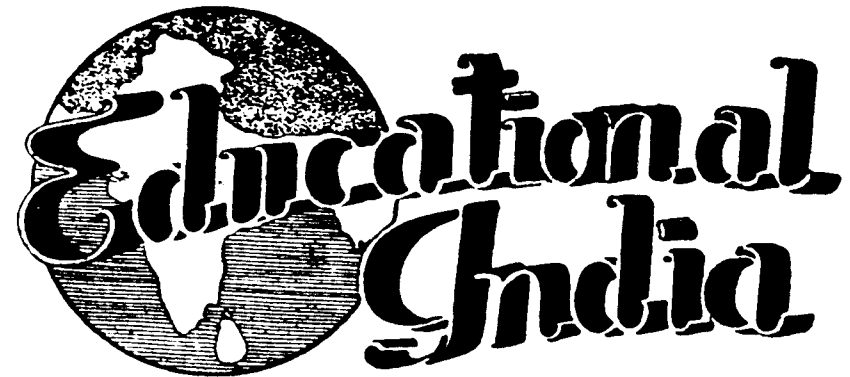


683



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CONTENTS

EDITORIALS

Rural Universities
Educational Strikes and Lockouts

EDUCATION FOR INTERNATIONAL UNDERSTANDING

Prof. K. G. Saiyidain

COMMERCIAL EDUCATION

Mr. L. W. Kershaw

HOW A TEACHER OUGHT TO VIEW HIS WORK

Sri A. S. Venkataraman

TRUE FUNCTION OF EDUCATION

Sri T. S. Avinashalingam Chettiar

ANSWERS TO THE MADRAS

MINISTER'S QUESTIONNAIRE
ON SECONDARY EDUCATION

For Detailed Contents and Special Features see inside.

DETAILED CONTENTS

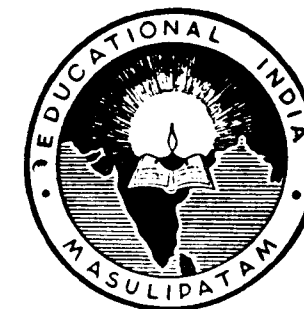
	PAGE		PAGE
EDUCATION FOR INTERNATIONAL UNDERSTANDING		Scientific Terms Committee ...	164
Impressions of the International Educational Conference in Australia		The Provident Fund ...	164
By Prof. K. G. Saiyidain ...	137	Basic Education in Madras ...	164
COMMERCIAL EDUCATION		New Type of School for Juvenile Offenders ...	164
By Mr. L. W. Kershaw ...	143	BOMBAY	
HOW A TEACHER OUGHT TO VIEW HIS WORK		Basic Education ...	164
By Sri A. S. Venkataraman, B.A., L.T. ...	147	Regional University Scheme ...	165
TRUE FUNCTION OF EDUCATION		New Scales of Pay for Primary Teachers ...	165
By Sri T. S. Avinashalingam ...	150	U. P.	
THE CITY EDUCATION TRUST, MASULIPATAM ON SECN. EDUCATION		Free Education for Children ...	165
Answers to Education Minister's Questionnaire ...	154	No Picture House in the Vicinity of Schools ...	165
EDITORIALS		C. P.	
Rural Universities ...	159	Govt.'s Grant for Teachers ...	166
Educational Strikes and Lockouts ...	161	MYSORE	
THROUGH DIFFERENT PROVINCES		Technology Institute for Mysore ...	166
DELHI		HYDERABAD	
Admission to Foreign Universities ...	163	Nizam's Gift to Hindu University ...	166
Indian Art Exhibition ...	163	Reformatory School for Hyderabad ...	166
MADRAS		TRAVANCORE	
Universities Grants Committee ...	164	Pre-University Schools for Travancore ...	166
		LETTERS TO EDITOR	
		TIRUPATHI UNIVERSITY	
		By K. N. Kalyankar ...	167
		COMMERCIAL INSTRUCTORS IN SECONDARY SCHOOLS	
		By J. V. Subbaiah ...	168

Vol. XIII : No. 5

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EDUCATIONAL INDIA

A High Class Monthly devoted to Topics of Educational and Literary Interest



EDITOR :

Prof. M. VENKATARANGAIA, M. A.

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ANNOUNCEMENT

The Editor, '*Educational India*' invites special contributions on the following topics :

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2. Criticism of the existing courses of study and syllabuses and suggestions for improvement thereon.
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M. VENKATARANGAIYA,
Editor.

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BY

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MADRAS

Education for International Understanding

(*Impressions of the International Educational Conference in Australia.*)

By Prof. K. G. SAIYIDAIN

Education Adviser to Rampur Government.

WE live in a rather strange world where values have become so perverted that we hardly notice this fact. I do not know how many or rather how few people in India are aware that recently, i.e. during September and the first half of October, an International Educational Conference was held in Australia whose central theme was "Education for International Understanding". In a world dominated by the war mentality and power politics—an inevitable legacy of war, which never brings anything in its train except bitterness, hatred, frustration and life-weariness, all ingredients of future wars—any movement which tries honestly to strengthen the "defences of peace" deserves our notice and our support. But such movements seldom find their proper place in the press unless they have publicity value of being associated with the names of persons who are ex-officio "news". On the other hand, if any sensational murder or scandal were to take place, it can always manage to invade the headlines of the greater part of the world press, which is a pity! I regard this Conference as significant, *not* because it was an Educational Conference and I happen to be an educational worker, not even because I happened to be a participant in it (!) but because it was the first conference of its kind held after the blood bath of the recent world war and because it was preoccupied *not* with the technical problems and methods of education—important as they are in

their place—but with the urgent, undeniable problem of how a return to peace may be facilitated and better understanding amongst nations brought about through the instrumentality of education in the broadest sense of the word. Notice that I use the words "a return to peace may be facilitated" which implies that we have *not* yet secured peace, and this is precisely what I mean. A cessation of hostilities in the military sense is *not* peace; it often means nothing more than the dangerous fact that the fight has been transferred from the military to the political or economic field or that instead of being waged on the battlefield it is going on in the hearts and minds of the people where it is, if anything, even more difficult to stop. A lasting and creative peace means mental and emotional peace which is an educational problem and which can only be brought about if the subjective and objective conditions necessary for it have been secured. This Conference was mainly preoccupied with an examination and scrutiny of these conditions and an elucidation of the ways and means which education can adopt to strengthen a genuine peace mentality.

The idea of holding this Conference originated with the International Headquarters of the New Education Fellowship in London which has so far held several such conferences in Europe and America, but none in the East. The Federal Council of the

Australian branch of the New Education Fellowship—which has the good fortune of having a very alert and competent Secretary R. J. Best—welcomed the proposal to hold sessions of the Conference in the capitals of the different States and invited for the purpose certain selected educationists from Czechoslovakia, France, China, Great Britain, Holland, India, New Zealand, Poland and United States of America. Russia was also invited to send delegates but for reasons best known to her, did not respond. Thus a team of fifteen international delegates came together to discuss from all angles, the urgent problem of how to fight, through education, the racial, national and colour prejudices that further wars and to formulate the conditions which must be fulfilled if cultural and creative work is to find its proper place in this frenzied world. They discussed various educational topics which they were specially qualified to do by their experience. But the central connecting thread which united them into a more or less coherent pattern was this search for the principles underlying international good fellowship. Perhaps I might do well to introduce to you some of the outstanding delegates from different countries and indicate in passing the special subjects chosen by each; this will give you a fair idea of the personnel and the scope of the Conference.

The British delegation, which was the biggest, contained amongst voters Dr. Llauwreys, Mr. Wood and Dr. Macallister Brew. Llauwreys is a Belgian born Englishman who is Reader in Education at the International Institute of Education, London and the Deputy Chairman of the International New Education Fellowship. He has also been appointed an Educational Adviser to the Unesco. He is a scientist and he surveyed the

problems of education from the scientist's point of view, stressing the fact that the world had become technologically a unit and education should be shaped accordingly. Wood is an official of the British Ministry of Education and a very fine man of deep religious and spiritual fervour. Some of you may perhaps recall that he came to India in 1937 as member of an N. E. F. delegation, visited many important Educational Centres and later produced in collaboration the well known Wood and Abbott Report dealing with problems of Technical Education in India. He has done valuable pioneering work in connection with what is known as the German Re-education movement and is one of those select people who believe that there is a spark of goodness, dim or bright, which resides in all individuals, and who are more concerned with keeping it alive and fanning it into a flame than with pointing out their all-too-apparent pettiness and cruelty. Dr. Macallister Brew—who is blest with a double doctorate, in Law and Medicine!—has been responsible for organizing a very important section of the youth movement in England and Scotland—Girls Clubs and mixed Clubs, which are meant to serve as voluntary centres of social, intellectual and practical training for young people, during the critical stage of adolescence, as they would otherwise fall a victim to undesirable or cramping influences. She is a very witty and interesting speaker and her thesis was that, if you provide a full and rich and free, self governing community life for the youth, you will give them normal personalities interested in peace and constructive work and companionship and not minds seething with inhibition, frust-

ration, unresolved complexes and discontent—which is a practical psychologist's approach to the problem of peace and war.

France sent Mademoiselle Chaton who was a courageous underground worker in France during the German occupation and gave a good account of herself in that dangerous game for which she has been recently awarded a "Legion of Honour", the highest honour to which any French citizen can aspire. She is the Head Mistress of a big school in Paris and brought to the conference table bitter lessons, learnt through personal experience of the Nazi menace to culture and education.

In Kees Bocke, the Dutch delegate, Holland sent one of her remarkable sons—though he is such a genuine humanist and a citizen of the world that one hesitates in relegating him to any particular country. He is a man of high idealism, incorruptible integrity and firm convictions, for which he has suffered most of his life. He gave up of his own accord a life of ease and comfort and chose the hard uphill path of service. He is the founder of an International Childrens Community in Holland and his message or central doctrine is that there can be no peace in the world and no security unless men are prepared to give up their jealously guarded, exclusive privileges. Privilege, in this sense, includes all that sets men apart from one another; like money, it is the root of all evil but is a much more generalized thing than money. Some times people are apt to regard him as a 'denizen of the clouds' who has not got his feet firmly planted on earth. But that is not seldom the lot of people who have the inconvenient habit of stressing fundamental things in a downright manner without "tempering the wind (of

their presentation) to the shorn lambs" (amongst their audiences.)

From U. S. A. came the alert and debonair Theodore Brameld, Professor of Educational Philosophy in the University of Minnesota and Vice-President of the American branch of the New Education Fellowship. He has made a special study of race relations and has the audacious frankness to admit and condemn unreservedly the treatment meted out by America to the Negroes and other minorities. His educational philosophy condemns as inadequate the philosophy of "perennialism" (which like the reactionary in politics hearkens back to the past), "essentialism" (which confines itself to the tested heritage of the classical curriculum), "Progressivism" (which is content with the 'liberal' doctrine of stimulating people to *think* effectively), and "eclecticism" (which has chosen the convenient path of finding some good in each philosophy). He is in favour of what he calls "*reconstructionism*"—these Americans are really wonderful at inventing impressive names!—which realizes that we are in the midst of a revolutionary period with entirely new socio-political outlines, and that education must consciously dedicate itself to the shaping of a world which will provide the good life of security, decency and peace for all the peoples inhabiting it. He has a fine awareness of the dynamic temper of this age.

Thus you will see that the only non-descript in this galaxy was the writer of this article! But, since he happens to be the writer, there is an irresistible temptation to share with you his point of view and epitomize the Conference proceedings from that angle. Amongst the subjects on which I was invited to speak in the different conferences were the following:—

1. "*Education for Peace*," in which I stressed the fact that two things were necessary for the securing and maintenance of Peace in the world. Firstly, a psychological revolution in the mental content of children and adults which would enable them to eradicate, so far as possible, the habits of greed, exploitation, intolerance and placing the *self* first, which our educational as well as social and political institutions tend, consciously or unconsciously, to encourage. Secondly, a frank recognition of the basic fact that Peace cannot be enforced by force or by the domination of one or more "Big Powers" but must grow as a natural result of establishing social justice and equality of opportunity in the international field. So long as exploitation and injustices thrive, so long as imperialism, colonialism, racialism or capitalism deny justice between nations and groups, so long as class conceptions of culture and society prevail, so long as false patriotism is held up as a high idea—"my country, right or wrong!"—and *loyalty to Latitudes is considered more important than loyalty to Truth*, all talk of Peace is either hypocritical or stupid, and education must seriously address itself to the task of strengthening respect for the objective as well as subjective "defences of peace" in the minds of children and adults. In its final summing up the Conference accepted the validity of both these factors.

2. "*What part can the Unesco play in the cause of Peace?*" My main contention was that, in the past, intellectuals had been too often content to dance to the tune of war mongers, big business and "merchants of death". With a few honourable exceptions, they had failed to take a firm stand in favour of Peace and social justice and at times of national crises,

they had merely fallen into line with mob hysteria and sought to provide rational justification for it. This had happened not only in Nazi Germany where Science and Philosophy and History—in fact, the whole world of thought—were definitely handcuffed but also in all other countries, in varying measures. It is necessary now for all teachers, scientists, thinkers and other creative workers to assert their moral and intellectual independence and the Unesco should become a world forum for voicing the verdict of the human conscience on the crucial issues that face us today. On the practical side, it can help in the reorientation of the curriculum, the methods of teaching and the ideology of teachers in such a way that they would intelligently reflect, and react to, the nature of the modern world, which has become a closely integrated organism and in which the weal and woe of all nations and peoples are closely intertwined. Any injury or injustice inflicted, on one part must, and does, react on the rest of the organism with the inevitability of a boomerang. This central fact of human interdependence was stressed by all speakers in different ways and I think it did cut deep into the mind of the audiences.

3. *Education in India*. This topic was difficult to deal with, because the story that I had to unfold was not one of great achievements but of failure and frustration. I presented it, however, as part of the great world problem, because such wide spread illiteracy and ignorance amongst one sixth of the human race is not only a matter of concern for India herself but is also a cultural menace for the rest of the world. I described the historical and political causes responsible for the present situation, the early apathy and indifference on the part of

the State, paucity of financial resources, lack of vision and courage in the formulation of educational policy, the inadequacy of the type of education provided—but pointed out frankly that nothing could condone either the Government or the people for tolerating any longer this state of affairs which is a blot on the centuries' old cultural reputation of India. On the other side of the picture, I pointed out certain valiant attempts to improve the *quality* of education and make it more *national* in the best sense of the word—experiments like Tagore's Shanti Niketan and Dr. Zakir Hussain's National Muslim University of Delhi—and the recent formulation of the schemes of Basic National Education and Post-War Educational Development (Popularly known as Sargent Scheme) all of which aroused considerable interest and questioning.

4. "*Education Ideology of Islam, as interpreted by Iqbal*." Having discussed this subject in a book which I wrote a few years ago, I do not think I need recapitulate the general line of argument here; nor would available space suffice! However, it was a great pleasure to find that very considerable interest was aroused not only in Islam and the educational ideology of Islam but also in the poetry and philosophy of Iqbal whose *name*, at least, has now become familiar in educational circles in Australia. They learnt with great interest and surprise how, starting from entirely different cultural and religious premises, Iqbal has reaffirmed, with great force and clarity the basic features of a true humanism—respect for individuality, the primacy of the spirit, freedom, growth through living and working in a community, value of Science as a means of exploiting Nature, the importance of 'Love'

guiding and controlling the forces of Intellect and the need of bringing about that *rapprochement* between *Power* and *Vision* which is essential for the peace and sanity of the modern world.

5. "*Shape of the culture to Come*" in which I discussed the two great dualisms which have been operative, in varying measure, in all the cultural movements in human history that between Culture and Economics and that between Culture and Ethics. After pointing out how this had resulted in the development of a *class* conception of culture, which denies to the large majority access to cultural riches and renders the culture of the minority superficial and anaemic, and how people had accepted this sorry state of affairs as normal and inevitable—although it is neither just nor rational—I discussed the new forces that have been generated by modern science which could either enslave or release mankind according to the use made of them. The academic, artistic, exclusive and national cultures of the past, which were nurtured in "ivory towers" are obviously an anachronism in this age of science and democracy and social ferment. The culture of the future must therefore, I argued, assimilate science and must respond intelligently to the needs of the new world that had come into being at the behest of Science. It must be dynamic, rich in content, international in outlook and inspired by a faith in man's potentialities and an appreciative of the essentially *co-operative* nature of the human endeavour.

I have given rather more space to a summary of my talks than would on the face of it appear justified. My object in doing so is that through these talks, I was trying to present to the conference audiences what I regard

as a synthetic picture of the part which a creative, progressive and reorganized education can play in bringing a new and better social order into being based on the fundamental principles of democracy, social justice, equality of opportunity, tolerance and faith in human nature. The important point in this connection is *not* that I said these things but that they struck a responsive chord and evoked sympathy in the Conference circles. Surely, it is a hopeful sign to find in a country which is still dominated by the pioneering mentality of the builders of this material civilization.—considerable numbers of people who show, at least, an academic, appreciation of these values.

This brings me, by a natural association of ideas, to say something in conclusion about the *people* of Australia with whom I came into contact during these Conferences. They impressed me as a very warm hearted friendly and hospitable people against whom my main grievance is that they made all of us eat too much and too frequently, even though they charmingly apologized for doing so to delegates who had come from famished countries! They showed a genuine interest in these Conferences and came in their hundreds, sometimes their thousands, to attend, what struck me at least as, unusually long and interminable sessions. Remember that there were more than a dozen of us lecturing at them—not *always* in a light and amusing style, for (as I told one audience) it would be an insult to their intelligence and to the nature of my theme if, for instance, I at-

tempted to make the Islamic ideology of Education amusing!—and yet they sat through these lectures with great patience and good humour. In fact, it was somewhat novel experience—and flattering to the vanity!—to find men and women whom one did not know at all, expressing their gratitude or appreciation at what one had been trying to say in one's lectures. I was able to attend only the last three Conferences at Hobart (in Tasmania), Adelaide (in South Australia) and Perth (in West Australia)—all three beautiful cities!—but I was told that, on the whole almost the same spontaneity of interest was apparent in the other three sessions at Brisbane, Sydney and Melbourne. The space given to the proceedings of the Conference in all the better daily papers and the all too many invitations to some of the delegates to broadcasts from the Radio Stations are also indications of the public interest aroused by the Conference.

It may perhaps be claimed that the Conference did succeed in stimulating wide spread interest in problems of international understanding through education and did something to help break down the people's sense of intellectual isolation and to give them a truer perspective of their position in the world. To me personally, it afforded a welcome opportunity to contact many educationists and others in a new country and to get to like them. Sometimes I also pretend to flatter myself into the illusion that it may possibly have made Australians feel more friendly, sympathetic and appreciative of my country!

COMMERCIAL EDUCATION

By Mr. L. W. KERSHAW,

Principal, Leicester College of Technology and Commerce

[This article is a paper read by Principal L. W. Kershaw at a meeting of the Midland Branch of the Association of Principals in Technical Colleges, culled from the Times Educational Supplement, which should be found highly useful for all those interested in Commercial Education in India.]

I. Links with Technical Training

THE specialization of industry is bringing into operation changes in the administration of economic enterprises which are being reflected in new demands upon the resources of the commerce departments of technical colleges in such a manner as to call for a reorientation of the work of such colleges and a new linking-up of the work of the commerce department with that of the technological departments. These changes are of such a sweeping character that it seems difficult to understand how a commerce department or a college of commerce will, in future, be able to fulfil its purpose unless it is closely linked to those departments which are engaged in technical training for industry.

These new demands arise from the growing recognition of the function of administration as a body of knowledge and skill generally applicable to every type of enterprise, be it industrial, social, municipal, or State. This recognition calls for the development of courses of study in the common function of management, and also of the specialized functions at all levels of authority.

Concurrent with this recognition of the function of administration there is the development of the application of mechanical methods to the routine

of commerce. This is resulting in a lowering of the demand for training in office arts as they have been taught in the past, and in the development of new demands for training in such subjects as the principles of accounts and budgetary control.

Short Courses

A third development may be traced to an experience which has fallen to the lot of most technical colleges throughout the country—the provision of short *ad hoc* courses of instruction of an intensive character for members of H. M. Forces. It has been made clear that it is possible, against the background of old ideas on the teaching of such subjects as the office arts, to inquire whether there is not too much time wasted by the old spread-over method of teaching, and whether these subjects cannot be as well, if not better, taught by intensive methods.

A further development which arises out of this reorientation of demand is the increasing number of adult students of the post-graduate type who are being attracted into our technical colleges, and especially into commerce departments. The usual lecture technique is, in consequence, giving place to a new technique based upon the discussion group, in which all the members of the group are willing, and are expected, to contribute something to the pool.

As one who is conscious of the import of these changes and of their impact upon the work of a commerce department, I should like to detail how we are attempting to cope with the situation in Leicester, and to recount some of the difficulties we have experienced in this new outlook. As a firm believer in the impossibility of running a commerce department *in vacuo*, I may be guilty of being provocative; but the existence of these new demands, would in itself appear to be some justification for that attitude.

Some of the changes which I have to relate came into being before and during the war. Large classes in foremanship were organised (latterly for the Ministry of Labour), as were courses in production planning for the Ministry of Production. A junior commerce course was started in 1939; and this course, together with a full-time senior commerce course, part-time day classes in separate subjects, and the skeleton of part-time evening classes for the professional examinations, constituted the bulk of the work of the department.

Junior Courses

Pressure on accommodation has led to the removal of the junior commerce course to temporary buildings as a secondary commercial school under the charge of a teacher responsible to the head of the commerce department. It is the intention of the local education authority to merge this school with a secondary art school and to house both in one building. It is anticipated that the commerce department will continue to exercise an advisory control under the new arrangement.

The senior commerce course, which was the first two-year course in the country, appears to be taking the form of an intensive one-year course

aiming at adequate speeds in shorthand and typewriting and at that continued general education which can form a foundation for a private secretarial appointment after a period of experience in business. Internal examinations have replaced external, and these lead to the award of a certificate of proficiency issued on the authority of the college. There is also a growing tendency toward the encouragement of part-time release from industry for secretarial training as a better means of training than the full-time course. At the moment, both are being provided; but the staff believe that the attitude of the part-time student is better than that of the student who comes to the technical college after a year of work for school certificate. While a certain amount of reaction appears to be inevitable in the case of the full-time student, the part-time student is imbued with the determination to make good the losses which become only too obvious as soon as she goes into business.

Part-Time Work

Part-time day courses have been consolidated into two types. Those who are shorthand-typists follow a correlated course in English, shorthand, and typewriting, all the subjects being taught by one teacher, and attendance being required for three hours on each of two afternoons each week. General clerical workers released for similar periods are catered for in a three-year course leading to a National Certificate in Commerce on the normal syllabus. Although some educationists have had doubts in the past as to the success of National Certificates in Commerce, they would appear, for the purpose of students released for part-time day work, to be entirely suitable.

The usual evening courses for the professional examinations are being provided, the college being recognized

as an internal centre by the Institute of Bankers and the Chartered Institute of Secretaries. Where a demand for new courses is being experienced the college is following the policy that recognition as an internal centre should be awarded. Negotiations to this end are at present being conducted with the Institute of Export and with the Institute of Industrial Administration. For the former an experimental part-time day and evening course has been established, the purely professional subjects being provided in two evening classes and the additional subjects required by those who wish to take the institute's examination being provided one morning a week.

The advanced section of the work of the commerce department commenced with the extension of the courses in foremanship. Instruction now covers 84 hours, the class meeting two evenings each week. Admission is not confined to engineers, and the treatment is such as to cover the needs of the local basic industries. A similar course is being provided for full-time students in an upgrading course in the boot and shoe department. In the three-year full-time textile course provision is made for instruction in commercial subjects. The first year is devoted to business organization and the principles of accounts. In the second and third year this time is to be devoted to training in foremanship.

Discussion Groups

The general principles of foremanship, labour management, industrial relations and general principles of costing are the work of the commerce department. Factory organization, production planning and costing and estimating are the business of the technical departments. General co-ordination is the responsibility of the school of commerce. The time devoted to the courses is sufficient to justify

their recognition by the Institute of Industrial Administration. Thus it is possible for students to secure the foremanship certificate of that body.

The next development was the institution of discussion groups in statistical quality control. Three instructional lectures led to a demand for the application of statistical methods to the control of quality in the textile industry. An industrial statistician was appointed to the staff of the physics department and seconded to the commerce department to develop this work. No work had hitherto been done in connexion with textiles; and the problem had to be analysed.

Members of the staff of the commerce, engineering and textiles departments, having made a study of the problem based upon a large number of visits to textile mills of every type, gathered round them a group of the younger leaders in the industry who were sufficiently far-seeing to experiment in the application of statistical methods inside their own mills. A similar group consisting of scientific workers in rubber, chemicals and engineering was also formed. Each of these groups meets fortnightly; and I am convinced that the college is being able to render some service to industry. The members of the commerce staff responsible for the work are constantly called in to advise on inspection problems. In many cases they are able to suggest lines of approach.

II. Industry and Administration

It was through the formation of discussion groups that the staffs of the commerce department realised the value of the discussion group technique in dealing with advanced courses.

When a demand arose for the institution of courses for the export trade, it was immediately decided to provide two types of course. One course provides part-time day and evening training for the examinations of the Institute of Export. The other is a discussion group for export managers; and this course meets monthly.

The method employed with these discussion groups is to appoint a leader as a member of the staff. In the case of quality control he is a member of the full-time staff; with export it was desirable to have someone who was actually doing the job. The work of the leader is to keep a thread of continuity throughout the course. Outside experts are brought in to start off the discussion. The importance of this work is fully realized by several Government departments, who have shown the utmost willingness to give active support.

Discussion Groups

The commerce department is now organizing a similar series of groups to discuss various aspects of production in the textile industry. A course of six lectures on production planning is being arranged in conjunction with the textile department and the department of production. These will deal with the general principles of planning without specific application to the industry. They will also deal with the treatment of raw materials and with machine design. Following these lectures, it is intended to form at least two groups, one for discussion of problems concerned with the application of production planning to the industry, and the other to deal with machine design.

Another branch of work which has been undertaken by the Commerce Department is the provision of courses

in personnel administration. As it is part of our philosophy at Leicester that this is a branch of work which can be better done in a technical college where the commerce department is closely linked with the technological departments and with the industrial life of the city than it can be done in a university, we set out to provide a course for those engaged in the control of labour. Meeting two evenings weekly, it will cover in two years, personnel administration, social administration, industrial law and relations, business economics and industrial psychology. It is significant that many who are attending this course are not actually engaged in full-time personnel work, but in the supervision of labour.

I have in recent years, been coming to the conclusion that in our efforts to build up a solid foundation of basic courses in technical colleges, we have tended to neglect the pinnacle of the building. What should be provided at the pinnacle of every course? Why is it that administrators in industry are being drawn more and more from the professional commercial classes? How often do we find a technical man rising to the top? Granted that there is a body of administrative knowledge and skill which is generally applicable to any form of undertaking, is it not better if that administrative ability can be exercised by a person who has also the highest technical qualifications? Should we, therefore be content when our students have secured their degrees? Ought we not to encourage them to go on further to fit themselves to undertake the administrative work for which they are technically fitted?

Management Courses

This is another part of our philosophy in Leicester. Apart from the desirability of providing opportunity

for technical students to get training in management, the existence of such courses in a technical college and the outlook engendered on the part of the staff who undertake such courses leads to the provision of special courses intended for higher executives. In this way we bring into the college the men and women at the pinnacle of industry and commerce. Bringing them in results in the raising of standards and tone, and the certainty that they in turn will be more inclined to encourage the attendance of those whom we need to lay the foundation training. In this way a commerce department can render invaluable assistance to all departments of the college.

In this field the work of commerce department at Leicester includes a three-year course in industrial and commercial administration. It is something of which we have been justifiably proud since it owes its origin to the year 1929. At first it was based mainly upon distribution. Later heads of the commerce department tended to change its character in the direction of the commerce degree of London University. I have, however,

been doubtful of the wisdom of these changes based upon the commerce degree and the course is undergoing further revision on the lines of the Newsome-Smith Report, with the addition of a brief course on the principles of administration in recognition of the fact that the intention of that committee was that persons following the course outlined should receive such training through practical experience in industry. It is hoped to link up much of this work in the general field of administration with some of the work in more specialized fields.

The department works in close cooperation with the local centres of all the professional bodies, and especially with the institutes of Labour Management and Industrial Administration. The members of the staff are encouraged to pay regular visits to works and factories and they find the constant cry is to see more of them. It is the policy of the department to appoint to the staff only those who have approved industrial experience, and who are likely to add something of value to the intellectual life of the college.

How a Teacher ought to view His Work

By Sri A. S. VENKATARAMAN, B.A., L.T.,

Headmaster, Board High School, Madanapalli.

RIGHT below, an address to teachers is boiled down to a few points to enable a correct perspective of the teachers' task.

1. Rightly or wrongly, by choice or chance a teacher has chosen his job, and he has to continue, and so it is, he has to view his job as a life's work unless he has at least in the first few, say five, years changed over to some other lucrative occupation or avocation in life. If a teacher

allows his mind to be swayed by any stray advertisement here and there, his mental balance becomes tilted and the necessary equipoise disturbed with serious reactions in his attitude and outlook towards life.

2. Having chosen his sphere of work, a teacher has of necessity to be an optimist. Or in the midst of the *hopefuls* in the class-room with visions of a bright future, he cannot have a wry face or put on wishy-

washy, woe-begone looks. Why for that matter, even at home, any gloomy face or depressed mood is out of place, if children or youngsters are not to become victims of chronic depression or confirmed pessimism. Depression or pessimism is not a suitable nursery for youthful fancies and impulses.

3. In the class-room he has a chance to watch, study and assist children in the process of growth, physical, mental, moral. Just as a wise or careful gardener looks after his plants, the teacher looks after his pupils who may be termed *complicated plants*. The gardener's plant is subject to easy experimentation; not so the child whose built is not only physical and physiological but also psychological. A modern child requires to be observed and treated by a teacher of psychology. A knowledge of class-room or school psychology cannot be covered by a mere study of extant literature; and the less of this bookish knowledge, the better it is for the success of the teacher in his class-room. The opportunity to study this growth is a precious chance in a teacher's life, which if missed or lost, cannot be easily regained.

4. The teacher can never forget the child's point of view in everything. Whether you choose text-books, subjects for composition, prescribe exercises or tests, arrange matches on the play-ground, it is always good to consider the pupil's point of view. In this respect the teacher should get down from his top level to the level of the pupil. It is worth while for a teacher to have a record not only of pupils' marks but also of pupils' reactions now and then based on a view, scrutiny and review of the pupils' abilities in so far as they can be interpreted from the class-room marks. Different subjects have different disci-

plinary values and every teacher, if only he takes a serious view of his (this) chance in life, he can perform an interesting and valuable work, in a degree more remarkable than can be imagined at first or at any one time (please see the *Chart* printed next page).

5. The pupil is a social being. His social reaction is not capable of direct or arithmetical evaluation but it would be useful for a teacher to develop his social contacts with pupils to study their character. It must be realised that success in the class-room or on the playground cannot be achieved unless favourable conditions are secured by sound and proper discipline. A suitable record can be devised by every enthusiastic teacher with regard to the pupils' instincts, habits and behaviour consequent on actions, reactions and interactions whenever the teacher contacts the pupils. If character is not taught but only caught, then opportunities for this should be created. (Please see the *Chart*).

6. The teacher at present is so placed that all over and all round there is unrest, due more to economic than social or other ills. At times he is compelled to think in terms of action, direct, indirect or anything else. The situation becomes more complicated because there are conditions of service as varied as there are managements and because there is disparity between Government services and Local Board services (Government's step-children) and aided school services (worse in some respects). It is a relief to consider that at least in two provinces which may be said to be enlightened in this matter (Bombay and N. W. F.) the teacher's position has been regarded and respected and it cannot be long that the wave or the wind on the west coast will blow across and in

INTIMATION TO PARENT OR GUARDIAN

Name _____ Class _____

1. CLASS ATTENDANCE :
(regular, slack, punctual etc.) ...
2. CLASS-ROOM BEHAVIOUR :
Careful, indifferent, slow to respond, wanting in manners, respect ...
3. PHYSICAL EDUCATION :
(a) Attendance ...
(b) Carefulness in exercises and obedience to instructions ...
(c) Behaviour ...
4. CHARACTER :
(a) Courtesy ...
(b) Sense of honour ...
(c) Sportsmanship ...
(d) Helpfulness ...
(e) Carefulness in work with material ...
(f) Co-operation ...
(g) Discharge of responsibility ...
(h) Initiative ...

PROGRESS CHART (Subjects)

	M. T. Mother Tongue	E. English	M. Math.	S. Science	H. Hist.	G. Geo- graphy
1. Oral ...						
2. Written ...						
3. Vocabulary (langs.) ...						
4. General Interest ...						
5. Grasp (M. H. G.) ...						
6. Ability to apply rules (M)						
7. Mental work (M) ...						
8. Practical (S. & G.) ...						
9. Theoretical (S. & G.) ...						
10. Scientific mind & approach						
11. Reasoning (H. & G.) ...						
12. Initials of Masters (acc. to subject) ...						
13. Initials of Class Master ...						

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Headmaster.

other areas or provinces. There is one point of view for serious consideration by the Government. The currency inflation of the Government is an essential cause, nay almost main cause of the shooting prices in essential commodities and it cannot do for the present Government, in-
 terim, national, or provincial to seek shelter under the plea that it is not responsible for others' deeds or misdeeds. It is the duty of every Government to respect, not to repudiate the obligations to its services, whatever be the nature of its predecessor.

TRUE FUNCTION OF EDUCATION *

By Sri T. S. AVINASHILINGAM,

Minister for Education, Madras Province.

OUR Universities should be representatives of our civilization and culture. They must be the instruments through which our culture and civilization can be spread. The glory of all institutions from the elementary schools to the colleges and the Universities depends upon the type of persons that go out of it. In schools and colleges there may be big majestic buildings. There may be a large number of students and professors. Millions of rupees may be spent on them. They may make boys pass in great numbers and even help them to pass in first-classes. But this alone will not make any institution a great one, unless the young men and women who go out of the institution have great ideals and character. The greatness of every institution will depend upon the number of people, who while discarding little selfishness will take up high ideals of service and renunciation in their own lives and that alone should be the standard by which you must judge the quality of the institutions.

"Mere intellectual education will not be real education. We have seen from experience how intellectual people can be most selfish. All their

time and energy are spent in thinking about their own personal advancement and all their actions are directed towards the same end. We certainly want great and sharp intellects, but along with that we want large-hearted persons. And so let our Universities while giving intellectual education also broaden our hearts and create a little love for the poor and the lonely. Let us know that the poor, the sick and the ignorant around us are part of our own lives. Let us not stop with thinking about our own conveniences or those of our families, but let us feel that it is our duty to work and live for a greater family which may embrace all the people of this great country and nay even the whole of humanity. We have taken birth not merely to live for ourselves and for our families, but for others. Our Saints have said "We are born to get an opportunity so serve the world." Let our Universities spread this great lesson.

Emphasis Must Be On Duties

It is unfortunate that our Universities to-day are not in touch with life. Our Universities should doubtless supply society the great engineers, doctors, teachers, lawyers, agriculturists and others such as those that we need. Besides, our Universities must teach our young men and women their

duties as father and mother, husband and wife, as sons and daughters and as students and also the duty that every one of us as a member of this great country should render to the other members and to the world in general. It is easy to talk about our rights and agitate for them. But it is difficult to know our duties. The emphasis to-day has been too much on the rights and too little upon our own duties. It is a great swami who said, "Let us do our duties and we shall get our rights." It is this attitude of mind which our young men and women require to-day more than at any other time.

"Our education should be man-making. It is not a great thing for a man to eke out a mere existence for himself or for his family. The smallest of us do that. Great things are seldom done by the timid. Success often comes to those who dare and act. It is those who can take risks and strive after the great and glory that make a mark in life. But those who want to do great things must make great efforts also. Without the necessary effort nothing can be done. Mere talks and thoughts alone lead us nowhere. Every one who goes to the beach can bring the shells, but those who want pearls must dive deep into the sea. They must face the great danger involved in it and pearls are rarely got on the first dive. We must persevere and dive again and again until we get it and a man who achieves is not daunted by difficulties and he has a self-confidence in him that there is nothing which he cannot do and when dangers come he faces them. For a man with such determination and perseverance there is nothing impossible. Our country requires such young men. I would pray and wish that every one of you become one such.

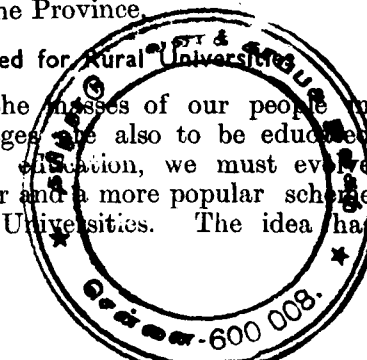
The duties of the Universities do not stop with educating the boys and girls who come into its portals. To make all the people share in knowledge is also a great duty of the Universities. It is unfortunate that the matter of English being the medium in the Universities and in the Colleges has stood in the way of the spread of higher knowledge in the country among the common people. Due to this, there has been an ever widening gulf between the common man and the University graduate. In America, it was a young man and a wood-cutter by profession in the shape of Abraham Lincoln who became later the President of the mighty United States of America. What made it possible? It was because that everything noble and high was available to him in his own language. There are thousands and millions of young men and women in this country who do not know the English language. Because English is the medium of instruction in the colleges, the highest knowledge and the greatest thoughts of the world have not been made available to them in their own languages. The result is that all the intellects which these men possessed have gone to waste without being utilized to the benefit of this great country and so, if opportunities of the highest culture should be given to all and the world is to benefit, then the highest knowledge must be made available to them in their own languages and that can be done only when instruction, even in the highest classes in the colleges are given in the languages of the Province.

Need for Rural Universities

If the masses of our people in the villages are also to be educated in higher education, we must evolve a cheaper and a more popular scheme of rural Universities. The idea has

* Extracts of the Address delivered at the 16th Convocation of the Annamalai University.

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been coming to me for some time as to why people who have not had the benefit of higher education in English should not get opportunities of higher education in their own languages. There are thousands of young men in the villages with keen intelligence and anxious to know more, but to whom there are no opportunities. I think the time has come when we should make an attempt of starting rural Universities, in which young men who did not have the opportunities of having even secondary education should be enabled to get higher knowledge. They are engaged in the professions either agriculture or otherwise and so it will not be possible for them to undergo long courses of studies in places far off from their avocation. A method of postal education should be introduced whereby they can be given instruction by post while they may be insisted upon to come to a central place for a month or two in the year for receiving direct instructions. Naturally the instructions must be in their own languages. A mass of literature will have to be produced before these institutions are started, but I have no doubt that these Universities, when started, will be of lasting benefit to thousands of young men and women throughout the land. This is all the more necessary now because, if democracy is to be enlightened and efficient in this country, the common man will have to be properly educated.

Our young men who study in the Universities have a great duty by their country. The Universities and the Colleges are maintained from the revenues collected from the poorest of the land. The great buildings that we see around as well as the maintenance of these colleges and others have been made possible out of their contributions. Having had the educa-

tion through their help do we not owe a duty to them, the duty of raising the downtrodden millions of this great country? I want the students especially to think over this problem. Suggestions have been made to pass an enactment to compel the graduates who pass out of the Universities to give an year of national service before they take their degrees. But it is not a matter of pride that national service should either be demanded or compelled. The service that is got on compulsion is no service. Our young men and women should learn their duties and responsibilities and come forward to give this service. In fact the graduates must ask for it as their privilege for, it is really a great privilege to serve the masses of the country and I have no doubt that you with your great love for the country and sympathy with the poor and the lonely will come forward to do it.

Readjusting University Courses

Our colleges have another important problem to face. The strength of our colleges has increased phenomenally. For various reasons a large number of people passing through secondary education seek admission in the Colleges. In no country in the world is, I understand, the proportion between those seeking admission to colleges to those who have gone through secondary education so high as in this country. The reasons for this are varied. Whatever the reasons may be, this has resulted in overcrowding of colleges. Because of this, the personal attention to the boys and the intimate relationship between the teachers and the taught which is so essential to the formation of good character, has been reduced to the minimum. This has struck at the very foundations of a good collegiate education. And the unfortunate result has been the loss of personal

touch between the teachers and the taught and the lowering down of standards of discipline. The war in its wake has brought us other problems. All the other countries of the world have also felt the impact of the war and the necessity to readjust University courses and lives to the changing conditions. Besides the extraordinary development of science, pure and applied, in the West, have left us far behind. It will be the duty of our Universities to keep abreast with the most forward nations of the world. These and many others are our problems and with God's help and with the help of you all, we will have to solve them. But in all our actions, let efficiency and thoroughness be our watchword.

"Service Must Be The Ideal"

The essence of our education should be to infuse the spirit of service. That should be our ideal. Our ancestors have done great things in the past. We are in the dawn of a new era which will remake a new India. Let the India that is to be born be greater than the ancient India and let us have the privilege and the strength to take upon ourselves such efforts which will make it possible. As the great patriotic Saint of modern India Swami Vivekananda said, three things are necessary for great achievements. First, feel from the heart. Through the heart comes inspiration. Love opens the most impossible gates. Feel therefore, my dear young friends. Do you feel? Do you feel that millions are starving to-day and millions have been starving for ages? Do you feel that ignorance has come over the land as a dark cloud? Does it make you restless? Does it make you sleepless? Has it gone into your blood, coursing through your veins, becoming consonant with your heart beats? Has it made you almost mad? Are you

seized with that one idea of the misery of ruin, and have you forgotten all about your name, your fame and your wives, your children, your property, even your own bodies? Have you done that? That is the very first step.

You may feel, then; but instead of spending your energies in frothy talk have you found any way out, any practical solution, to soothe their miseries, to bring them out of this living death? Yet that is not all. Have you got the will to surmount mountain of high obstructions? If the whole world stands against you sword in hand, would you still dare to do what you think is right? If your wives and children are against you, if all your money goes, your name dies, your wealth vanishes, would you still stick to it? Would you still pursue it and go on steadily towards your own goal? As the great king Bhartrihari says, 'Let the sages blame or let them praise; let the Goddess of Fortune come or let her go wherever she likes, let death come to-day or let it come in hundreds of years. He indeed is the steady man, who dares not move one inch from the way of truth. Have you got that steadfastness? If you have these three things each one of you will work miracles.

Wanted

Special Correspondents in every Provincial and State Headquarters to report News on the Progress of Education.

Professors and Teachers connected with Provincial Educational Associations will be more helpful in this respect.

M. N. RAO, M. A.,
Asst. Editor.

The City Education Trust, Masulipatam On Secondary Education

Answers to Education Minister's Questionnaire

1. The aim of Secondary Education should be to equip the student by the time he completes the course to pursue a calling and earn his livelihood immediately if necessary, to discharge his duties as a citizen, and to qualify him for the pursuit of higher education, academic or technological, if he desires.

2. Neither of the aims is now realised by the uniform course prescribed for all Secondary School Students. Bifurcation of the course in the higher stages to suit the needs of the different classes of students is necessary.

(a) More vocational Subjects should be introduced for choice as optional subjects in the higher stages.

(b) The course may be extended by one year to provide for practical training in the vocational subject if necessary. There should be two stages as now, the bifurcation being effected in the second stage in Form V.

(c) It is very desirable to utilise the A. I. R. broadcasts for educational purposes. Only adequate arrangements should be made in every school (in addition to the standardisation of school hours) to enable the students of each class to turn or listen to the broadcasts without causing distraction to other students.

(d) The broadcasts will naturally cover parts of the syllabus in the general-knowledge subjects and there may be no need for disturbing the courses on this account. If necessary the courses may be slightly lightened to provide time for the broadcasts.

(e) It is true a lot of time is used in covering portions already taught in earlier stages. It is because of the

laxity of promotions and the failure to maintain objective standards in the attainments of pupils of different classes. Otherwise time will be saved and more advanced stages reached.

(f) The number of pupils in a class should never exceed thirty if the teacher is to be expected to give individual attention to them and understand them and teach effectively.

3. ———

4. The Lower Secondary course should be first reorganised on the Basic lines to correspond to the higher Elementary Schools of the Craft centred type. If and when the Basic system is really effectively introduced in the higher Elementary and Lower Secondary stages the entire Secondary School course will have to be thoroughly overhauled. At present nothing more than a general vocational bias can be attempted.

SPECIALISATION

Specialisation is desirable in the higher stages of the Secondary course.

(b) Such specialisation should commence in the V form.

(c) It is desirable to correlate in the general way, wherever possible, instruction in the secondary stages with the local Industries, such as dyeing, printing, carpet making, carpentry, agriculture, metal-work, etc. Only a general introduction is possible in the early stages and specialised courses in the later stages.

(d) The scheme of bifurcated courses should be given effect to in the V form. (2) The Vocational subjects should come under the optionals and

those selecting the vocational subjects should get sufficient instruction in the general-knowledge subjects also.

(e) The proportion of the general subjects to the vocational subjects should be considerable in the first year of the bifurcated course, to permit a change over at the end of the first year if desired.

MEDIUM OF INSTRUCTION

(a) The present staff is generally fairly well equipped for teaching the regional language. The position will improve when the regional language is made the medium of instruction in the Colleges.

(b) Meanwhile refresher courses may be arranged for teachers who require them and transfers to suitable linguistic areas may be effected.

(c) Even now in the training Colleges the trainees receive instruction for teaching the subjects (as distinct from English) only in the regional language.

(d) More importance might be attached to the ability of the trainee to use the regional language efficiently and the instruction in the Training Colleges also may be attempted in the regional language.

REGIONAL LANGUAGE

(a) The aim should be mastery of the language for clear understanding and efficient use of the language for all purposes, academic and practical.

(b) Grammar should be taught but more emphasis should be laid on the functional than on the formal aspect.

(c) The teachers of the regional language in the lower as well as higher forms should have a good knowledge of the language including formal grammar. They should be graduates who have specialised in the regional

language or others possessing equivalent qualifications.

(d) The institutions offering instruction for the examinations for oriental titles should receive special encouragement and the instruction imparted therein should be reorganised to suit the changing demand.

(e) They may be entrusted with the teaching of classical texts in literature and formal grammar.

(f) 1. Refresher courses or special courses might be arranged to give training in the methods of teaching if they are to be entrusted fully with the handling of the first language.

2. The general education of a teacher of the regional language should at least be S. S. L. C. standard. The courses for the Oriental titles also should be revised to bring them into a line with the new requirements.

OTHER SUBJECTS

A. *English*: (a) English should be taught in the Secondary Schools. (b) The aim should be a working knowledge of the language for understanding and use. Basic English has not yet won international recognition and has not been conclusively proved to be adequate for all practical purposes. Colloquial English as spoken by English children is quite unnecessary for us especially in the changed circumstances of the Nation. It should be taught therefore as a foreign language as it is taught in the other countries of Europe and Asia with the necessary modification in the methods to suit our special circumstances.

(c) An elementary knowledge of the language should be compulsory for all Secondary school students.

(d) It should be commenced in Form I and continue till the end of the course.

B. HINDUSTANI

(a) It should be taught in the secondary schools where it is not the regional language.

(b) The objective should be a working knowledge of the language for understanding and use to develop interprovincial contacts and common national sentiment.

(c) It should be compulsory for all secondary school students.

(d) It may be taught in the first three forms.

(e) The script should be devanagari or urdu at the option of the student.

(f) It is possible for a student of the Secondary stage to learn three scripts, of the regional language, of Hindustani (Devanagari or urdu) and English.

(C) The syllabus in Elementary Mathematics may be lightened on the theoretical side and more attention may be devoted to the practically useful processes and topics. The course should be continuous throughout the Secondary stage.

(D) The Syllabus in Science is satisfactory but the syllabus prescribed for forms V & VI may be covered in the IV, V, & VI Forms in one continuous course of three parts.

(E) The syllabus in Indian History and Geography are satisfactory and the proficiency aimed at quite sufficient.

(F) The present scheme for manual training is not producing any results. If it is to be effective more time should be allotted for it, at least one hour per day and it may not be necessary or desirable for all students of the higher forms as an essential part of the curriculum.

PHYSICAL EDUCATION

A & B. Moral instruction should be given and an attempt made to deve-

lop character but such instruction should be acceptable to all religious communities. Denominational religious instruction should not be attempted in public educational institutions intended for imparting secular education to the children of all religious communities.

GIRLS EDUCATION

It should be the same as that of the boys in the lower forms. In the upper forms provision should be made in the optional subjects for subjects specially desirable for women such as music, domestic science, sewing etc.

Co-EDUCATION

It is not desirable especially in the higher forms. But girls will have to be admitted into boys' schools in the lower forms in the absence of separate girls' schools in each locality. Even then there should be an age limit say 12 for each girl. Where girls are admitted some of the members of the staff should be women.

MANAGEMENT

(a) It is advisable that every aided school should have a local committee of management.

(b) It should consist of the Head Master (Ex. Officio) and representatives of the staff, the parents, the public and the donors.

(c) The Head Master and the representatives of the staff should be regular members with voting powers in all types of Institutions.

FINANCE

(a) Once an endowment is made for an educational purpose, the administration of it should be in the hands of a committee of management representing all the interests concerned and not merely the donors. Such a regulation is necessary in the case of all endowments existing and fresh.

(b) The Government should be more liberal in their grants and bear the cost of at least a considerable part of all Secondary education as in other advanced countries. The schools should not depend mainly upon the fee income and endowments made with a view merely to a share in the management.

(c) (1) It is not desirable and not fair to utilise the endowments of religious institutions for providing secular education for all.

(2) They should be utilised only for the spread of Religious learning of the type intended by the donors.

FEES

(a & b) Raising the standard rates of fees will result in keeping Secondary education out of the reach of the poor.

(c) Managements should not be permitted to raise fees over and above the standard rates.

STAFF

(a) It is desirable to have lady teachers in all grades in institutions to which girls are admitted along with boys.

(b) 1. Teachers recruited to permanent vacancies should be confirmed at the end of a satisfactory probationary period of not more than two years.

2. No teacher of a denominational School should be given notice dispensing with his services solely with a view to replace him by a denominational teacher.

(c) The management should have no right to give notice to its permanent teachers or approved probationers, except in cases of permanent physical incapacity or misconduct on the part of the teacher or when the post is abolished.

(d) The draft agreement between

the staff member and the management should be consistent with (c).

(e) In all such cases of removal from service, aggrieved teachers as well as managements should have the right of appeal to the Educational Dept. against infringement of the draft agreement.

SALARIES OF TEACHERS

(a) Division of the teachers roughly into the groups suggested for the purpose of fixing the salaries is acceptable subject to the modifications suggested in (b)

(b) 1. Assistant Head Masters of schools with over 1000 students i. e. iii (2) should be grouped with Head Masters of complete High Schools with a strength of below 500 i. e. (ii).

2. (iv) (b) Pundits and Munshis with University degrees may be classed with L. T. assistants iv (a). but S. S. L. C eligibles trained as pundits should be classed with other Secondary grade teachers (vi).

(e) Generally speaking it is not desirable to permit teachers to take up private tuitions unless the management is assured that the regular work of the teacher in the institution is not in any way affected thereby. The permission of the Head Master and the approval of the Educational Officer should be insisted upon.

DISCIPLINE

(a) There is pressing need for improvement of discipline among students. Discipline has practically disappeared now from the educational institutions. The Government and the managements should unequivocally support the heads of institutions in combating indiscipline.

(b) In the present atmosphere of organised indiscipline and antagonism to the authorities, it is not desirable to attempt to devise any machinery for

vesting partly the responsibility for discipline among students themselves.

(c) The present times and atmosphere are not suitable for any such attempt to organise courts of honour.

SIZE OF SCHOOLS

(a) If the work of organisation and supervision is to be carried on efficiently it is necessary to fix a maximum limit for the strength of each school.

(b) No secondary school should contain more than 500 Students.

(c) At least for every 500 students there should be a separate Head Master with independent powers.

(d) The shift system is not at all desirable in any educational institution.

SCHOOL & COMMUNITY

(a) The Schools at present can in no sense be considered community centres.

(b) It may be desirable to make the school a Community Centre in the Rural parts.

(c) The School Library, the School Radios and play grounds may be open to the public, if suitable arrangements are made to avoid inconvenience to the normal work of the institution.

THE SCHOOL AND THE PARENT

(a) A closer relationship between the parent and the school is both desirable and possible.

(b) Parents' Associations should be organised and worked efficiently on regular uniform lines. They should be represented on the Managing Committees of the schools.

INSPECTORATE

(a) The work of the present Inspectorate is in no way helpful to the teachers. 1. Only teachers with considerable experience and proved efficiency should be appointed Inspectors. 2. Instead of being an annual visit,

inspection work may be spread over the entire academic year.

(b) There is no special advantage to be derived from the novel procedure suggested of men inspecting girls' schools and women inspecting boys' institutions.

(c) It will be very desirable to have subject inspectors, specialists in their respective subjects, inspecting the instruction in each subject in the schools.

EDUCATION OF SCHEDULED CLASSES, MUSLIMS ETC.

(a) The existing facilities by way of fee concessions etc., are adequate if they are properly utilised. Propaganda may be necessary to encourage the special classes to make use of the existing facilities and further financial help by way of boarding and other grants may be held out in deserving cases.

(b) But special schools intended for particular classes or communities are undesirable as they may breed rabid communalism.

(c) Special help should be confined to those actually in need of it and not a matter of right for members of any particular community.

TEACHERS' PROVIDENT FUND

1. The existing arrangements of the provident fund are not adequate to provide for the families of teachers. separate accident Insurance schemes and old age pension schemes should be organised by the Government.

2. The contributions of teachers may be allowed to be invested in long term deposits in Co-operative Banks or other Banks with adequate Government security.

EXAMINATIONS

1. There is much confusion of thought prevailing on this subject. All

(Continued on page 164)

EDITORIAL NOTE

The next December Number will be an 'All-India Educational Conference Number' and will be published in the second week of December.

Special contributions are invited on the current problems of Education which may be opened for discussion at the Conference and should be sent so as to reach the Editor before the 7th December.

— EDITOR.



Educational India

Masulipatam, November, 1946

Rural Universities

MR. T. S. AVINASHALINGAM CHETTIAR, Minister for Education in the Province of Madras made history by delivering his Convocation Address to the Annamalai University in Tamil. He is the first to do this in Southern India. Although Dr. Tagore delivered his Convocation Address to the Calcutta University in Bengali several years ago, no one had the courage to follow his example all these years in any other part of the country. It is to be hoped that the precedent set by Mr. Chettiar will become the order of the day in future.

IN the course of his address he stressed the importance of starting what he called Rural

Universities. There is nothing surprising in a member of the Congress Ministry and a sincere disciple of Mahatma Gandhi pleading for institutions like these. The revival and reconstruction of village life have been the keynotes to the philosophy of Mahatma Gandhi. His whole programme of constructive work centres round this subject. It was therefore quite appropriate that the minister for education should have called the attention of the new graduates of the Annamalai University to it.

ACCORDING to him there are many young men in the rural areas of our country who possess keen intelligence and who are anxious to advance their knowledge. Unfortunately at the present day they have no opportunity of realising their ambitions. They cannot leave their occupations and migrate to towns to get the benefits of higher education. Higher education has therefore to be carried to them. It is to serve this purpose that Rural Universities should be started.

THIS is also the right thing to do for more than one reason. In the first place this is one way in which the graduates of the existing Universities which are being maintained out of the taxes contributed by the people in the villages can repay their debt to the rural inhabitants. In the second place he observed that if democracy is to be enlightened and efficient in this

ALL-INDIA EDUCATIONAL CONFERENCE

Dr. Sir A. Lakshmanaswamy Mudaliar, Kt., M. D., LL. D., D. Sc., F. R. C. O. G., F. A. C. S., Vice-Chancellor, Madras University, will preside over the XXII ALL INDIA EDUCATIONAL CONFERENCE to be held at Trivandrum (Travancore State) from December 28—31, 1946.

country the common man will have to be properly educated and this purpose can be best fulfilled through the rural universities.

INCIDENTALLY he pointed out that if this organisation is to work properly and effectively there is need for using the mother-tongue as the medium of instruction in all the existing universities so that graduates who will necessarily have to work in the rural institutions may not find any difficulty in conveying their knowledge to the people in the rural areas.

THERE is one other point on which the minister for education has been placing emphasis in all his public utterances. It is the need for young men rendering some social service for a period of at least one year before they are given their degrees by the Universities in which they happen to study and whose examinations they pass. In his view University training should not mean the acquisition of some knowledge or the training of the

intellect alone. It should on the other hand result in shaping the character of the youth of the country. It should bring them into contact with ordinary men and women, make them see the actual life led by the masses of people and give them opportunities of living in their midst and rendering them some kind of help or other. Those who undergo medical education should, before they get their medical degree, render a year's medical service to their countrymen. Similarly the graduates in Engineering or Agriculture or Science should render some kind of social service for which they are best fitted.

THIS is quite a novel idea and it is an idea which deserves careful consideration by all educationists. This should not be confused with the conscription of students for spreading literacy or for any other social purpose. The spirit behind Mr. Chettiar's idea is quite different from that for which conscription ordinarily stands. He has looked at the whole question from a purely educational stand point. He believes that educationally it will be good for the young men themselves if they give at least a year of their lives to the service of their countrymen. And there is a good deal of truth in what he says.

WHAT is however required is the working in detail of a scheme of such social service. This as well as his plea for start-

ing rural Universities are sure to be welcomed as progressive measures in the reorientation of the educational system of the country.

Educational Strikes and Lockouts

ONE of the saddest features of the educational system of the present day is the frequency with which students have been going on strike in several parts of the country and the lockouts declared by educational managements in answer to these strikes. This is the situation in two of the foremost educational institutions in the Andhra area to-day. Similar situations have arisen in other parts of the country sometime or other.

IT is said that the immediate cause of the strikes is the large number of students that were detained and prevented from appearing for the university examinations. It is the contention of the students that whether they fare well or ill in the examinations held by the college authorities they should be automatically permitted to sit for the university examination. Their slogan is 'No Detentions.'

THERE does not however seem to be much justification for the slogan adopted by the students. So long as they have to sit for a university examination and so long as their future depends on their success at such

an examination it is but right that they should be well prepared for it. The selections made by college authorities are only a test to find out whether they are well prepared or not. It may be that in a few cases those who are not successful in the college examinations secure a pass in the university examination. These should be regarded as exceptions and no rule should be based on exceptional cases. Ordinarily the presumption ought to be the other way. A student who has been failing in the college examinations will ordinarily have very little chance of passing in the university examination. There is no meaning in his wasting money and energy in sitting for the university examination, when the chance of his success in it is remote. From his own point of view also there is no reason why detentions should be decried.

IT is not that we cannot conceive of an educational system in which examinations are not given much significance. As a matter of fact, in an ideal educational system there is no need for examinations at all. A record of the progress made by the student from day to day in school may be kept and when he leaves the school or the college he will leave it with this record. There is no question of passing or failing. Any one who wants to know the educational attainments of a young man before he decides on taking him into his service will merely go through the record;

and if necessary he will put the young man to some other test. What the students should agitate for is not so much the abolition of the system of detentions as the doing away with all the examinations. If that happens there will be no question of detentions at all.

BUT it is not merely this question that is at the root of the strikes and lockouts. To a great extent it is due to outside influences operating on the students at the present day. The general atmosphere in the country is tense. Organisations exist to create trouble even when no trouble is called for. To some extent at least it is these organisations that are responsible for the unrest that is found in the student world and the ease and frequency with which they resort to strikes.

THIS is not to say that educational managements are ideal. As a matter of fact many educational institutions are not at all properly managed and the authorities are not really interested in the educational welfare of the students. Efficient teachers are not appointed. Communal and other non-academic considerations play a large part in the appointment of teachers with the result that the students do not get the best and the highest kind of teaching. Many educational institutions do not even appoint teachers for several months in the course of the year. They do not make satisfactory

EDITOR'S NOTE

The Editor regrets very much for the late issue of this Number due to unexpected delay in the Press.

provision for laboratories and libraries. They collect games fees from students but they do not create facilities for games and sports. There are colleges and schools which do not even provide facilities for drinking water or maintain clean and sanitary lavatories. Students attending colleges like these, waste their time without proper instruction and if they fail in college examinations it is not always their fault.

IT is true that educational officers are appointed by Government to see that schools are kept by the managements according to the standards laid down by the educational department. But inspection by these officers is always ineffective. There is also the university to see that affiliated colleges do their work properly. But there are vested interests in the university and in many places they are blind to the glaring defects that are to be found in the colleges. Favouritism, prejudice and partiality are the factors that influence them. The result is that any complaint made by students that they are not receiving proper and timely instruction becomes a mere cry in the wilderness.

THROUGH different PROVINCES

DELHI

ADMISSION TO FOREIGN UNIVERSITIES

The state of congestion at the Universities and technical institutions in the United Kingdom and the United States of America at the opening of the present academic year is more acute than it was last year, according to information received by the Government of India from their representatives and other authorities in these countries. This state of affairs, is not likely to ease appreciably even during the next year. Educational institutions in these countries are faced with a very large demand for admission from their own students mainly ex-servicemen, whose studies were interrupted by the war.

Indian students who intend to go abroad at their own expense are, therefore, advised not to proceed abroad without previously securing admission to a suitable institution. A number of Indian students, who have gone abroad this year without having first secured

admission to a University or Institution in the hope of obtaining a place through personal effort when they get there, have been disappointed and have now to waste their time and money, apart from the difficulties which they are experiencing in regard to accommodation. The position in regard to accommodation in British provincial towns as well as in London is now desperate and is proving even more troublesome for Indian students than the difficulty of admission.

INDIAN ART EXHIBITION

The Royal Academy in London have decided to hold a fully representative Exhibition of Indian Art in the winter of 1947. The works to be drawn mainly from collections in India and Great Britain. They have formed an Executive Committee with Sir Alfred J. Munnings, President of the Royal Academy, as the Chairman of the London Committee. The Exhibition will have the full support of both His Majesty's Government and the Government of India.

In response to an invitation from the Royal Academy, a similar Executive Committee has been formed in India with Mrs. Sarojini Naidu as the Chairman. The Committee met in New Delhi on October 11 and 12 and set up a number of sub-committees for the selection of the different branches of Indian art. Dr. Percy Brown will act as the Secretary of the Committee.

It has been suggested that a Handbook of Indian Art be prepared by competent authorities as an introduction to the Exhibition. The Provincial Government, the Indian States, local Museums and other private collectors are being approached. This Committee, which is an independent body, will take necessary action before the proposed visit of a delegation from the Royal Academy in February, 1947, for the final selection.

Continued from preceding page.

IT is therefore no wonder that the students take to strikes.

WHAT is required is a radical reform. If things go wrong in colleges it is the universities who are the custodians of sound academic traditions that are to blame. It is only when universities take seriously to the functions they have to discharge and discharge them in a spirit of justice freed from prejudice and personal animosities, it is only then that educational institutions will have peace.

MADRAS**UNIVERSITIES GRANTS COMMITTEE**

A Standing Advisory Committee to guide the policy of the Government in respect of grants to be made to the Universities in the Province has been constituted with the Minister of Education as Chairman.

The members of the Committee are the Hon. Mr. Justice P. V. Rajamannar, Dr. M. R. Guruswami Mudaliar, Mr. T. R. Venkatarama Sastri, Prof. M. Venkatarangiyya, Mr. A. Kaleswara Rao, M. L. A., and Mr. K. Madhava Menon, M. L. C. They will hold office for a period of three years.

SCIENTIFIC TERMS COMMITTEE

The Committee which was appointed sometime back to find vernacular equivalents for scientific and technical terms in English is completed.

The Government, it is understood, propose to publish the report and follow it up with an order that only text-books in Indian languages using the terms suggested by the Committee, should be prescribed in schools. This arrangement is intended to be brought into effect from the commencement of the next school year.

THE PROVIDENT FUND

The Government it is understood have decided to issue instructions to managements of schools not to compel

(Continued from page 158)

examinations as such have never been condemned by any educationist. One final examination of a written type at the end of the long course is admitted to be by itself an unreliable test of the ability or attainments of the candidates.

2. The final examinations should be supplemented by a number of periodical tests measuring the progress of the student from stage to stage. Such testing is an essential feature of the Institutional Education.

teachers to take up insurance policies instead of contributing to the Provident Fund, but to give them the option in the matter.

This decision, it is stated, is consequent on petitions received by the Government that certain managements of schools compel teachers not to join the Provident Fund but to take up life insurance policies instead. The reason for such compulsion appears to be that if teachers do not contribute to the Provident Fund, the managements of schools would stand to gain as they would not be required to contribute their share to such a Fund.

BASIC EDUCATION IN MADRAS

The Government have constituted a committee to consider all questions relating to the introduction of Basic Education in the province.

In particular, the Committee will consider how the present elementary schools could be brought into line with the principles of Basic Education and how to remodel the present training schools for elementary education for a similar purpose.

NEW TYPE OF SCHOOL FOR JUVENILE OFFENDERS

The Minister for Law, Mr. K. Bha-shyam, is considering the starting of a new type of certified school for juvenile offenders. The proposed school will differ from existing ones in that, while maintaining discipline, it will afford more freedom to the inmates and partake somewhat of the character of a hostel.

A possibility is that one of the existing certified schools may be closed and converted into the proposed new school.

MBAY**BASIC EDUCATION**

As a first step towards the introduction of basic education in the province the Government of Bombay has decided to make provision immediately for the teaching of a craft in as many primary schools as possible, and to bear the full expenditure on this account.

REGIONAL UNIVERSITY SCHEME

The Government of Bombay is anxious that there should be a separate University for Karnatak and proposes shortly to appoint a committee to consider and report on the nature of the proposed University and other kindred matters, says a Press Note issued by the Director of Information.

The Government has already accepted the principle of establishing regional universities in the Province. Public opinion in Maharashtra was the first to voice the demand for a regional University and the Government appointed an authoritative Committee under the Chairmanship of the Rt. Hon. Dr. M. R. Jayakar to inquire into the question of a University for Maharashtra. On receipt of the Committee's report the Government announced the acceptance in principle of the need to establish a University at Poona.

The Government understands that educationists and others in Gujarat are also doing preliminary work with regard to the proposal for a University for Gujarat.

NEW SCALES OF PAY FOR PRIMARY TEACHERS

The decisions of the Bombay Government in respect of the salaries and classification of primary teachers in the province, numbering over 50,000 have been listed in a Press Note.

Henceforth all primary teachers in the employ of the local authorities are to be divided into two specific categories untrained and trained. All untrained teachers—whether permanent or temporary, qualified or unqualified—are to be granted pay in the scale of Rs. 25—1—30. Trained teachers will be given a scale of Rs. 30—1—50. Fifteen per cent of the cadre of trained teachers will be given a selection grade of Rs. 50—2½—75. The new scales of pay are to be effective from August 1, 1946.

In addition to their regular pay, all primary teachers are to be given dearness allowance at the rates sanctioned by the Government for its own servants and "temporary additional pay" at the

rates sanctioned for Government employees.

Those working in places where the rents or the cost of living are high or where the climate is bad will in addition to their regular pay, be given additional remuneration by way of a local non-pensionable allowance.

In deciding on bringing uniformity into the salary scales of primary teachers, the Government had to take note of various factors, such as the educational qualifications of these teachers, pay which persons of equal qualifications draw elsewhere, the need for attracting the right sort of persons to the teaching profession and so on.

U. P.**FREE EDUCATION FOR CHILDREN**

A ten-year plan for free primary education for 66 lakhs of school-going children in U. P. was disclosed by Mr. Sampurnanand, Education Minister. According to the plan, 43,000 new primary schools are to be opened in the province within ten years. At least 2,200 schools are to be opened by July 1947, costing about forty to fifty lakhs of rupees in the first year of implementation of the plan.

A feature of the scheme is the abolition of teaching of English in primary schools. In 1947, teaching of English will be stopped in the third class and in 1948, there will be no English teaching in the fourth class. Priority in opening new schools will be given to villages which provide to Government free material and free labour for opening schools.

NO PICTURE HOUSES IN THE VICINITY OF SCHOOLS

The U. P. Government have it is understood, issued instructions to all officers of the District Boards and Commissioners impressing on them the undesirability of allowing construction of picture houses in the vicinity of schools and colleges.

C. P.**GOVT'S GRANT FOR TEACHERS**

The problem arising out of the inadequacy and inequities of salaries paid to teachers engaged by local bodies, has been engaging the attention of the Government for some time.

In view of the great urgency of providing relief to teachers, the Provincial Government proposes to sanction provisionally a temporary additional grant in the current year and to examine carefully the principles on which subvention to local bodies should be made hereafter. In making this additional grant, it is the intention of the Government that it should be applied solely for raising the minimum salary of the primary school teacher to Rs. 30 per mensem.

MYSORE**TECHNOLOGY INSTITUTE FOR MYSORE**

The Mysore Government have under consideration, the starting of a Technological Institute in the Mysore City on the lines of Sri Jayachamarajendra Technological Institute at Bangalore, from the next academic year.

It is gathered that for this institution, a munificent donation has been given by Mr. C. Perumal Chetti. It is understood that the new institution would pay particular attention to imparting training to pupils so as to give an impetus to the development of cottage industries in the State.

HYDERABAD**NIZAM'S GIFT TO HINDU UNIVERSITY**

H. E. H. the Nizam of Hyderabad has made a donation of rupees five lakhs to the Hindu University, Benares, for the construction of a hostel to be named "The Hyderabad House," mainly to accommodate students of the University from the Hyderabad State.

Sir S. Radhakrishnan, Vice-Chancellor of the University, announcing this to the Associated Press of India

conveyed the thanks of the University to the Nizam and officials of the Hyderabad Government for the donation.

Sir S. Radhakrishnan added that certain aspects of the Ellora and Ajanta styles would be incorporated in the construction of the Hostel which will generally conform to the architectural scheme of the Benares Hindu University buildings.

REFORMATORY SCHOOL FOR HYDERABAD

The establishment of a reformatory school for juvenile offenders in the State at a cost of one lakh of rupees recurring and a like amount non-recurring has, it is learnt been sanctioned by the Government of Hyderabad. The school will be modelled on the institution at Madras and the curriculum will include academic and vocational instruction.

TRAVANCORE**PRE-UNIVERSITY SCHOOLS FOR TRAVANCORE**

A first step in University Reform has now been taken with the decision of the Government to establish a pre-University School. A Press Note issued on the subject recalls that an Education Reorganisation Committee have recommended abolition of the present Intermediate and introduction of a three-year degree course.

They have also recommended that the S. S. L. C. examination should be free from the domination of the University requirements and should function as the normal finishing stage of secondary education, the University conducting its own appropriate entrance examinations for admission to the various University courses. The Senate and the Government have accepted these recommendations and as a necessary preliminary towards implementing them the Government are considering certain proposals for the establishment of pre-University schools in different parts of the State.

Letters to Editor**Tirupathi University**

Sir, In the September issue of your Journal I came across an editorial comment on the proposed Tirupathi University. I propose to make a few suggestions regarding this new University.

The Congress Government of the Madras Presidency deserve congratulations for the right step they intend to take in disbursing the vast funds of the Tirupathi Temple. In fact an earlier attempt in this direction would have been more welcome. I fully agree with the editorial suggestion for paying more attention to the study of the Humanities in this new University. It would also be in the fitness of things if Universities in India instead of duplicating the same courses try to specialise in particular fields only.

In this respect, I think the model of Durham University of Great Britain should be kept in view in framing the University of Tirupathi. As the funds are to be derived from the Hindu Temple only, the University should devote specially to the study of Hindu Theology, Sanskrit language and literature, Hindu Philosophy etc., along with modern subjects, care being taken to admit all kinds of Hindus, without any caste restrictions. It should be a chartered University having degree courses. Hindu Theology (and not Sanskrit) should be made compulsory for every degree examination from Matriculation to the B.A. along with other subjects. Hindu Theology should also be one of the optional subjects of the F. A., B. A., M. A. and Ph. D. examinations.

To make the University an All-India centre due attention should also be given to Hindi. Hinduism has to be modernised and this is the only way of doing it. The present day Hinduism is bitterly criticised from all quarters, both by Hindus and non-Hindus. The Hindu outlook is defective, being guided by traditions only. The reason is obvious. Hindu religion is not taught in schools and colleges and so Hindus themselves do not know their religion truly. The economic structure has entirely changed and Hindu parents cannot afford to teach their sons their sacred religion. For want of religious education Hindu mind has become crippled and diffident. No individual effort can ameliorate this state of affairs. Hinduism can be shaped rightly by educational institutions and Universities alone. Herein lies the work of national institutions and Universities.

In contrast to this gloomy picture of Hinduism, if we cast a glance at the institutions run by Christians and Muslims one is simply dumbfounded by the magnificent effort put in. In those institutions religion is compulsory from the primary stage to the highest stage of education. It is because of this that Christian and Muslim brotherhood is proverbial for their unity of action and thought.

Time has come when we should move from mere idol-worship to the ideal-worship, preached by the great Vedas, thousands of years ago.

Glorious would be the day if at least the budding Tirupathi University aims at such an ideal and offer to the world a band of Hindu clergymen derived from all castes and ready to serve the humanity.

Prabhani, } K. N. KALYANKAR.
15-10-'46 }

Commercial Instructors in Secondary Schools

Sir,

It is indeed woeful that the status of a Commercial Instructor should of late be reduced to that of a hewer of wood and drawer of water. Prior to 1934 Commercial Instructors were started in the scale of Rs. 60-4-90 in most of the High Schools in the Presidency. According to the curricula of studies in vogue prior to 1931, a Commercial Instructor was expected to teach Book-keeping, Commercial Arithmetic, Commercial Practice, Typewriting and Shorthand. It passes one's comprehension how and why the self-same Commercial Instructor is now found wanting in qualification to teach the same subjects embodied in the Secretarial Course.

As per the recent Proceedings of the Director of Public Instruction prescribing qualifications for Commercial Instructors handling the subjects under the Secretarial course, an invidious distinction was drawn between B. Com. Degree holders and the existing Commercial Instructors with Diploma in Commerce or with Higher Grade Technical Teachers' Certificates in not less than 3 subjects besides previous teaching experience. It is therefore just and equitable that Commercial Instructors with a Diploma in Commerce or with Technical Teachers' Certificate of the Higher grade in not less than 3 subjects out of the 4 subjects, viz., Typewriting, Shorthand, Book-keeping and Commercial Correspondence, be treated on a par with B-Com. B. Ed. holders of their past experience in the teaching of these subjects and in view of the fact that one man cannot handle more than three subjects irrespective of the number of Higher T. T. C's he might hold.

It is a matter of common knowledge that many of the B. Com's are

unqualified in Shorthand and Typewriting, which form the back-bone of the secretarial course. Further a cursory glance at the syllabus prescribed in Accountancy for the B. Com. Degree Examination will reveal that it considerably falls short of the syllabus prescribed for the Higher Grade Book-keeping.

Just as Secondary Grade Assistants are qualifying themselves for B. Ed. with a view to becoming eligible for the B. Ed. grade, Commercial Instructors qualified in a single subject will have an incentive to equip themselves with superior technical qualifications such as a Diploma in Commerce provided there is another upper grade as suggested below.

Hence in all fairness it becomes necessary to classify Commercial Instructors working in Secondary Schools under the following 2 categories as is done in respect of Telugu Pandits and Physical Education Teachers.

1. (a) Holders of Diploma in Commerce
- (b) Intermediates in Commerce, Graduates or Secondary Grade Trained Teachers with the minimum of 3 Higher Grade T. T. C's in any of the 4 subjects viz., Typewriting, Shorthand, Book-keeping and Commercial Correspondence.
2. Other Commercial Instructors with 1 or 2 Higher T. T. C's.

Hindu College,
Guntur, { J. V. SUBBAIAH
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