken charge of cultivating the mind in general. It may or may not help earning of bread. Until and unless the whole structure of our economic life is planned on a social basis of good living for all, a reformed curriculum by itself will not do any good. It is because of this unequal social background that even cultural education has generally failed to produce anything better than a number of more or less learned parasites. A cheap vocational education will likewise tend to produce parasites, not so learned but more deft-handed, who would crowd the portals of mills and factories. Jobs are scarce even for artisans and mechanics.

In an economic system where generations of hereditary craftsmen have been compelled to give up their vocation, there is but little sense in the constant demand for technical classes. Our social machinery has to be thoroughly overhauled, and a new outlook acquired both in politics and economics before mere technical

training can serve any useful purpose. As long as productive industry and creative capitalism—a capitalism that creates the means of producing goods as well as purchasing power for the masses of the people—do not become a feature in our country, the so-called utilitarian education can but touch the fringe of our problems. To broaden the economic base of life, to prevent physical, moral and mental casualties from poverty, is hardly a matter to be adjusted by patch-work. All the same, education must do its bit to make technical training available to those who require it.

The problem of education is organically bound up with the problem of well-being of the society as a whole. To keep pace with changing circumstances, a comprehensive all round programme has to be thought out. No confusion should be made between the demand for higher education, cultural in its nature, and that for secondary education, technical and vocational in its character. Admittedly, man must have bread. Culture without good living is no good. For in the words of Hugo, 'Belly eats the man.'

Yet man cannot live by bread alone. He has other appetites to satisfy. Matter is not the only sphere in which he lives. It is a way into the world of the intangible that he realizes himself.

The foundation of education is cultural. It is an organized human endeavour to assist Nature in the making of man. It is the way that man helps himself to mature his mind.

Communal Ill-will

You must master the art of living together. There is the tremendous urgency of taking up 'Human Relations' as a compulsory subject in

all our universities. With the increasing trial of our neighbourly relations it has become a vital necessity that the young scholar should be brought up in an atmosphere of communal concord. In the present circumstances of the country, it is sheer dilettantism if our knowledge is just a decoration and not at the same time a weapon to put down the evils that beset us—and of these evils the most harmful is the communal ill-will.

I lay a good deal of store on communicating the cultural heritage of the Hindu-Muslim contact through properly graded text-books from degree courses right down to the primary classes in our schools, so that the tradition of unity may soak its way into the heart of the whole younger generation.

Not a little of our recent ill-will has been started up by the illusion that our past is a record of unmitigated antagonism, and that against such a background it is futile to look forward to a future of amity. This illusion receives ample contribution from the history books that omit facts, give wrong informations and lay emphasis at wrong places. Not a day should be lost in re-writing our text-books on history from the correct perspective that should let the student learn how the common man of both communities lived his life in good neighbourliness even while the Sultans and Rajas were fighting, how the master artists, architects, musicians and saints were busy weaving a composite pattern of life. At the same time, apart from history, let the young learner be led to mutual understanding through a knowledge of one another's classics and cultural heritage.

And not through class rooms alone. A country wide organization must be set up to combat communa-

lism and remove ideological separatism. The organization—let it be called the Institute of Indian Unity—should have nothing to do with party politics and controversial interest. The Institute should undertake to familiarise good things in one another's cultural heritage and the things that are common. College Unions may well be associated with this cultural drive. Our political and economic future is equally to be the concern of the Institute, but it should limit its investigations to an academic study of the necessities and benefits of a common destiny. It is not to adopt platform methods, though the work is somewhat political: to obtain views, compare notes, clarify the anxieties, tabulate the outlooks, eliminate the non-essential, reduce debatable points, rationalize the demands and concentrate on common agreements with an eye to their workability.

Exacting Curriculum

The student of today is breathing in a difficult atmosphere. His struggle for existence is getting harder day by day. In view of all this, his burden in academy must be made fairly light, to conserve his energy for the future struggle. He stands very much in need of being relieved of the strain of an exacting curriculum, giving him some leisure to know the world of realities that surround him.

The matter, however, must be left to experts and experienced educationists, who would be competent to go into the details, making the curriculum yield to the need of the hour. All that can be said at the moment is that the study must be lighter and yet far more alert.

It is absurd to say, in view of the present psychological climate, that the student has no concern with

politics. Instead he has a special role—a role that he alone can play—though, of course, he has a most delicate and difficult balance to maintain.

He may take severe interest in politics, only he will deal with it in his own way—the academic way—not to participate in it actively, but only to probe into it intellectually. All this is to develop his faculty, strengthen his grasp and prepare for leadership in the fulness of his time.

Steer clear of passions and slogans with the intellectual apparatus that is yours, and get ready to act with the vision of things to come when it may be your turn to do so.

NEWS IN BRIEF

LIBRARIES FOR VILLAGES

The establishment of a central school library and a central rural library in every Province and State throughout India was suggested by Sir Azizul Haque, Commerce Member to the Government of India, presiding over the seventh session of the All-India Library Conference held at Baroda on January 26th. Over 125 delegates from all over India and Ceylon were present. Two delegates from the American Library Association also attended.

Dr. ASIRVATHAM IN U. S.

Dr. Eddy Asirvatham of Madras is busily engaged in teaching, studying and lecturing during his stay in the United States. "The whole of August" Dr. Asirvatham told the United Press of America, "I spent in West Virginia attending youth camps and speaking on Indian topics. Since the middle of September I have been lecturing in Boston University and doing graduate work in Harvard University in sociology and public administration."

AUTOBIOGRAPHY OF A TEACHER

By AN EDUCATIONIST

[This is no history of any particular teacher, but only a representation of the difficulties that teachers are put to, which require to be remedied by the Government at the earliest possible moment. The author intends to issue a series of articles of which this is the first, to open the eyes of the public and the authorities to the sufferings of the teachers.—Editor, E. I.]

In a village near Nellore by the side of the stately Pennar, I was born on the 22nd of May 1902. Born of parents, who had very small means and were consequently unable to make both ends meet, I would perhaps have been an uncared for child had it not been for the earnest zeal that my father felt in my future career, which he prayed, ever and anon, should be that of a great man.

Well interested in me, he sold away much of his property to provide me with that much-loved but costly college education, which is now the craze of all civilized human beings. I soon became a graduate with Special English as my chosen subject.

When on the 22nd of May 1921, exactly on my 19th birth day, my father and I learnt about my happy success at the B. A. Examination, we were indeed greatly overjoyed, he, as he thought his troubles would be at an end, and myself, as I believed I would have an opportunity of seeking some profession which would be a solace not only to me but also to my aged parents.

The next few days were spent by my father and myself in happy discussions about the profession to choose. The names of professions rolled one after another into our parleys, the revenue, the police, the judicial, the registration and at last the educational. Of course, my father liked me to become a teacher, as that would put me in possession of a

comparatively high starting salary, whereas my mind was bent upon suggesting to me one of the other departments, which had greater opportunities for gradual promotion.

Entry into the Profession

As I owed my education all to the sacrifices made by my father, I could not gainsay his decision. There was a Rajah's High School in nearby Nellore and I applied for a teacher's job therein. The distinguished marks that I obtained in my subject at the University soon moved the appointing authorities of the High School in my favour. I was appointed as a teacher on Rs 65/- per month, indeed a goodly starting salary in contrast to that of the other departments, for people without valuable recommendations.

My aged parents and myself made a move to Nellore, the place of our expected prosperity, leaving our lands and our house to the care of tenants. You can easily understand the grief that my aged parents felt at having to depart from their native home and belongings, from which they never parted during their life time. This grief was, of course, outweighed by the joy at the much hoped-for fortune of their beloved child.

Being an ardent teacher, intensely interested in the young children entrusted to my care, I soon made a mark in the profession. I was talked

of as being an efficient teacher. My students liked me, nay, loved me. They adopted my industrious habits, which paved their way to success. Though industry is the foundation to victory, my students attributed all their good fortune to the loving and tender care evinced in them by me.

My popularity increased day by day. Surrounded, time and again, by my favourite students who were my admirers, I began, gradually, to feel that I was perhaps one of the few fortunate beings that ever inhabited this pleasant earth. I praised my father who had chosen for me this profession. I praised the department of education which offered painstaking teachers an increasing opportunity for social service among the would-be citizens of our blessed mother land, Bharatmata. Indeed at one moment in my life, an ecstasy came over my mind, which laid me in a trance and made me feel that a teacher's job was the happiest in this life.

But is not happiness ephemeral? Are not young men prone to make conclusions based on partial truths? After all, with my short experience how could I feel any pinch in life? I had not understood any of the difficulties that beset a teacher in after-life.

Soon my eyes opened on a different scene. A second item of happiness, as I thought at first sight, was to arouse my interest. It was my wife, who joined me on 21st November 1924. She was a tender girl of eighteen with much of feminine grace and enchanting beauty. Her smiling face, her white skin, her winning manners all bewitched me and I believed that the goddess of fortune had certainly taken me as one of her favourites. She was a girl from a noble family. Nobility and gentleness

are handed over from generation to generation and I found at no distant date that my sweet-heart loved me very dearly, partly on account of my deserts and partly on account of the good breeding which she was a product of.

In a year after consummation, my beloved gave birth to a child, a beautiful child, an angel. The sight of the new born babe made me rejoice. I liked to take the child into my arms but was prevented by my aged mother from doing so.

II

Happiness can never be long-lasting. Fortune is a wheel that turns incessantly. Every point of this wheel goes to the climax and begins to climb down, until the nadir is reached. My happiness reached its zenith and soon it was followed by the downward motion. In a moment the days seemed to change. The goddess of fortune, who seemed to favour me, suddenly frowned for no fault of mine. My wife developed sceptic fever and the child, convulsions. The latter died on the sixth day of its existence. My wife's illness took a long time to cure, and the doctor's bills were a heavy burden on my slender purse.

The high and enviable starting salary of my appointment, I found, has been not only the cause of my first elation but also the foundation for my later ruin. Earning Rs. 65/- per mensem and having only three mouths to feed, I got into wasteful habits I visited the coffee hotel, both in the morning and the evening, fed my friends at my expense (this number increased day by day), went in for costly dresses, and fancy articles, visited cinemas and recreation clubs, played cards and in gene-

ral wasted money in several ways. Little did I understand, that I had to lay by to meet unforeseen difficulties in after life; little could I know about the necessities of a life well-lived.

When I found that my expenditure increased after my wife joined me, I tried to give up my extravagant habits, but was not allowed to. My friends pestered me as usual. They desired always to have the benefit of my former extravagance. They could not be dissuaded therefrom. The doctor's bills therefore took me into debits. This was perhaps the turning point of my life. To add to this, my aged mother breathed her last suddenly and I had to spend about Rs. 200/- for her obsequies, an expenditure that could not be avoided according to the Hindu custom. I cursed the Hindu society which prescribed such wasteful expenditure even for the dead, but my purohit gently and intelligently told me that my other wasteful habits were the real source of my difficulty and the Hindu custom was based on experience and social service, that feeding others at such times would be a kind of charity, which would give peace to the departed soul.

I now began to feel that I should have been economical in my former days, in the may-day of my service and should have saved sufficiently to meet all such expenses enjoined upon man by social customs. Repentance was indeed too late. With increasing expenditure I could not entertain any hopes of saving.

One by one, I had a dozen children. Half a dozen never remained to call me father while the rest grew

up to be young girls and boys. Indeed the family happiness is at its best with the presence of happy children. After a day's hard work, it is the smiling and precocious child at home that soothes your cares and takes you into an elysian reverie. Were it not for these happy children, life would be dull and not worth living.

But with all the feeling of joy, that I could command at the sight of my rejoicing children, there were times when their sight threw me into the lowest depths of despondency.

The children were growing, each making a demand on my meagre purse. As my eldest daughter grew to be of marriageable age, I grew nervous, very nervous of what I had to do to save the situation. Marriages in these days are anything but easy, as they are very costly. The price of each bride-groom has increased rapidly, perhaps by a few hundreds for every year of his existence.

The male children were to be educated, educated to a degree as to be called the deserving sons of a respectable father. Education, as every one knows, is very costly, beyond the scope of a poor man. I had no paternal property to fall back upon, as that had been almost completely sold away to provide for my education. I now began to curse the educational department which could not provide ample scope for promotion from stage to stage. I thought the lawyers were right in thinking that educationists are really brainless. Else, why could they not provide for the free education of the sons and daughters of the teachers?

(To be continued)

THROUGH different PROVINCES

DELHI

SCHOLARSHIPS FOR SCIENCE RESEARCH

The Royal Commissioners for the London Exhibition of 1851 have offered to award annually two Science Research Scholarships of the value of £ 330 per annum for students from Indian Universities or Institutions having post graduate departments of science, says a Press note. The Scholarships are post-graduate and are intended to enable the selected students, who have already completed a full University Course and whose record indicates a high promise of capacity.

Provincial Governments and Local Administrations have been asked to invite recommendations from Universities and Institutions for the scholarships to be awarded in 1946 and to forward them to the Government of India by March 31, 1946.

Candidates must be British subjects or British protected persons, being subjects of Indian States, and should be below the age of 26 years on May 1, 1946. Applications of candidates above the prescribed age will be considered only under very special circumstances. A period of War Service will be regarded as 'special circumstances'.

No application from a student residing in India or abroad will be considered unless it is recommended by the authorities of a University or Institution in India.

FELLOWSHIPS FOR RESEARCH IN PHYSICS AND CHEMISTRY

With a view to encouraging research in Chemistry and Physics, the Imperial Chemical Industries Ltd. have established Fellowships in the University of London. The Fellowships will be awarded for original research in Chemistry, Physics, Engineering, Metallurgy, Pharmacology and Chemotherapy.

The Fellowships are open to persons of either sex. They are normally of the value of £ 600 a year and will be tenable for a period of three years in the first instance. A Fellow will have to take a limited part in the teaching of the Department in which he works.

This year the Fellowships will be tenable from October 1946 but applications from candidates now on National Service who cannot take up appointment to the Fellowship until later will also be considered. Detailed Regulations and Application Forms can be obtained from the Academic Registrar, University of London, W. C. 1. The last date by which applications should reach at this address is April 30, 1946.

SCIENTIFIC RESEARCH

INDIAN DELEGATES FOR LONDON

A team of 14 Indian scientists is expected to attend the Empire Scientific Conference to be held in London next summer. The conference is being sponsored by the Royal Society to discuss the setting up of an organisation to co-ordinate scientific research in the British Commonwealth.

The Government of India have accepted the Royal Society's invitation and have selected seven officials and seven non-officials to represent India. The members of the Indian team have been chosen so as to cover every branch of scientific research ranging from nuclear physics to zoology. The members are Sir C. V. Raman, Sir J. C. Ghosh, Dr. Meghnad Saha, Prof. Birbal Sahni, Dr. M. R. Siddiqui, Dr. Jamshed Bhabha, Prof. Mahalanobis, Khan Bahadur Afzal Hoosain, Sir S. S. Bhatnagar, Col. Sekhey, Dr. D. N. Wadia, Dr. S. L. Mora, Dr. Krishnan and Dr. J. N. Mukherji.

The two-month programme suggested by the Royal Society will include visits to

centres of scientific research in England such as Oxford and Cambridge.

For some time, it is explained, the need has been felt for the co-ordination of scientific research and exchange of information within the Commonwealth. During the war liaison officers were set up in London and Washington for scientific research. These were mostly concerned with matters relating to the war. The new organisation will concern itself not only with problems of defence but even more with those of peace.

INDIAN STUDENTS IN U. S.

One hundred and seventy-five students selected by the Government of India for studies and training abroad have so far reached America in batches. Every one of these students has a place reserved for him at the best available university for his studies.

Arrangements had been made at the universities to enable the students to begin their studies as early as September last but owing to lack of transportation from India, they could not arrive in time in the beginning of the academic year.

The problem of securing hotel accommodation is extremely difficult, particularly at port towns like New York. Notwithstanding these difficulties the Educational Liaison Officer with the Agent-General and his staff, made arrangements for receiving the students, accommodating them at the port and arranging for further transportation.

TRAINING CENTRES FOR EX-SERVICEMEN

It is understood that half of the 30,000 seats to be provided for the training of demobilised servicemen this year are now available in the technical training centres, which have been switched over to their new job. The number of such centres is at present 34, comprising 5 centres in Bengal and Assam, 4 in Bihar and Orissa, 4 in U. P., 7 in the Punjab and N. W. F., 1 in Sind, 2 in Bombay; 1 in C. P., 7 in Madras and 3 in Delhi and Ajmer-Merwara, but more are being emptied to receive demobilised trainees.

The services of some of the British specialist instructors who were brought from the U. K. for the war-time technical training scheme are being continued for the training of ex-servicemen.

GOVT. SCHOLARSHIPS FOR HARIJAN STUDENTS

With a view to improving the educational and economic condition of Scheduled Castes, the Government of India have decided to give scholarships for the year 1946-47 to students belonging to these classes in British India, who wish to pursue their studies in scientific and technological subjects beyond the Matriculation stage.

These scholarships are tenable in India only. No scholarships for studies abroad will be awarded by the Board this year.

The amounts awarded will cover the entire cost of education, including the tuition fee and other maintenance charges. In the case of shorthand and typewriting, short period stipends of the value of Rs 20 per month only will be awarded.

The courses for which awards will be available are; (1) Intermediate with Science, (2) B. Sc. Examination (Pass or Honours), (3) M. Sc., (4) Engineering, (5) Technology, (6) Medical, (7) Agriculture, (8) Teachers Training and (9) Shorthand and Typewriting.

Women students offering Arts subjects in the Intermediate and Graduate courses will be eligible for the award of scholarships, provided they give an undertaking that they will pursue the teacher's training course at the end of their approved courses of study. If they do not fulfil this condition, they will be required to refund the amount of their scholarships.

Applications have been invited through advertisements in newspapers and should be submitted in the prescribed form through the head of the institution attended or last attended by the candidate and sent to the Secretary, Scheduled Caste Scholarships Board, c/o Department of Education, New Delhi. The last date for the receipt of applications is April 30, 1946.

MADRAS

EMERGENCY TRAINING COURSE

In order to cope with the urgent demand for an adequate supply of trained teachers consequent on the Government's measures for the expansion of education under the post-war scheme, the Government of Madras it is understood, propose to institute an emergency training course of 12 months duration commencing from April next for training Secondary Grade teachers, provided a sufficient number of candidates offer themselves for training. Details are being worked out.

The question of improving the rates of stipends to trainees is also under consideration.

EDUCATIONAL CONCESSIONS: DEPENDANTS OF SOLDIERS

The Government of Madras have passed orders directing that the educational concessions admissible to children and dependants of Defence Services personnel be awarded only to children and dependants born on or before February 28, 1947. They have also directed that the concessions shall be granted to children and dependants only of soldiers, who have rendered six months' approved service, with liability to serve overseas, between September 3, 1939 and August 31, 1946.

GOVT. POLICY REGARDING 'ELEMENTARY EDUCATION

In reply to a letter addressed by the Mayor of Madras, the Government state that in the matter of Elementary education, their policy is to utilise the services of the local bodies and other aided agencies.

Even though the Government assume full responsibility for the expansion of Elementary education, the intention is not to relieve the local bodies of their present obligations.

SCIENCE COURSES IN MADRAS 'VARSITY

The special committee appointed by the Syndicate of the Madras University to review the whole position of science courses from the Intermediate to the Honours, submitted its recommendations.

As regards the Intermediate examination the Committee, among other things

recommended that it was not desirable to split the course into Intermediate Science and Intermediate Arts, that the optionals offered under Part III should be controlled and bizarre combinations should be discouraged and that the optionals available in Part III should be increased both in the Humanities and Sciences. In the science subjects the following optionals should be available. Physical Science (besides Chemistry and Physics) and Natural Science groupings should be Botany, Zoology, Physiology and Biology. The Committee also recommended that there should be a practical examination in all subjects where practical or laboratory instruction was now given.

As regards the degree courses, the Committee recommended that it was not in favour of the view that the B. A. Degree should be restricted to Humanities and that the subsidiary subjects should be of the same standard as at present and should be uniform for B. A. or B. Sc. (Pass and Honours).

The report was in general approved by the Syndicate and the Academic Council.

BOMBAY

AGRICULTURE AND DEMOBILISED SOLDIERS

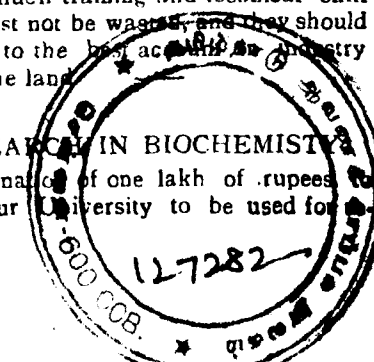
The need for a planned development of the agricultural resources of India, particularly the productivity of her soil, to meet the demand of growing population of this country was emphasised by Sir John Colville, Governor of Bombay in the course of his address on Jan. 14 to the Provincial Rural Development Board.

Dealing with the question of the resettlement of ex-soldiers in this country, Sir John said that the returning soldiers offered them the best possible means of achieving improvement in rural conditions. There was also among the returning soldiers much training and technical skill which must not be wasted, and they should be turned to the best account in the country and on the land.

C. P.

RESEARCH IN BIOCHEMISTRY

A donation of one lakh of rupees to the Nagpur University to be used for



search in Bio-Chemistry has been made by Mr. Madhav Gangadhar Chitnavis, a prominent citizen of Nagpur.

SIND

THE SIND UNIVERSITY

The Government of Sind is considering an ambitious scheme estimated to cost Rs. 33 lakhs for the construction of a University town behind the Karachi District Prison to complete their plans for the proposed Sind University.

MYSORE

PRIMARY EDUCATION IN BANGALORE

A committee of eight members with the Inspector of Schools as Convener, was formed at a meeting of the Municipal Commission, Civil and Military Station, Bangalore to submit a scheme for the introduction of compulsory primary education in the Station.

MILITARY SCIENCE AS OPTIONAL SUBJECT

The Academic Council of the Mysore University passed a resolution introducing Military Science as an optional subject, commencing from the Intermediate class in the University.

COCHIN

PRAYERS DURING SCHOOL HOURS

The Director of Public Instruction, Cochin, has issued the following order :

"It has come to the notice of the Government that, in some schools under private management, Christian prayers are being conducted during regular working hours. Government desire to make it clear that the practice of conducting prayers during regular school hours is highly objectionable and should cease forthwith. Prayers may be conducted, if necessary, before or after regular working hours of schools, all pupils who do not belong to their religious sect being kept away from prayers."

Medium of Instruction

Dr. John Matthai's Address

Dr. John Matthai delivering the convocation address at the Allahabad University on December 8th said :

What is really disquieting in this respect is that we cannot hope for any substantial progress unless there is a radical change in the system of education. No genuine interest in the substance of knowledge can be created while so disproportionate a demand is made on the faculties of the young in acquiring the medium through which knowledge is imparted. We have now reached a stage in the development of university education in India when we can no longer postpone a final decision on this vital question. Knowledge is a continual source of interest and power. But the path that leads to it is straight, narrow and hard, which is not easier to tread if we try to walk by the dim and unfamiliar light provided by a language that is not ours.

I wonder if it has ever occurred to you to ask why it is that in the higher strata of research, in the formulation of new knowledge of a fundamental nature, our universities have made far greater progress in science than in humanities. We have among us to-day scientific workers whose contributions to the sum of human knowledge have become landmarks even in an era of astonishing and unprecedented discoveries. On the other hand, in those realms of knowledge in which progress depends on subjective analysis, on careful investigation and accurate expression of the inner thoughts, emotions and experiences of human beings, our scholars for the most part, in spite of earnest and painstaking efforts, have hardly yet succeeded in leaving any perceptible impress on the progress of knowledge.

PUBLIC OPINION

Mr. K. M. PANIKKAR'S PLEA FOR DISCIPLINE

In the course of his address at the convocation of the Andhra University Sardar K. M. Panikkar, Prime Minister, Bikaner State said that political freedom was undoubtedly the first necessity for a people. But its essence—both its winning and its maintenance—lay not so much in the forms of Government, but in the creation of a spirit of national discipline, efficiency and toleration. It was only by self-discipline acquired by a widening of human interests, by cul-

I venture to suggest that the contrast is to be explained mainly by the fact that in the natural sciences, which are concerned with objective matters the medium of expression is incomparably less important than in the humanities, whose province is the subtle and elusive things that pertain to the mind and spirit of man. In fact, science has already developed what for all practical purposes may be regarded as an international code of symbols, a scholar's Esperanto, which has almost eliminated the difficulties presented by linguistic differences. Such a short-cut is not possible where the humanities are concerned because the problems of personality, which constitute their domain, are so closely linked to the medium through which we express our inner experiences both to ourselves and to others. These experiences, at deeper levels, are hard to express in a language, which does not come naturally to us and which we cannot wield with freedom and ease.

tivating a balanced mind, and by a vigilant and often painful suppression of one's lower instincts that the general background of a life of freedom could be created.

He observed that he could not conceive of a better preparation for the cultivation of these qualities than a study of humanities. In this connection, he criticised the view that our Universities should not devote so much time to the study of literature, philosophy and other subjects. What the Universities had to provide, if the basic national interests were considered was an apparatus of evaluation, a standard of conduct and a discipline of mind. These were attained only by constant familiarity with the minds of the great thinkers and writers and by developing the habit of precise thought.

Explaining the reasons which operated so powerfully to keep down the youth of the country, Mr. Panikkar said that the most important of these was the pernicious doctrine that plain living and high thinking was the historic ideal of India. This, he observed, became easily translatable into low-living and no thinking. Nothing was more dangerous to national greatness than this cry of the discarded and the disappointed, which had been elevated into almost a national dogma by the unthinking mind of the country. He added that he had respect for those great men, who voluntarily gave up the goods of the world and accepted a vow of poverty in order that their activities might be detached and disinterested. While voluntary

renunciation of riches might be conducive to spiritual growth involuntary submergence in poverty was immeasurably the greatest impediment to spiritual, moral, mental or physical growth. Never in any period of Indian history, when India was great in any sense, did such a doctrine find favour. It was only when a country was generally prosperous, when its standards of life were high, where life had obtained a balance that high thinking was possible. Mr. Panikkar advised the graduates to fight the evils that oppressed society and reject the *defaitism* inherent in the theory of plain living and high thinking.

PROF. K. B. MADHAVA ON STATISTICAL SCIENCE

Presiding over the statistics section of the Science Congress at Bangalore on 4th January, Prof. K. B. Madhava observed that statistical science, having passed through several stages of neglect and pseudo-scientific activity, had now well established itself into the very fabric of our thought.

Recent opportunities for the extension of statistical work, he continued, had brought to light the acute shortage of suitably trained persons and the paucity of college teachers who had sufficient profundity and versatility to cover every application of such a method. The most rapid way of remedying these defects was through the development of independent statistical schools in Indian Universities, and through industrial laboratories and non-official institutes, which would give, through their project work, training not only in technical work but in field work and computation also. Statistical work was rapidly developing as a professional service, and in due

course, questions concerning recruitment, classification and the placing of statisticians in Government, industry and the professions would become live issues. Statistical work had brought about a synthesis amongst scientists, businessmen and administrations who, in the past, had worked too much in isolation and without interaction. The use of statistics in international argument and thought had also come to the forefront, and Professor Madhava pleaded for frequent contacts and interchange of views amongst statisticians and others in this country and outside.

Dr. SAVOOR ON GOVT'S EDUCATION POLICY

Opening the second Madras provincial Labour School Teachers' Conference on 27th Dec., Dr. S. R. U. Savoor, D. P. I., Madras said that the most fundamental fact which was the basis of all trouble was that Government were not able to do as much in this country as had been done in the United States or in the United Kingdom, because the country was poor. If they would compare the amount of money that Government spent on education to the *per capita* income of the people which was about Rs. 60 per annum, there would not be the criticism that Government had not done this or that. What was needed was constructive criticism. The policy of the Government had been particularly during the last five years, towards increase of literacy in the province, to see that the money spent was useful and there was no waste, to bring up backward communities to the educational level of forward communities and to see that the education of girls received greater attention.

Canadian Universities in War-time

:: Changes in University Curricula ::

As a result of the impact of war university curricula have undergone a variety of changes. New courses have been added, and old courses accelerated.

ENGINEERING

In May, 1942, at a conference with the Government, the universities were informed that the number of engineers and scientists being turned out was far below the needs of the immediate future, and it was agreed to speed up science courses. In the practical field of engineering and similar courses, it was decided that nothing could be gained by eliminating the training which the students obtain in the war plants, in the mines and in construction operations during the summer months. It was therefore impractical to accelerate the courses by eliminating the summer vacation. Another method was adopted. More students were admitted to the courses than is advisable under normal conditions, so that classes are now crowded to over-capacity. To obtain more engineering students, very able men with only junior matriculation standing are selected for an eight-weeks intensive summer course in mathematics, physics and chemistry. These students are then rushed into the first year of applied science. In this way a year is saved, since the admission to applied science is normally senior matriculation standing.

MEDICAL

In February, 1942, it was decided to speed up medical courses by eliminating the summer vacation. In June, 1944, however, most universities discontinued the accelerated

course in medicine beginning with those students who entered the course in the fall of 1943. Experience had shown that, in this field particularly, efficiency on the part of students and teachers was being sacrificed to speed. The accelerated course will continue, however, for those students who began the course before the fall of 1943.

ARTS

At some universities other courses have also been accelerated. In the summer of 1941-42, one university instituted a special 12 weeks summer session, which began on June 15, and courses were offered covering a very wide academic range. It was provided by regulation of the faculty that students who successfully completed a full program of two courses in the summer session would be exempt from approximately one-half of a normal year's academic work. A student who attends regularly throughout three normal sessions and two wartime summer sessions would thus be enabled to fulfil all the requirements for a bachelor of arts, science or commerce degree during a period of three calendar years. At present many universities have adopted this method of accelerating arts courses.

SCIENCE

Actual changes in university curricula effected by the war have been largely in science courses for the benefit of industry and the armed forces, but nearly every department in Canadian universities has related its work to the war effort. Medicine, engineering, dentistry, forestry, nursing, occupational and physical therapy are obviously so related. In the

faculty of arts, the pure sciences and mathematics and physics, English, history and modern languages are definitely making a war contribution. Economics and commerce are linked with the home front as well as with certain phases of overseas activities. The faculty of education is seeking to supply the need for teachers in the schools. Special courses of lectures, in addition to regular academic programs, have sought to state the fundamental issues of the war, its ultimate causes and the economic and financial problems involved.

RESEARCH

About one extremely important phase of university work in relation to the war effort, that is, research, little can be said. For reasons of security, details about research work on war projects cannot be given. Suffice it to say that programs of research on war problems for the government have been and are being conducted in many departments such as biochemistry, chemistry, physics, hygiene, medicine, pathology, electrical engineering, astronomy, psychology. These are but examples. A large part of the time of many members of faculty is now given to this work. Large corps of competent junior investigators are busy in many laboratories.

NATIONAL RESEARCH COUNCIL

Many of these researches are of a confidential nature, and the investigators are sworn to secrecy. They are carried on for the government directly or through the National Research Council which provides the funds for the assistants to university staff members and for necessary material and equipment. The National Research Council acts as a liaison group co-ordinating the armed ser-

vices on the one hand and the universities on the other. When the story is finally written, the work of the council and the universities in furthering the war effort through research will be a notable chapter.

According to the needs of industry, the science courses at most universities have received new emphasis and assumed modified direction under the Departments of Defence and of Munitions and Supply. Almost every university in the Dominion has instituted new science courses for the benefit of the armed forces. Nearly every campus is dotted with student sailors, soldiers and airmen preparing themselves for technical work in the services.

RADIO SERVICE

In October, 1940, a call from the Canadian government for volunteers for special radio service revealed the fact that technically trained persons of this sort were not available. In March, 1941, negotiations were begun with Canadian universities with a view to having them undertake special radio training for the armed services. Since that time the universities have been giving special courses in radio for the training of radio technicians in the navy, army and air force. The courses in radio mechanics constitute one of the more important contributions of Canadian universities to members of the armed services. Other courses for enlisted men include mathematics for air and marine navigation, meteorology and dentistry for dental technicians. The work shops and engineering laboratories have been used in a number of ways for wartime training. Members of the army have come regularly to be trained in welding, smithing and iron-making.

ARMY COURSE

At the request of the Department of National Defence, Canadian universities have instituted a special army course providing general fundamental training for potential officers of the technical services. Conditions of eligibility require that candidates have senior matriculation standing or its equivalent. Only men between the ages of 17 and 22 years, in medical category A, are accepted. They are enlisted as privates in the army, and, after taking the required basic military training, they are posted to various universities. The course is of eight months' duration and emphasizes mathematics, physics and English for army needs. The government pays the cost of their training and maintenance while, in addition, they receive the regular pay of their rank. At the end of their training they go on active service.

A special feature of this army course is that the universities have agreed to grant to men who successfully pass the course a year's credit towards a science degree. After the war, these soldier students will be able to go on from where they left off, assisted by benefits available to them under the rehabilitation program of the Department of Pensions and National Health. Thus the Canadian university army course gives properly qualified men an opportunity to prepare for commissions in the active service and at the same time to begin work towards university degrees while in training. A similar course has been designed for members of the air force. Pre-air crew courses of the R. C. A. F. are given at eight universities.

CIVIL ADMINISTRATION

Courses in all matters relating to government have received added

impetus from the war in all Canadian universities. In most cases old courses have been revised and new ones established in view of the probable demands for experts in this field during the immediate post-war period. Special emphasis is placed on comparative studies of municipal system of Canada, the United Kingdom, the United States, pre-war France, Switzerland and other European countries. Pursued against a background study of economics and political science, these courses are becoming more and more designed to train men for the important work of reconstruction in Europe after the war.

The great need for such men has been recognized, and, on December 6, 1943, the Royal Military College at Kingston opened a special course under the joint auspices of the Departments of National Defence and External Affairs. This civil administration staff course is designed to train Canadian officers for active posts in the local administration of conquered enemy territory and allied territory freed from enemy occupation.

Civil administration subjects taught in the course are designed to give an understanding of political and economic conditions and of certain technical questions which civil affairs officers will require in their work. Military subjects are included to ensure the co-operation of civil administration officers with operational staff. The importance of this course may be judged from the fact that advance of allied forces in Europe gives rise to problems of administration and organization, including aid, relief and reconstruction, which require immediate attention long before local civil authorities can be established to assume responsibility.

Book-Reviews

HISTORY OF ENGLISH EDUCATION (1800-1944) Part Two. Prof. S. C. Majumdar 26 Pp. Re. 1.

During the period 1800-1944, Secondary and Elementary Education in England received the attention of the Government again and again. Several committees were appointed to report on the state of schools, the subject and manner of instruction imparted. This pamphlet sketches a brief survey of the history of English Education during the last century and a half, the recommendations made by the several committees, the Education Act passed by the Government and the results of the working of these Acts. There are separate chapters on the organisation of Secondary Education and Adult Education in England.

INDIA—THEN AND NOW — by C. A. Parkhurst—173pp. Re. 1/8. Macmillan & Co., Ltd.

This book is a record of the past history and the present progress of the various phases of Indian life, such as art, industries and agriculture; education and medicine, housing, travel and communications; army and navy. While the glory of the past is faithfully portrayed, the author shows how the country, through changes and improvements has kept pace with the march of progress. The book opens the eyes of the Indian student to India's vast resources and possibilities and fills him with wonder and pride. There are guiding questions and notes on hard

words. The information in the book has been brought up-to-date with suitable illustrations. The book is a necessary addition to every school and college library.

OCEAN FRONT (The story of the war in the Pacific, 1941-44, issued by the British ministry of information.) The Oxford University Press: 70 pp. 13½" x 9" — One shilling.

The story of the war in the Pacific is known to most in broad outlines or in matter of fact details but not in pictorial form. This book presents to the reader in graphic pictures and guiding maps, the counter offensive of the Allies after Japan's lightning victories, and the slow but sure progress of the Allies to victory. On the double cover design there is shown a sheet of water aflame under the sun and symbolic of the fire and blood of destruction that marked the war.

CHARACTOR, PATRIOTISM AND INDIAN SWARAJ—by Dr. Sachchidananda Sinha, Hamara Hindustan Publications, Bombay, 36 pp. As. 6.

This is an address which was delivered at the first convocation of the Utkal University 1944. The speaker has had a brilliant public career. A brief sketch of his life is found in the foreword from Dr. H. C. Mookerjee of the Calcutta University. The address is a spirited one, setting the tasks lying before the youth of the land and appealing to the youth to develop the necessary qualities for these tasks.

— D. I. A.

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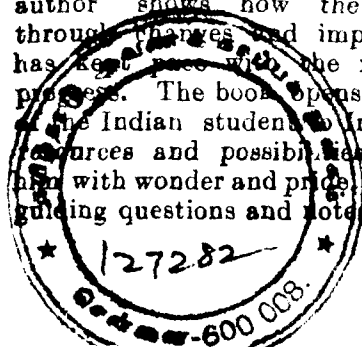
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