

627

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CONTENTS

	PAGE
Education and National Welfare. By Miss Wahida Aziz, Multan ...	219
School Discipline. By Sri R. Senapati, B.A., (Hons.) M.Ed., Kalahandi State ...	221
Secondary Education in Scotland. By Albert Mackie ...	223
Canada and School Reforms. (Information Service of the International Bureau of Education) ...	226
The Golden Age of the Guptas. By Dr. R. N. Dandekar, Editor, Annals of Bhandarkar Oriental Research Institute, Poona ...	228
The Evils of Co-Education. By Sri Krishan Ambardar, Srinagar ...	231
The Grant-in-aid System. By Rao Sahib R. Swaminatha Iyer, B.A., L.T., Kumbakonam ...	232
Universities in Great Britain. By H. C. Dent, Editor, "The Times Educational Supplement", London ...	234
Education Through Cinema. By Roger Munvel ...	236
The Real Spirit of our Profession. By Paul Verghese Esq., B.A., M.Ed., (Leeds), L.C.P. (Lond.), Vice-Principal, Govt. Training Institution, Trichur ...	237
Teachers Demonstrate. ...	239
Book Reviews. ...	242
Editorial Notes. ...	243
Humour in the Class Room. By Sir T. K. Venkataraman, M.A., L.T., Professor of History, Pachaiyappa's College, Madras ...	247

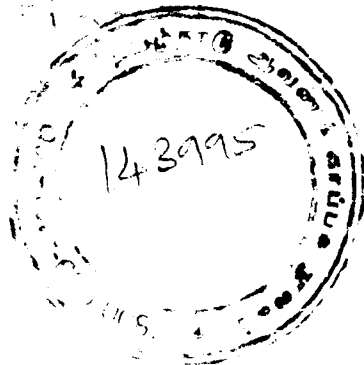
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The Educational Review

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EDUCATION AND NATIONAL WELFARE

By MISS WAHIDA AZIZ, *Multan*

THE fundamental significance of education, especially of vocational education, with reference to national welfare is not always realised. Vocational education in its broad aspects is that kind of education which equips persons to do their part of the necessary work of the world. It is, and always has been necessary for the continuance of society.

People must in some way learn to perform the work for which they are best fitted. The process by which they acquire the knowledge and skill which is necessary for successful work performance is vocational education. To provide such education for all levels of work is increasingly being recognised as a responsibility of public education.

National welfare is dependent to a very great extent upon the wealth of a nation. Wealth is produced entirely by the development of natural resources through the work of the people. The degree to which that work is done efficiently and the progress of science and technology is reflected in productive work, determines the rate of increase of national wealth and hence the welfare of the people.

A BALANCED PROGRAMME.

A well-balanced programme of public education considers an individual from at

least three standpoints: (1) as an individual; (2) as a citizen; and (3) as an economic unit of society. Education and training conducted under public auspices should be so balanced that each and every individual will have an opportunity to become reasonably efficient in these three ways.

Our economy depends upon production, distribution, and consumption. Distribution lying as it does between the producer and the consumer, is in a strategic position to render outstanding service in our national life. In so far as distribution is vital to our economic life, the training of distributive workers in the more efficient performance of their work is vital to our well-being.

Youth and adults, through home-making education, are helped to see the real values in family living and how family experiences can be organised to express these values. They are helped to understand the different responsibilities which different family members have in home-making and family life, and they are trained in the practice of many of their responsibilities.

MATERIAL RESOURCES.

More specifically, they are taught such fundamental skills of practical home-making as: how to buy, prepare, serve and conserve food; how to make, buy, care for, and

conserve clothing; how to make a house attractive, convenient, comfortable and how to keep it clean; how to manage individual and family financial resources, including credit; and how to take part in national movements for better family living.

Among the results of such a programme should be better care and training for the nation's children, better physical and mental health for adults, more effective community action to protect and enrich home living, more intelligent participation in national movements to strengthen life, and increasingly successful conservation of human and material resources for use in achieving the purpose of a democratic society.

Similarly, trade and industrial education is intended primarily to serve the millions of wage-earners who are employed in industrial occupations. The programme serves adult workers who need and can utilise training to increase their employment assets; specialised workers who recognise the advantages to them of broadening the base of their job performance ability; and apprentices who need technical instruction to supplement their practical training.

JUVENILE DELINQUENCY.

Vocational education must safeguard the great masses of our youth against reaching maturity unprepared for any vocation. It must also give them some insurance against unemployment, since those who are trained will at least be employable or capable of successfully operating their own homes, farms or businesses. It would result also in their having an increased earning power and this would contribute to the wealth of the nation.

Vocational training programme for youth will help keep in check juvenile delinquency. Training of this kind equips youth to enter legitimate fields of endeavour rather than to enter careers of crime. This is one reason why area vocational schools are so greatly

needed in our country. Such schools serve areas larger than the ordinary schools, thus making possible training in a greater number of occupations and preventing inefficiency if too many small units are established.

The occupational information and guidance service offers means by which vocational education can better serve youth and adults by providing the individual with: (1) a good description of his abilities and potentialities; (2) an accurate and comprehensive picture of occupations, and necessary training; (3) and help and training in making wise decisions on crucial vocational and related problems through counselling.

SACRIFICE AND WORK

The time has come when we should begin to feel a sense of sacrifice for the welfare of our country. There must be a new dignity fostered today relating to vocational education. Changing a name or a programme may not do this, but until the sons of doctors, lawyers, ministers, professors, and all of us are permitted to pursue that education which holds for the individual the greatest suitability and for society the best contribution, we shall be lacking in our duty and sacrifice.

One of the greatest controversies on the horizon is that relating to vocational versus a liberal education. Let us face the situation realistically. Let us sit down together—those would plead for the liberal education and those who would plead for the vocational opportunity. Let us reconcile those points of view in the interests of the youth of our nation. Even casual observation of our country reveals the need for expansion and development in the field of vocational technical education.

School administrators and other educators responsible for vocational education must do everything in their power to give vocational education proper recognition and its rightful place in our schools. This challenge must be met without reservation.

SCHOOL DISCIPLINE

BY SRI R. SENAPATI, B.A., (HONS.) M.ED., *Kalahandi State.*

I SAT lounging on the Reading Room bench with a book in hand during the recess-hour, when all of a sudden my whole frame was given a rude shock by a painful cry in the adjacent room. I was just then reading a book on school discipline, and this unforeseen incident at the nick of the moment set me thinking. Otherwise, a loud cry of a boy or boys or a loud howl of a teacher or teachers is a regular phenomenon in most of the Indian schools. So this incident would have escaped my notice, had I not been disturbed in my study of the book on discipline.

Having been disturbed out of my study, I ran into the room to see what the matter was. To my utter dismay, I found an immature lad of nine or ten trembling before a big man—the Headmaster. The boy was being put question after question which he could hardly follow, being scared almost out of his wits. To add to his disgrace, the peon brought a cane, and the Headmaster could not spare the rod and spoil the child. After half a dozen lashes, the poor boy was dismissed, and he almost staggered in his gait towards his class-room. A pitiable sight indeed: I sat morose and disappointed, speechless as a matter of obedience to authority, though my whole heart was at my lips to give a discourse on discipline. But that could not be. One has to obey the master and his principles, however wrong they may be. Instead of sitting in his office I came back to my seat to think over the whole matter. I subsequently gathered the details of the affair from the class-teacher.

Just or unjust, one has no right to challenge Authority—that was the old rule. But one silenced by the dictates of authority feels the need to rectify the wrong. The above is but a single instance of the many

acts of cruelty to the young perpetrated in the name of discipline. Warning, scolding, whipping, fines, expulsion, rustication and other minor or major punishments are the different types recognised by authorities and practised by the school staff. The pity is they are even openly advocated by the so-called educationists! Punishments may have a place in a criminal asylum, but what of a school?

The picture of a school is most serene. If you go to a hospital, you will find the patients, handless or eyeless, hunch-backed or lame. All sorts of disfigured and disabled human beings are groaning there under pain of suffering. The doctors, though inwardly sympathetic, seem outwardly cruel in handling the patients. They cut off limbs and inject serums, in spite of the painful agony of the patients. There an atmosphere of gloom prevails. Thus the hospital is virtually an asylum of suffering humanity, the only attractive thing being the flitting of the helpful nurses and sisters from patient to patient, administering medicines and diets. You go to the courts full of magistrates, judges, advocates, lawyers,—all a set of learned men—but there too you find a set of criminals awaiting the doom of justice. The atmosphere is one of challenging, browbeating, arguing false or true, punishing right or wrong. An air of suspense hangs over the court-room, and those who wait outside, the friends and relatives of the unfortunate man in the dock, palpitate as the court proceeds. You go to the Police Station or jail. You find the wrong side of human life. The jail is an asylum of confirmed criminals, undergoing simple or rigorous imprisonment. You go to any other department, you find the worse side of life predominant. But you come to a school, you find the blooming faces of the young

boys and girls between the ages of five and eighteen, all innocent of the worldly intrigues and full of life and vivacity. This is the only institution, where all that is beautiful in life is writ large. To be the guide and benefactor of such a group is a blessing bestowed upon man by God. And to desecrate such a beautiful organisation in the name of discipline by using a rough tongue or a fresh twig is criminal.

Then comes the question, what is to be done when one of these young boys goes astray and does something not in keeping with the dignity of the School? Let not the teacher run to the help of the cane. Let him pause and think, if he can secure the help of the offender's friends in mending the character of the boy, who becomes a nuisance. Let him be one among the group, which helps the boy in his misdeeds. Let him study what the root cause is of the boy's vagrancy. A close observation will show that either it is bad society outside the school which influences the boy's character more than the school society does, or it is an unsympathetic home which makes him dull and wayward. Let the teacher try to wear him away from such a baneful society into the pure and serene atmosphere of the school. Let him be the guide in the true sense and win the confidence of the boy. Once he does it, the boy becomes his most obedient pupil.

Another suggestion might, if worked out, prove effective. Let there be a School Council consisting of the top boys of the school. This council will be empowered by the students themselves to decide in matters pertaining to the welfare of the school and punish the miscreants, if any. This punishment will naturally be taken by the boys as something, which they deserve, and thus the offender becomes conscious of the will of the majority—a truly democratic spirit. Had the punishment come from some teacher or Headmaster, he should have

taken it in a different light, and there have been cases where some such "problem-children" have actually proved vindictive and tried to avenge themselves in more harmful ways. Thus such steps as are followed in most of the schools now-a-days do not help to cure the disease. Rather, the friends of the offender also take the action of the Headmaster amiss, and join hands with the offender by way of juvenile sympathy towards a comrade. To eliminate such a contingency, nothing could be more effective than the sympathetic handling of the children by winning their confidence through mutual co-operation.

The relation between the Headmaster and the assistant teachers should not be one of master and servant. All serve the institution to attain a definite end, that is, the good of the pupils they teach. This attainment is not possible through coercion or intimidation. School discipline is quite different from police or military discipline. The school is an institution where all the teachers are well educated people, who have dedicated their lives for the future good of the country, though at much material sacrifice. To think of them as a set of shirkers is to lose their confidence. To go round the school every hour as a matter of routine-work and to howl at the teacher when he is absent or late in his class, does not win the good-will of the teachers. Mere compulsory presence in the class does not do any good to the pupils, unless the teacher feels it his duty to teach them. It is this goodness of the teacher that does good to the young boys and girls at school. It sometimes so happens that the teacher whom the Headmaster loves is not the one whom the students love. This is a sign of difference which is not in the interest of the school. The school should always be treated like a home, where the teachers are the elder members and the pupils are the children of different ages. The head of a home

household simply by howling. He has to treat the members of the family in a manner quite befitting their position. Man is by nature self-conscious. To hurt his feeling is the worst thing that can be done. To get angry with or without reason on simple matters no doubt inspires fear in the subordinates, but does it help the cause? It may compel a teacher to work, but can it secure his whole-hearted support? No. Forced work is like a kernel-less coconut. It has only the show of a work. The best way to take work from the assistants is not to compel them, but to ask them to co-operate in all matters. An appeal to one's sense of duty goes deep into one's heart. A strong reprimand or criticism of one's work baffles the mind and blurs the vision.

Do not criticise a man in others' presence. Criticism should be confidential and praise should be public. Any little piece of good work from a teacher should have its due praise and due reward, if possible. Any little piece of bad work should go without a positive remark. To point out a mistake sympathetically and give necessary guidance is the best way to eliminate further errors.

The times are now such that the so-called hard discipline of the old days has no more place in schools. Let the purity of the educational institutions be preserved by fostering parental care towards the students and fraternal affection towards the subordinates, thus winning their respect and confidence by such care and sympathy.

SECONDARY EDUCATION IN SCOTLAND

BY ALBERT MACKIE

FOR centuries, it has been part of the Scottish tradition that talented children should have all financial barriers to a full education removed.

In the days before compulsory education, private benevolence made it possible for many lads of conspicuous ability to continue their studies at an age when their brothers were at work in field or mill. The "lad o' pairts", the distinguished country boy who had the good fortune to have his ability recognised and the way made a little smoother for him, was quite a Scottish character or type, who was often to be found in Scottish literature. But it was a fortuitous business. Many a flower was born to blush unseen, many a Milton was doomed to remain mute and inglorious, and even those who were lucky enough to find patronage or the good offices of some benevolent institution had a grim and hard struggle. Academic eminence would often be gained at the expense of sound feeding and exercise,

and so at the expense of health. In default of help from outside, poor but proud Scottish households often undertook great sacrifices, so that learning might be added to the family honours, even if it could be through only one member.

The urge for learning was sufficiently widespread among ordinary Scots as to be considered national, and it is not surprising that, in the wake of private benefactions designed to spread the benefits of education, the State has stage by stage increased and improved the opportunities for the talented children of the less well-to-do to secure a secondary education.

However, the prevalence in Scotland of the "lad o' pairts" type and the not entirely baseless legend that the Scottish "lad o' pairts" eventually became a "heid o' de-pairtment" (holder of an executive post) in London, are old stories now. A country naturally takes pride in her distinguished

sons, who do her credit either abroad or at home. But education has wider aims. It is long since Scotland ceased to be satisfied that the production of outstandingly gifted individuals was the main end of a national educational system, if indeed she ever fostered such an illusion. It was not a comparative handful of brilliant "stars" educated to the top of their bent, but a highly educated nation, that the Scottish Reformers visualised in their *Book of Discipline* of 1560. Their scheme, which lack of resources prevented them from carrying out at the time, but which continued to inspire their successors, was for the education of all children, of rich and poor parentage alike, "so that the Commonwealth may have some comfort of them"—a wish that suggests a strong sense of the imponderable values of education over and above its practical values.

VARIED CURRICULUM

Today, while the specially gifted pupil lacks nothing of the opportunities he has traditionally enjoyed in Scotland, these underlying conceptions remain and have their expression in practice. First and foremost, education is for all—to each, one might phrase it, according to his or her aptitudes, and certainly not according to his or her family circumstances. The new Act of Parliament whereby the school-leaving age is raised to 15, with intention of an eventual 16, makes this more important still.

The other underlying conceptions about education—that it should produce valuable citizens, adaptable and with the ability and the mental equipment to think for themselves, and that it should also provide them with information and training likely to be of use to them in their future careers—are no less important, and no less keenly followed. Secondary education—which follows the primary education beginning compulsorily at the age of 5—is now provided for all, but

this does not represent an assumption that all children are equally able to benefit from the same kind of schooling. On the contrary the curriculum is so varied and the groupings of subjects are so arranged that a wide range of courses—academic, commercial, technical, domestic and rural—is open to both boys and girls.

There are two types of secondary school, the junior secondary 3-year course from the ages of 12 to 15, and the 5-year senior secondary from 12 to 17. The first leads to the Junior Leaving Certificate and the other to the Senior Leaving Certificate. Both types provide a good general education and valuable training for after-school life.

Courses are not vocational. Any tendency towards caste in education is anathema to the Scots, and narrow vocational courses which would limit the choice of the pupils in their future careers would be against tradition. At the same time there is a wise bias in the shape of the courses according to the occupational opportunities likely to arise in the district in which the school is situated. For instance, a rural course is likely to have the great national value of preserving a part of the community which, although plainly indispensable, tends to disappear with the lure of the towns—the countryman "born and bred". Earlier enthusiasm for a more purely academic education may have tended to make its country products ill-adjusted to country life, but that error is corrected in the modern provisions. Similarly, the likelihood that the greater part of the girls undergoing secondary education will eventually be housewives has its effect on the bias of their secondary schooling. Those who have the types of mind and temperament to pursue academic, professional or business careers have their courses similarly mapped out for them.

PREJUDICES DIE HARD

It is true that such educational arrangement has prejudices to overcome. The old extravagant adoration of book learning dies hard even in an age, when illiteracy in Scotland is a thing of the past, and when book learning is a commonplace. There are parents who would pay money to have their children given an academic education—even if it were demonstrated that such an education is not suitable for them—so long as an "academic education" remains the "done thing". But this "old school tie" touchiness, based on a narrow concept of education, is on the way out. The prejudice in favour of the purely academic school (particularly, the fee-paying school) is likely to die out, as the new types develop their own good traditions.

Secondary schools at present may be either junior secondary only, as in the case of Tynecastle School in Edinburgh, or senior secondary only, as in the case of George Watson's Edinburgh. They may combine both, as does Bo'ness Academy.

A school such as Bo'ness Academy, where all manner of pupils may share certain basic subjects in common while undergoing a variety of courses, and may share, above all, common privileges and extra-curricular activities, is likely to be a strong corrective to the old-fashioned prejudice that a pupil "loses caste" by finding his or her natural bent away from the more academic subjects. Incidentally, the names of some of these

Scottish secondary schools may be misleading. They are largely a matter of historical accident and seldom give a close indication of the present-day character of the schools. A secondary school may be Academy, High School, Grammar School, Institution or College by name, without the title having any modern significance.

These extra-curricular activities form an important part of the character-building efforts of a good school. There are school magazines to which the students are free to contribute and even to edit in part, debating and dramatic societies which give them ability and confidence to express themselves as well as good speech and department; there are orchestras, stamp clubs, sports activities and former pupils' clubs which carry on the influence of the old school in after years. In Scotland one can think of many non-fee-paying secondary schools, which already have established grand traditions of their own, equal to anything developed in English public schools. From one ordinary secondary school may have come professors, leading surgeons, and scientists in good positions overseas. Such a school acquires an "old school tie complex" of its own, which has nothing to do with money.

At the moment, the Scottish Advisory Council on Education has the whole question of curricula and examinations of secondary schools under review, and it is likely that still further important improvements will be made.

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CANADA AND SCHOOL REFORMS

(Information Service of the International Bureau of Education)

ALTHOUGH there is provincial autonomy within the Dominion of Canada with regard to education, the provincial Departments of Education are unanimous in their desire to renew and improve their education system. One outstanding event in this connection was the appointment of a Survey Committee by the 1942 Convention of the Canada and Newfoundland Education Association whose business it was "to meet the request of the Federal Committee on Reconstruction for a Dominion-wide report thereof". The Committee published its report in March 1943. From the statements on school reforms received by the International Bureau of Education from the various provincial Departments of Education, it is evident that practical measures are being taken to carry these recommendations into effect. Here, for instance, are some of the reforms introduced in Ontario.

This province has made special efforts to improve teaching methods, school curricula and text-books. The secondary school courses for history, hygiene and modern languages have been revised and extended. New history text-books have been published, one of which concerns the history and significance of Canadian institutions upon which particular emphasis is placed in Grade XII. A full-time Director of Physical and Health Education was appointed in 1944, and an Assistant Director in 1945. Cadet training has been introduced as an integral part of the high school programme, correlated with physical and health education and fitted into the general framework of the secondary school. During the school-year, 1944-1945, an experiment was conducted in certain of the secondary schools of the Province for the purpose of replacing the French text used in Grades IX and X for the last five years. A Moderns Committee appointed

by the Department examined a number of text-books and chose four to be used in this experiment by eighteen teachers in eighteen schools. On the basis of the reports submitted by these teachers, the Committee selected two alternative texts, which were subsequently given joint authorization by the Department. In order to encourage a greater degree of French conversation in Grades XI and XII, it is suggested in the Moderns Courses of Study, recently revised, that certain Grade XI classes, selected for proficiency in language study, shall devote most of the school year to the oral mastery of the language. The Department of Education is planning for 1945-1946 a series of broadcasts in French as part of the secondary school series.

A Provincial Supervisor of Art was appointed in 1944 to develop a programme of arts and crafts suitable for rural elementary schools. He has experimented in a number of inspectorates and has produced not only a tentative programme, but also valuable teaching aids for teachers. These stress the use of local media and the use of arts and crafts as an integrating factor affecting the whole work of the school. The Supervisor has also organized travelling exhibitions of Canadian art and has conducted a unique summer session for teachers.

Since September, 1944, religious education has become a subject of study in the public schools of the Province. Previously clergymen had the right to give religious instruction, in accordance with the Regulations of the Department of Education, before and after school hours. To enable teachers to present this new subject in an acceptable manner, the Department published a "Programme for Religious Education in the Public Schools of Ontario" as well as "Guide Books for Teacher", each of which

covers the work of one grade. Religious instruction remains however optional for pupil and teacher alike. School Boards may ask clergymen or their representatives to give instruction on the subject instead of the teachers. Where a clergyman assumes this responsibility, he is not required to follow the course prescribed by the Department of Education for the guidance of the teachers.

Steps have been taken for the recruitment and training of teachers. The Ontario College of Education has simplified and intensified its courses for the secondary school teacher. Specialist certificates will in future be granted only to those who have shown ability in actual teaching situations. The Ontario Training College for Technical Teachers has been reopened, its course has been radically revised and has been integrated closely with the course at the Ontario College of Education.

Adult education is progressing, thanks to the Universities' Adult Education Board which has been appointed to formulate a comprehensive plan for adult education for the Province, to encourage the formation of local councils and the training of local leaders and to co-operate with all voluntary agencies in the field.

Similar steps have been taken in the field of physical fitness. In the spring of 1945 a Director of Physical Fitness was appointed. He will keep in close touch with the schools and also with the work of the Universities' Adult Education Board. His function will be to encourage and coordinate the activities of all existing municipal and voluntary agencies in the field and to promote not only good health and physical fitness, but also a sense of civic responsibility and the qualities of community leadership.

As in many other countries affected by war, circumstances have induced Canada to develop rehabilitation and vocational training for men and women demobilized from

the Army. Under the Dominion Provincial Training Scheme a number of Special Training Centres, for ex-service personnel have already been established at various points in Ontario. The most elaborate of these is situated in Toronto. This Centre is of the composite type, with three main divisions—matriculation, commercial and technical, offering tuition in a great variety of courses. All students admitted to the Centre are referred to it by the Department of Veterans Affairs, and they come prepared, after counselling, to start immediately on their chosen career. Instruction is given on an individual basis to allow the student to proceed as rapidly as his ability permits. As soon as new possibilities arise, other courses will be made available. Where possible, each school has its own Advisory Committee, composed of an equal representation of employers and employees. This Committee nominates suitable instructors and assists in the purchase of equipment, in the drawing up of the course of study and in the placement of students graduating from the course.

The Ontario universities are also making special provision for the training of men and women discharged from the Armed Forces. This involves the use of temporary premises for laboratory and classrooms purposes, the employment of additional staff, and an elaborate guidance-placement programme.

Another field of common endeavour throughout the Dominion concerns the extension of the scholarship programme. The Province of Ontario has combined its Provincial Scholarship plan with a Dominion-Provincial Bursary Scheme and awarded under this combined plan 555 scholarships in 1944-1945, tenable in normal schools, universities and other institutions of higher learning, and in Grade XIII of the high schools. A further extension of the plan will be made in 1945-1946.

THE GOLDEN AGE OF THE GUPTAS*

BY DR. R. N. DANDEKAR, *Editor, Annals of the Bhandarkar Oriental Research Institute, Poona*

MOST of you, I believe like detective stories. What happens in those stories is rather like this. Somewhere a crime has occurred in circumstances, which are more or less mysterious. Nobody knows how it all happened. Then the detective appears on the scene, and does something, which, to an ordinary man, appears meaningless. For instance, a wine glass may have been lying around, to which no one paid any serious attention. But this very glass the detective takes up, and looking at it minutely, he discovers on it faint finger-prints, which provides him with a clue. And so does the cigarette-ash, and the dust on the carpet, which also he examines carefully. Next he may measure the walls and the floor for some more clues. He then puts all these clues together in a logical sequence and reconstructs the whole story of the crime. Now this is exactly the method that the historian adopts for his own work. When he comes across an ancient pillar, or a rock, or a copper-plate, on which something is inscribed in an unfamiliar script, he examines it minutely, although we would pass them by without giving them a single thought. But he will spend days and nights deciphering and interpreting the writing. Similarly when he discovers an ancient worn-out coin, which, to a common man, is valueless, except perhaps as a bit of metal, he weighs the coin, analyses it, and then tries to determine, on the basis of the evidence so collected, the economic as well as the political conditions prevailing at the time when that coin was used as money. Besides these inscriptions and coins, the clues for a historian are ancient literature, fragments of architecture and sculpture etc. He, like the detective, puts his clues to-

gether, in a logical order, and, reconstructs his story, which in this case, is the history of a particular period. Do you see now that a good detective and a good historian must have the same sort of qualities, even though the fields of their activity are different? They both cannot afford to neglect or overlook anything—however trivial it might appear to common people. And often indeed do they receive their clues from an entirely unexpected quarter!

That was what happened nearly a hundred years ago! A round monolith sand-stone pillar—about thirty-five feet in height—lay almost neglected at Kaushambi, at a distance of a few miles from Allahabad. For ordinary travellers it was no more than a curio belonging to antiquity. But the magic touch of a gifted historian made it unravel the whole story of an illustrious king of India, who lived more than 1600 years ago! In Sanskrit prose and verses of great elegance, inscribed on that pillar, Harishena, a high official of the government of Magadha—who was also a poet of great merit—describes the remarkable achievements of his master, Samudra Gupta.

The family of the Guptas originally ruled over a small principality in Bengal at a time when India was passing through a very eventful epoch. Indian culture had spread across the frontiers of India to far-off countries, international contact had been established and Hindu colonisers were advancing into new lands. But as you know, there was no central political and military power in the country. Several royal families, like the Bharashivas and the Vakatakas, the Andhras and the Pallavas, were vying with each other for supremacy. Such a

state of political rivalry among the Indian kings themselves—by no means an uncommon spectacle in Indian history—was obviously fraught with great dangers. It was an open invitation to foreign invaders. Chandragupta had saved the situation under similar circumstances, many years ago. With the help of Chanakya he had been able to inspire a sense of national unity among the people of India. This time again India was saved by another man also called Chandra Gupta—a strange coincidence that, isn't it? This Chandra Gupta was, as I told you, the chieftain of a petty state in Bengal. But proceeding slowly but surely he soon became the King of Magadha—mark, this is another coincidence—and laid the foundation of a strong central power, which proved to be India's bulwark against foreign invasions, for many years to come.

The work commenced by Chandra Gupta was carried on with great zest by his far more illustrious son, Samudra Gupta. It is the glorious career of this Samudra Gupta, which forms the subject of the panegyric on the Kaushambi pillar. First of all, he established his authority firmly in Magadha and the neighbouring provinces; and then he set out on a *Vijaya-Yatra*—March of Victory—which is almost unique in the history of this country. Leading his victorious forces towards the South along the Eastern coast of India, Samudra Gupta went as far as Kanchi, a place which till then no North-Indian conqueror had reached. On his way back to Magadha, he took a more westerly route almost touching the inland side of the Western Ghats. He subjugated all the intervening kingdoms. The memory of this expedition lived long in the South. But, as Harishena proudly tells us in his panegyric, this campaign of Samudra Gupta against the Southern kingdoms was a "Dharma-Vijaya" and not a "Dig-Vijaya". Samudra Gupta did not want to annex these kingdoms for the sake of

imperial exploitation; he was inspired with the noble ideal of national unification. The kings who were defeated on the battle-field, were allowed to rule over their own kingdoms, if they promised to strive for the common goal of a united Indian nation.

You will be surprised to know that this veteran soldier, who was skilled in the arts of war, was equally adept in the arts of peace. He was a great administrator, a wise statesman and a leader of men. On one type of coins, issued during his reign, Samudra Gupta is represented as playing on a *Vina*. Is this not suggestive of his high accomplishments in music? The Kaushambi pillar speaks very highly also of his poetical gifts. Great in war but greater still in peace, Samudra Gupta rounded off his career with the performance of a "horse-sacrifice"—which, according to the Hindu ideal, is the symbol of unchallenged royal power.

But strange indeed are the ways of the world! Why otherwise should the eldest son and successor of this remarkable sovereign prove so weak and cowardly? Rama Gupta—for that was his name—was by no means worthy of the glorious heritage, which was handed down to him by his father. His incapacity soon became the talk of the people. It offered a fine opportunity for the Saka chieftain of a Himalayan state to revolt. He surprised Rama Gupta, while he was indulging in reckless pleasures at his summer resort among the Himalayas. A siege was laid there. To cut a long story short, Rama Gupta had eventually to submit—and submit disgracefully! The Saka chieftain demanded that Rama Gupta's queen, Dhruva Devi, should be sent over to his harem. And—what a pity!—to save his own life, Rama Gupta agreed even to this insulting demand. His younger brother, Prince Chandra Gupta, strongly protested against this shameful behaviour of the Magadha king—but to no avail. One evening, arrangements were made for the queen

* The fifth of a series of talks on "India through the ages," in the School Broadcast Programme at Bombay A.I.R. Station and published by kind permission of All India Radio.

and a few of her maid-servants to be taken to the Saka's camp. The Saka soldiers were busy celebrating this event with wine and music. The palanquins bearing Dhruva Devi and her maids soon arrived at the camp. Gently, queen Dhruva Devi got down. But as the Saka chieftain was advancing towards her, she jumped upon him with the suddenness of lightning and completely overpowered him. How could it happen?—you will ask. Oh! I thought you could imagine; I shall tell you! She was not the real Dhruva Devi—it was Prince Chandra Gupta himself in the disguise of the queen! Valiant Chandra Gupta and his trusted lieutenants, who had accompanied him to the enemy's camp in the disguise of the queen's maids, soon routed the Saka army and thus saved the Gupta empire from a disastrous situation. It is needless to add that the people of Magadha soon got rid of Rama Gupta and made Chandra Gupta the king.

Chandra Gupta - we ought to call him Chandra Gupta the second - extended the frontiers of the Gupta empire far into the South and the West. He conquered the country of the Malavas, Gujerat and Surashtra - which is modern Kathiwar - and went even as far as Balkh in Afghanistan. No king of ancient India ever ruled over more extensive dominions than Chandra Gupta. And the boast of "the sole sovereignty of the earth", which he makes in his inscription on the iron pillar, now to be seen near Kutub Minar, is perfectly justified. He was the ideal Kshatriya-according to Hindu tradition-for he, reconciled religious piety with a passion for war. A happy era had then opened for India and the Indian spirit. People were assured of security - security against foreign invasions as also against internal disturbances. India, as you know, had already become a centre of trade, and the prosperity and the wealth of the nation can be easily measured by the coinage of

pure gold, which was in common currency under the regime of Chandra Gupta. They were the times when architecture and sculpture, literature, philosophy, and fine arts like music and drama reached their height. From every point of view, it was the Golden Age in the history of India.

If I were asked: Who is the greatest poet and dramatist in Sanskrit literature?—I would unhesitatingly mention the name of Kalidasa. But this is not my opinion alone. The great German poet, Goethe, we are told, danced with joy when he read Kalidasa's *Sakuntala*. And his long poem, *Meghaduta* (the Cloud-Messenger) is regarded as one of the most delightful pieces, not only in Sanskrit literature but among the literatures of the world! You will realise the true glory of Chandra Gupta's court when I tell you that it was graced by *Nava Ratnas*, nine gems, the brightest among them being the poet Kalidasa. Chandra Gupta soon assumed the proud title of Vikramaditya-the "Sun of Power". And who else could have deserved that title more than he? The names of Vikramaditya and his court-poet, Kalidasa, will certainly remain immortal in the annals of this country.

While the whole of India was thus having a peaceful and prosperous time, under the benign rule of this exceptional succession of able monarchs-all of them wise and strong-parts of Europe and Asia were being mercilessly overrun by Mongoloid nomads-to whom the Indians gave the name of Huna. Attila, the Huna, was threatening the Roman empire, and other Huna leaders were devastating the fair provinces beyond the North-West frontiers of India. They felt encouraged in their ruthless activities on account of the death of Vikramaditya, and consequently invaded even India. But history repeated itself, and the Huna hordes met with the same fate as the army of Alexander.

THE EVILS OF CO-EDUCATION

BY SRI KRISHAN AMBARDAR, Srinagar

THE blind imitation of the West has been a veritable source of baneful influence on our ethical education. The object of education is not to make ourselves geniuses, but physically, intellectually and spiritually evolved souls. Unfortunately the prevailing Western system of education is abjectly defective, and all the endeavours to improve it have been rendered abortive, as India is not still completely free from the burden of an alien yoke.

The same type of education cannot suit both boys and girls. Girls are to be specialised in certain domains of life, and boys in other spheres of activities. Co-education has no doubt its charms, provided both the sexes are coached together from their very teens, as it will in puberty extirpate in them the bacilli of sex-consciousness and morbid curiosity. But the situation is the reverse.

There is no denying the fact that in the modern co-educational institutions, emotional disturbances are always on the anvil. The inference is that they in their train lead to the moral turpitude of either sex. Girls lose much of their characteristic traits, and the grip of celibacy gets relaxed.

In modern education, no special stress is laid on practicalities. Present-day girls have no interest in their domestic affairs—and will suffer if preventive measures are not adopted.

Most of the educated girls, when married, cannot find their cherished environment, and naturally their ardent aspirations to lead a hedonistic life are frustrated, and as such the extinction of mental peace is inevitable.

Is not such a faulty system of education, a menace to social evolution?

The type of education which ought to be imparted to women, must be altogether different from what we have these days. The desire to imitate the West, so far as female education is concerned, must be eradicated root and branch. I do not mean that everything must be done on conservative bases, but only on scientific grounds.

Here are a few points which, from my standpoint would pave the way for a colossal revolution in the prevalent educational system:—

a. Separate institutions must be established for girls, conducted by a women staff exclusively.

b. Physical exercises and athletics must be compulsory for them. This would improve their health, and they need not dread men on the grounds of physical weakness.

c. A special woman officer must be appointed in every academy to keep a vigilant eye on their character and conduct.

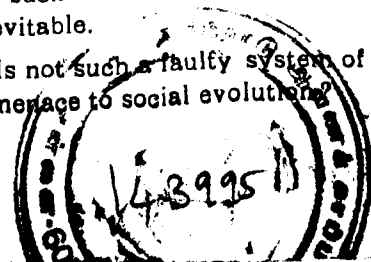
d. Special stress must be laid on domestic arithmetic, book-keeping and household accounts.

e. Girls should be specialised in the art of cooking, music, gardening, sewing and knitting.

f. An extensive knowledge about the child, its faculties and their evolution, and its psychology, must be imparted to girls so that they might prove better mothers in course of time.

g. The study of medicine and first-aid must be encouraged.

Though the task seems difficult and expensive, yet it will pave the way for the social progress of India and in the long run prove beneficial to humanity in general.



THE GRANT-IN-AID SYSTEM

BY RAO SAHIB R. SWAMINATHA IYER, B.A., L.T., Kumbakonam

(Continued from page 208)

Systems of assessing Maintenance Grants

1. As it is, the system of assessing grants to schools has not been based on the same principle everywhere. Grants assessed have varied, according as the grade of education is high, middle or primary. They have also been made dependent on the number of pupils undergoing education. This system is known as *Capitation System*. The system, far from making for sound teaching and organisation, might lead to unhealthy large classes and falsification of registers.

2. There was a *salary grant system*, under which the grant sanctioned to any school was fixed as equivalent to a definite portion of the aggregate salaries paid to the staff. This system did ensure the appointment of qualified teachers and the payment of good salaries to them. But it offered no incentive to the improvement of the school in respect of numerical strength, efficiency of teaching and equipment.

3. Grants have also been assessed to schools on the basis of the results of an examination of the pupils by some public officer. The system was known as the *Results System*, and it was recommended for adoption in primary schools by the Education Commission of 1882, as being simple, impartial and conducive to good teaching. But any system which sets a money value upon examination results is sure to lead to cram and is therefore condemned. (*Quinquennial Report—1902-7*). In some provinces, as an incentive to good teaching, the Inspecting Officer is empowered to supplement the *Capitation* and *salary grants* sanctionable to schools by what is known as *efficiency grant*, which depends entirely upon his own impression of the school work.

4. There is yet another system known as the *Fixed Grant System* under which

fixed amounts of grant are assessed to schools usually for a period of three years, taking into account the circumstances of the locality, the nature and the needs of the school. This was recommended for adoption in Secondary Schools by the Commission of 1882 and advocated by the Government of India in their Resolution of 1913. This system in the absence of definite, detailed instructions from above, may fail in its purpose. Different Inspectors may have different principles to go by in the assessment of grants, and complaints of partiality and unfairness against the Inspecting Officer may arise. But it may work well enough where the number of schools dealt with is small, and there is only one Inspecting Officer dealing with them.

5. There is yet again another system of grant-in-aid under which the department of education bears a fixed proportion, say, one third of the approved expenditure of a school leaving the Management to bear the balance from private sources. This is known as *approved expenditure system*. This also is not free from objection. The difficulty of deciding what expenditure should be approved takes from its merit.

Aim of the Grant-in aid System

Whatever the merits or their defects, all systems of grant-in-aid, it goes without saying, have one principle in common, viz. that of evoking local effort and local contribution. Local effort may take the form of direct pecuniary contribution towards the upkeep of the school or the collecting of funds for building and equipment, or it may consist wholly in organization and supervision, which cannot be measured in rupees, annas, pies. The object of the grant-in-aid being not so much to evoke local contribution as to help to maintain an institution in efficiency, to insist on the making of a monetary contribution by the Management

as a condition of aid would only defeat the purposes of the system. Either the Management would retire altogether closing down the school, or the teaching staff would suffer *sub rosa* an undesirable cut in their salaries. If fees from the pupils were considered as income from private sources or contribution from the Management, the said undesirable result would not ensue. In some provinces the fees collected are included in income from private sources, while in others they are rigorously excluded. Any system which insists on a contribution from the Management without considering the size and the needs of the school and the efficiency and the salaries of its teachers is indeed unsatisfactory and requires amending.

CAPITAL OR BUILDING AND EQUIPMENT GRANTS

The system under which grants for building and equipment are given is much simpler, the expenditure actually incurred being borne between the Department and the Management in certain fixed proportions; $\frac{1}{3}$ and $\frac{2}{3}$ or $\frac{1}{2}$ and $\frac{1}{2}$ or $\frac{2}{3}$ and $\frac{1}{3}$ on certain well defined and approved conditions. In some provinces Government acquire land or buildings under the *Land Acquisition Act* and let the same out to schools for an annual rental under the usual conditions of building grants.

GRANTS TO LOCAL BODIES FOR EDUCATION AND THEIR SYSTEMS

1. Local bodies maintaining schools were once given grants for the support of schools on the *Capitation system*.

2. In some provinces the *Salary Grant system* was tried, Government bearing a certain percentage of the aggregate salaries of the teachers. It proved inconvenient in practice, as the grants had to be disbursed after the submission of the Annual Returns, the Government in the meantime incurring an unknown responsibility with no accurate budgeting.

3. The *Proportionate System*, allied more or less to the *approved expenditure*

system already described, has been in vogue in provinces.

According to that system, provincial subsidies bear a fixed ratio to the contribution by the local authority from its own resources. In backward localities where provision for education is not satisfactory, provincial contribution must be necessarily small and illiteracy continues in consequence. No doubt the Local Authorities Act provides for a minimum expenditure from local funds on education. The minimum varies in various provinces. In Bengal Municipalities it used to be as low as 3.2 p. c. of the net revenue (excluding Government Grants and certain special items) and in the District Boards of the North-West Frontier Province it was once as high as 25 per cent. Even this small provision is not enforced, as the Decentralisation Commission recommended a relaxation of Governmental control over local finance. Further the resources of the local authority in many cases are far from adequate to meet the demand. The necessary facilities have however been afforded by the Primary Education Acts, authorising the introduction of compulsory education by local option and the levying of an additional cess to meet its own share of the additional expenditure.

With the growth of democratic institutions, the necessity of mass education is getting to be increasingly recognised everywhere. In respect of elementary education different countries adopt different policies. In France, it is said, the direct charges for Primary Education are met by the state except in the case of larger municipalities, while the indirect charges like the maintenance of buildings are borne by the local authorities. On the other hand in the German states before 1914, 70 per cent of the cost was borne from local funds, the Central Government waiving their right to the land and building taxes to enable them to meet the educational charges. In England the local bodies primarily finance Elementary Education, the Government meeting a certain proportion of the approved expenditure, the proportion varying from 20

to 75 per cent: and to backward areas special grants are given in addition to enable the authorities concerned to improve efficiency.

Till recently the principle followed in our country was that "the local authorities should provide elementary education and that the local Government should supple-

ment their resources with a view to equalizing educational opportunity and improving the standard of instruction." Later it was stated: "The grant from Government is determined not by the amount contributed from local sources but the educational needs of each area." In fact a fixed grant system replaced a "proportional system."

UNIVERSITIES IN GREAT BRITAIN

BY H. C. DENT, *Editor, "The Times Educational Supplement", London.*

THERE are to-day twelve universities in England and Wales, four ancient universities in Scotland, and one ancient and two modern universities in Ireland. Until just over 100 years ago there were two English universities only—Oxford and Cambridge—and university education was—in the words of Bruce Truscot's recently published book "Redbrick University"—"a prerogative of the more or less well-to-do, and a discreetly respected preserve of the Church of England." By 1939, of about 50,000 students (men and women), approximately half were in receipt of financial aid, either from scholarships or public funds (or both), and denominational, or religious discrimination of any sort, was non-existent.

But the social distinction between the old and the new universities persisted. Oxford and Cambridge, with long centuries of tradition behind them, and each with, as Truscot writes, "its distinctive architectural glories and academic treasures. . . its highly individual conceptions, traditions and methods of education," enjoyed (and still enjoy) a prestige higher than that of any other English university. (Oxford dates from the 12th century, Cambridge from the early 13th. Consequently, it is always "Oxford and Cambridge," never "Cambridge and Oxford.")

STUDENTS WHO NEVER SEE THEIR UNIVERSITY.

The largest university in Britain is London, which in more than one respect is

unique. It began with the foundation in 1284 of University College and King's College, became a university in 1836, and has since absorbed over 60 more colleges, institutes, hospitals and schools. In addition to having a large number—about 13,000—of internal students, it examines and grants degrees every year to thousands of external students drawn from every part of the British Empire. Many of these students never see the university of which they become graduates, and none need ever enter its doors.

Durham University, founded in 1832, also has unique features. Like Oxford and Cambridge, it is a collegiate university embracing eight colleges, and it is an Anglican foundation still closely connected with the Church of England, two of the Chairs of the Durham Division being associated with canonries in Durham Cathedral. For these reasons it ranks second in prestige to Oxford and Cambridge. Its other division is King's College of Newcastle, which comprises a medical school.

The other English universities have all attained university rank during the present century. They are Birmingham (1900), Manchester, Liverpool, Leeds (1903-4) (previously constituent colleges of the Victoria University of Manchester, founded 1880), Sheffield (1900), Bristol (1909), and Reading (1926). The Federal University of Wales was created in 1893 by the union of the colleges of Aberystwyth, Cardiff and Bangor, to which was added in 1920 the

university college of Swansea. Later, the Welsh National School of Medicine at Cardiff was founded.

There are also in England five university colleges, situated at Southampton, Exeter, Nottingham, Hull and Leicester. These provide teaching up to degree standard, but have not the right to grant degrees. They prepare their students in the main for the external degrees of London University.

GRANTS FROM THE TREASURY.

The universities receive annual grants from the Treasury, distributed on the recommendation of the University Grants Committee, amounting in total to over £2,000,000 a year. Though individual grants are assessed after consideration of each university's needs, no part of them is earmarked for a particular purpose. They are given as block grants in aid of the universities as centres of education and research, and are reviewed in normal times every five years.

The institutions enjoy complete and much prized autonomy, and it has always been Government policy to avoid interference with them in the management of their own affairs. The members of the University Grants Committee are appointed by the Chancellor of the Exchequer, after consultation with the President of the Board of Education and the Secretary of State for Scotland.

The governance and organization of the English universities is very varied, and except in the cases of Oxford and Cambridge exceedingly complicated. At Oxford the government is carried on by Congregation (composed of Doctors and Masters in residence), largely through its executive committee, called the Hebdomadal Council; at Cambridge the corresponding bodies are the Senate and the Council of the Senate. The provincial universities in England have Court Council, Senate and Boards of Faculties—a hierarchy which in some opinions is hardly conducive to expeditious conduct of business. But the real executive power is in the hands of the Councils, the

Courts being very large bodies which meet but seldom. In Scotland, executive power rests with the University Courts, which are small bodies; there are no Councils.

In organisation the fundamental difference between the old and the new universities is that the former are organized on the college system, the latter on the faculty system. This difference strikes very deep—far more so than would appear at first glance. At Oxford or Cambridge one belongs not only to a university, but also to a college—a corporate body almost as independent as the university itself and certainly as proud of its individuality, its traditions and its history.

There is nothing to compare with this elsewhere. The modern universities are in the main non-residential, though all have hostels or halls of residence and would like more. But it is not simply a matter of residence; it is a matter of atmosphere and attitude—in the case of Oxford and Cambridge matured over long centuries.

CHANGES BROUGHT BY WAR.

Every university tends to have its own speciality, though in some cases more pronounced than in others. Oxford is the fountain head of the Humanities, Cambridge of Pure Science. Theology at Durham, Technology at Leeds, Agriculture at Reading, are other examples. Intellectual standards are high, and are rigorously maintained; at its best English university scholarship is unsurpassed.

The war has brought great changes to all the universities, the ultimate significance of which cannot yet be foretold. Large numbers of the staffs have been temporarily transferred to other work of national importance. The Arts Courses have . . . virtually been abolished for men and continue only in truncated form for women. Students of science, technology, medicine and other subjects directly contributory to the war effort abound, but their studies are conditioned by the exigencies of war. Large numbers of short courses (six months as a

rule) have been established for members of His Majesty's Forces. The social life which was so prominent and valuable a feature of residence at Oxford and Cambridge continues under difficulties.

But this inevitable period of diversion from their proper purpose, deplorable though some of its effects must be, has at least given opportunity for objective thought

about the function of the universities in the future. Every aspect of their organization and life is to-day being scrutinized, and there is no doubt that the years to come will see striking reforms effected. Above all, it should become certain that no one capable of profiting from a university education will be denied it for lack of means.—*The Education Gazette, New South Wales.*

EDUCATION THROUGH CINEMA

BY ROGER MANVELL

FOR ten years before war broke out in Europe in 1939, Britain had been establishing a school of documentary film-making which developed into a recognised form of public information service. These films tried to explain the various activities of the community to the average citizen. Such subjects as the industries of Britain, the variety of life and scenery in the rural parts of the country, life overseas in places like Ceylon and Malaya, were covered in these often beautifully-made films. Many also dealt with the pre-war social problems of Britain. This was a new journalism of the screen quite distinct from the travel, scientific or instructional films produced in Britain and elsewhere. It was, to use John Grierson's description, "the creative treatment of actuality."

After the outbreak of war in 1939, the branch of cinema assumed special duties in Britain. The British Government itself became the chief film producer. Films were wanted for three main functions; to train the fighting Services, to keep the public informed about all aspects of life in wartime Britain, and to develop fully an overseas film service.

Some of these have been of great importance and have been widely shown in cinemas all over the world. *Desert Victory* and *Tunisian Victory* (the latter made in collaboration with the American Service Units)

were more than record films of military campaigns; they assumed an epic quality owing to the skill and imagination with which they were assembled, using music, commentary, and natural sound. The sense of excitement in preparation and of climax in attack were wonderfully represented in *Desert Victory*. Later came *Burma Victory* and the incomparably fine film, *The True Glory*, shot by the combined film units of all the Allied Services and edited by Carol Read of Britain and Garson Kanin of Hollywood, both directors of feature films. *The True Glory* admirably illustrates one of the distinctions between the record films as such and the documentary film. A record film would have given an impersonal account of the processes of the campaign; the documentary account allows for the personal, the emotional approach, and makes the audience realise the importance of what is happening on the screen, to themselves as human beings as well as to the human beings who were directly involved in the organisation and the fighting of the war.

An assured scheme of exhibition was set up in Britain by the Government. Certain films, short for the most part, although some were of feature length, were shown by Britain's 4,750 cinemas regularly throughout the war. Most, however, were not shown in the cinemas but by a staff of projectionists with 150 travelling vans, carrying sub-

standard equipment for giving film shows. Those vans visited factory canteens, village halls, clubs, institutes, in fact all places where people could be gathered together: even air-raid shelters, churches and railway stations. Units visited islands off the coast and many people saw films who had never seen them before.

This large-scale experiment in civic education is unique. Travelling units exist in countries like Canada, Russia and India, but never before had there been an organisation which catered like this for a regular film service throughout the industrial and rural areas of Britain. It is an experiment which will undoubtedly become part of the future civic information services of Britain.

Documentary films have proved that ordi-

nary people in Britain and overseas are more prepared to learn through the cinema than through any other medium. They are only too ready to switch off the involved talk about agriculture on the radio about food, about industry or science. They will not read articles about these subjects. But they will see films, because, for large numbers of men and women, learning by visual means is still the easiest and the most natural way of assimilating knowledge.

This then, is the importance of the documentary film. It is a ready and popular means of explanation, of infinite value provided it is made by men and women prepared to face honestly the problems and the complexities of the subjects with which their films deal.

THE REAL SPIRIT OF OUR PROFESSION*

BY PAUL VERGHESE ESQ., B.A., M. Ed. (LEEDS), L.C.P. (LOND.),
Vice-Principal, Govt. Training Institution, Trichur

WHEN the world is suffering from the aftermath of the gruesome war, when the feelings of the people are running riot and when we hear the cries of 'more pay' everywhere, we are gathered here to have our yearly conference. We sometimes feel shy to be addressed as Teachers. We are devoid of smiles and enthusiasm. We are not happy. Why? You may answer: "We are under-paid. We could hardly make both ends meet". It is true that inadequate salaries will tell upon the efficiency of the teaching profession. It is true, money is one of the most valuable motives of human life. For any action, we require a motive. Money, as all motives, is a means to an end. The end is to make us happy. Salary is not the end, that is not the purpose.

Happiness is the criterion of all work. Money is the greatest obstacle to happiness.

It robs off the peace of heart. It has sent many a man to gallows, it has killed many, it has upset the mental equilibrium of several people, it has promoted crime and filth, it has spoiled many a career. It is a foul vehicle of evil. Sheila Cousins has written a book called "To beg I am Ashamed". It tells the story of that woman who turned into a prostitute. Why? The title itself suggests that. She wants to pacify her stomach. Economic motive. But it did not give her much joy. I know a rich man who at the time of his death wanted his cash-box to be brought. He took the notes and cash and spread them on the bed and stretched himself on them. He was a greedy man; and did not want to part with money. He was happy for some time. Then a pain made him realise that he could not be happy and he died of a broken heart. The prodigal son, though rich, was not happy.

*Presidential address delivered at the Session of the Cochin Teachers and Cochin Women Teachers' Associations, held on the 9th of August, 1946.

Sham Shemagi, in the story of *Ilyas* written by Tolstoy, tells us that happiness lies in service. Can any one suggest a better profession than teaching to do social service to humanity? A teacher deals with a large number of beings at a stretch, who are to become the future citizens. His work is one of life's highest privileges.

What is his task? Emerson in one of his essays calls man as "nature's finer success in self-explication." "What is a man but a finer and compacter landscape, than the horizon figures—nature's eclecticism?" The man, the child is a finer type of landscape, nature's best selection. He is a piece of art and a superior piece of art. The teacher plays the role of an artist. I once visited an art school. The pupil-artists had just finished their work and the teacher was going round for correction. He took their own brush, dipped into their own paint and touched their work here and there. Oh! how beautiful they looked then. The amateur work was turned into a finer stuff. He re-created them. He mended them. He transformed them in a splendid manner. The task of the teacher is to mend like a cobbler and not to make. He has to produce the new from the old. "I was common clay," says a Persian proverb, "until roses were planted in me." To plant roses in common clay, that is the business of the teacher, to give a new form to the old thing. It is a question of re-creation.

The famous Bargello portrait of Dante was lost for years. Men knew there was such a portrait, but they did not know where it was. Then an artist, resolved on finding it, started his search with the room where tradition had located it. The room was a store-house for wastage; straw and lumber littered the floor and whitewash covered the walls. When the rubbish had been carted out and the whitewash was being removed, old lines long obscured began to appear and colour long hidden became visible, until at

last the grave, lofty, noble face of the great poet was recovered for the world. Straw and lumber and whitewash had seemed to somebody more important than the face. The teacher too has to save the 'face' of children. He has to put more weight on the personality and life of the child than other external things. He has to save the soul of the pupils. What doth a man profit if he gains the whole world and loseth his soul? This is true in education as in religion. President Garfield used to take off his hat whenever he saw children. When asked why he did so, he answered: "Who knows that they won't become big people?" "He respected them. He recognised the value of the human personality; and we fail to recognise it even now. That is the chief fault with us.

Salary is not the sole guidance of our life. Man does not live by bread alone. It may be one of the most valuable weapons in the human arsenal. A soldier may conceivably join the army for pay, but no money can purchase his daring adventures into the enemy-camp. Money never gave us railroads or steamships, telephones or telegraphs. It is the result of creative work. It is the result of spontaneous, free, honest work. Wherever one looks, man's life at its best has never been a trade. It has been a vocation. Money can do some things; for the sake of it, men have sometimes done good work, but never their best work.

Schubert sold his priceless songs for ten pence apiece. But he did not write them for ten pence apiece. He wrote them for love of music and the joy and pride of fine workmanship. Milton sold "Paradise Lost" for ten pounds. He wrote it for the easing of his spirit, for the love of poetry and the delight of excellent craftsmanship, not for money. Such men take pay for work, but they do not work for pay. Their life is not a bargain, but an art. A physician who cares more for his patient's money than for

his health: a lawyer who is more concerned to secure fees than to secure justice; a statesman whose first love is his purse and whose second is good government; a teacher who thinks of his salary before he thinks of his students—are not genuine. Remember Gibbon's scathing comment on his tutor who

"remembered that he had a salary to receive and forgot that he had a duty to perform." Let us not be derided by any of our pupils like this. Let us make our common task into a fine art. Let us do our best. If we get this spirit, we will be happy and our profession the noblest one.

News and Notes

TEACHERS DEMONSTRATE

On the 27th of July last, an unusual thing happened in the history of education in this country. The teachers staged a public demonstration in Madras city to draw attention to their grievances. They formed themselves into a procession and marched to the Secretariat. They succeeded in making both the Premier and the Minister for Education see them, meet them and speak to them.

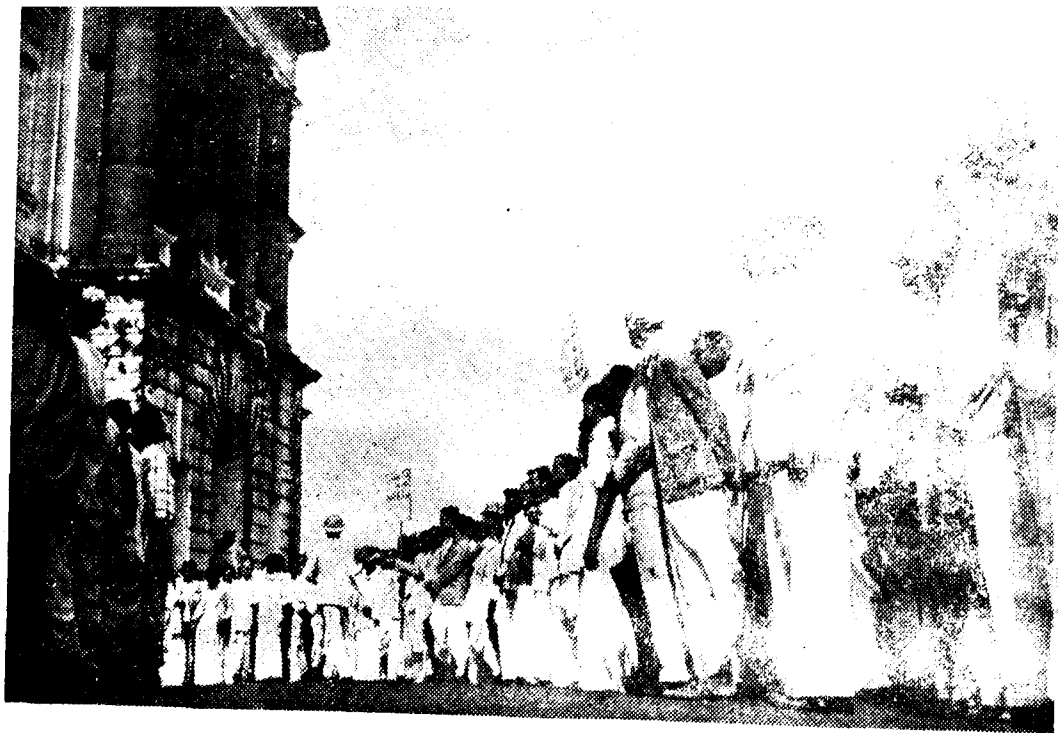
More than a thousand teachers assembled before the office of the Madras Teachers' Guild at Singrachi Street, Triplicane, on the afternoon of July 27th. It is estimated that there were some 200 ladies among them. At about 3 p.m. the teachers started

on their trek to the Secretariat, some two miles away.

Sri Duraikkannu Mudaliar held aloft the blue flag of the Teachers' Guild. Mr. Kuruvilla Jacob led the procession. They formed themselves into batches of three and marched along Big Street, Pycroft's Road, and the South Beach Road to the Secretariat. They carried many placards in Tamil and English, drawing attention to their demands and grievances. One of them declared: "Bread is dear for the teachers too." Another demanded Dearness Allowance at Government rates from July 1944. Others drew pointed attention to the wide gulf between the salaries of the teachers and those of the Ministers. The latter had been revised, but the former had not been attended to.



A view of the teachers' procession entering Fort St. George by the South Sea Gate.



Teachers waiting before the Secretariat for the Premier.



The procession marched with dignity and decorum and reached the Secretariat at about 3.45 p.m. A few minutes later, Sri Avinashilingam Chettiar, the Minister for Education, came to them. He did not however stay for long, as he had other work elsewhere.

Half an hour later, the Prime Minister appeared before the processionists. He addressed them from the verandah of the

Secretariat. He said that he was very much distressed by their having taken this step. He assured them that the Ministry was considering their grievances and asked them to return home.

There arose an unfortunate misunderstanding over some words that the Prime Minister used in his speech. The teachers, felt aggrieved and sat down where they were. It was not until the misunderstanding was cleared that they rose up and departed peacefully.

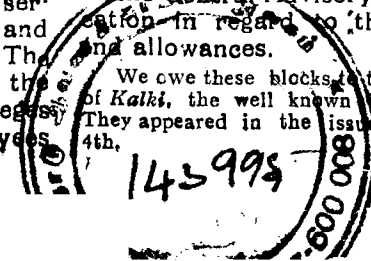


A view of the teachers squatting before the Secretariat.

The memorandum submitted by the teachers to the Prime Minister and the Minister for Education urged the Government to increase the salaries and improve the service conditions of teachers in general and teachers in aided schools in particular. The Government were requested to direct the Managements of Aided Schools and Colleges to pay their teachers and other employees

dearness allowances on the same scale as the Government servants, with retrospective effect and also adopt the recommendations of the Central Advisory Committee on Education in regard to the scales of salaries and allowances.

We owe these blocks to the courtesy of the editor of *Kalki*, the well known Tamil weekly of the city. They appeared in the issue of *Kalki*, dated August 4th.



BOOK REVIEWS

INDIAN HISTORICAL RECORDS COMMISSION
PROCEEDINGS OF MEETINGS--VOL. XXII
—22ND MEETING HELD AT PESHAWAR
OCTOBER 1945. (MANAGER OF PUBLICATIONS, DELHI, 1945).

THIS volume is rich both with reference to its record of the activities of the Indian Historical Records Department and of the learned Director of Archives, Dr. S. N. Sen who presides over it, and to the work of its adjuncts, the I.H.R. Commission and its Research and Publication Committee. The Peshawar session, over which the Hon'ble Sardar Sir Jogendra Singh presided, planned a number of fresh measures for the collection of old records and for their preservation. It gives details of the formation of *ad hoc* Regional Survey Committees for the discovery, preservation etc. of records of interest from temples, estates, mutts and other similar institutions. The Director of Archives will hereafter inspect provincial and state record offices periodically and advise them on matters relating to their arrangement and safe preservation. It has also been recommended by the Commission that District and Divisional Records may be transferred to Provincial and State centres.

A five-year plan of publication is to be followed by a more ambitious twenty-year plan, with reference to the publication of historical records in central custody relating to the period 1801—1858, in which learned bodies and universities will have a share.

Thirtyseven articles of historical interest which were read in the public session of the Commission, and comprehending many little explored corners of the field of modern Indian History are included in Part II. Being given in *extenso*, they lend, as usual,

STUDIES ISLAMIC AND ORIENTAL: BY QAZI AHMAD MIAN AKHTAR WITH A FOREWARD BY PROFESSOR MUHAMMAD SHAFI, M.A. (CANTAB)—(SH. MUHAMMAD ASHRAT: KASHMIRI BAZAAR—LAHORE)—1945 PP. IX & 224.

The author is a descendant of an ancient family of the Qadis of Junagadh and also a poet and a writer in Gujarati on Islamic subjects. The collection contains two articles on the art of Waraqat (copying, stationery, bookbinding and bookselling) describing the impetus given by the Muslims to the art. Copying was the means of livelihood of many literary men; and calligraphy was its by-product; and works of beautiful penmanship sold at fancy prices. Some scholars think that the word *Kaghid* (paper) was of Chinese origin, and Chinese prisoners of war, brought to Samarkand after the battle of Atлах (751 A. D.) introduced into the Muslim world, the industry of paper-making from linen, flax and rags. Bookselling was a profitable business. There were, as we learn, scholars who refused to dedicate their books to any rich man. Free access to public and private libraries rendered easy the task of copying and multiplying books. Ibn Khaldun held Waraqat to be one of the chief arts; and it was in a flourishing condition from the 2nd to the 9th century A. H.

An interesting paper deals with a hitherto neglected source of Aurangzib's history, a Persian Mathnawi, named "The troubles of India," composed between 1068 and 1070 A. H. before the death of Murad and after Dara's execution. It gives a table of its contents. The author carefully refrains from pronouncing his opinion on Aurangzib, but admires his foresight and practical wisdom and judges Murad, though he was his master, to be unworthy and incapable of being a ruler and administrator. He gives also a few incidents which are not found in other sources.

Other papers deal with the alleged visit of Sa'di to Somnath; a translation in Per-

sian by Umar Khayyam of Avicenna's Arabic Khutbah (Address) of which no mention has been hitherto made; (the author gives an English translation of the Address, both in Arabic and in Persian); the religious views of Shams Tabriz, teacher of the mystic Jalalu Din Rumi; the Arabic poetry of Hafiz who was bilingual in his greatness; the origin of the word, Saracen; and a sketch of the life and works of Al

Mawardi, the famous juri-consult and political economist of Basrah (b. 972 A.D); besides a note on the Arabic sources for the history of the Gujarat Sultanate, most of which have been scarcely utilised heretofore. But, as has been aptly remarked, "Why pick and choose where every article offers valuable material, from one point of view or the other?"

EDITORIAL NOTES

OF all the avenues of approach to the human mind, sight is the best. The camera-man, the photographer and the artist, are now coming into great prominence. The artist should show a specialised knowledge of the process of appeal. Photography lends itself to the infinitely changing demands of advertising and publicity. "For today it is not merely recording; it is drawing with light an extremely sensitive and fairly flexible medium, which with sufficient skill and intelligence, may be moulded to any fashion or purpose. Within its limitations, there is ample scope for variation."

The photographer has now taken the place of the painter in publicity work. Colour photography has made great progress. Plot-pictures can tell a simple story most effectively. Reproductional pictures can be made interesting by a careful selection of angle and dramatic lighting. Action pictures can be used, not merely in films of stories and anecdotes, but also to reproduce the different successive stages in a manufacturing operation. Advertisements of characters and personalities have become as popular and effective as pictures of plot and atmosphere. The invention of characters of his own instead of choosing a living personality is the most successful manifestation of the advertiser's art. Such being

the case, we make an appeal for special schools being started to train pupils in the various branches of the art of what may be called visual appeal in publicity, which is bound to have an increasing value in social life. We can well quote from Mr. K. Lahiri of Calcutta, as to the value and the scope of such learning. He says:—"Recently the attention of Indian advertisers has been drawn to the unlimited possibilities of the screen as a medium of publicity, and they are just beginning to realize, and make fuller uses of, its immense potentiality and visual appeal. The screen advertiser of today will not, like his predecessor, simply appeal to the intellect and reason of the people by dictatorial or dialectical hammering in abstract terms. Present day technique has become fuller in detail, richer in appeal, and subtler in persuasion. The Publicity Department of Lever Brothers today calls in the aid of a studio to shoot a reel, telling a nice little story of a prudent housewife, having an easy and good wash of her linen with Sunlight, taking pity on and advising her neighbour, disappointed with an inferior soap. Similarly, instead of straightway saying, 'Develop cottage industries,' the Propaganda Office of the Industries Department of the Government of the Madras Province may, in a reel or two of action pictures, show how the palm tree maintains the rural population, by exhibiting the different operations in industries

directly depending on that useful tree; such as the making of hand-fans, brushes, mattress, or preparation of molasses, sugar and wine. Such pictures are interesting and informative; they encourage the industries and at the same time expand the market."

"Lastly, in picture advertisements today the use of characters or personalities has become as popular and effective as those or plot and atmosphere. Manufacturing concerns are increasingly adopting it for newspaper and poster displays. And the advertiser may either bring in a living personality or create an altogether fictitious character to help him in his push. An advertisement is enriched in its commendatory value by the inclusion of the photograph of a high personality, such as a Governor or a national leader visiting a workshop and expressing satisfaction at the efficiency of the administration and excellence of the product. Or, the personality may be carefully chosen

to represent an authority or expert in the line, one entitled to express opinion on the utility of the particular thing. A tobacco dealer may use the portrait of Churchill in a pose of lighting up his favourite brand, pipe and match in hand, distinct up to the flame of the stick and the characteristic smile on his lips, as if in a mood to think out a knotty problem in international politics."

In his remarks on the features of our system of education embodied in his recent Convocation Address to the Madras University, Mr. Prakasam, our Premier, maintains that Universities, in order to fulfil their ordained function, ought to be a miniature of life, and that education must direct itself to the dual object of making the individual fit for society and of making society a safe pattern for the individual, and this should function as a vital and

II. Mr. T. Prakasam's Convocation Address

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The book is divided into two parts, the first being concerned with individual words and the second with sentences and the use to which they are put in prose and poetry. The second part deals with analysis and synthesis of sentences, the sequence of tenses and the difficulties of direct and indirect speech and English syntax.

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continuous process by which the individual sheds and is made to shed his selfishness in order to live for the common end. Naturally, as a corollary derived from this axiom, Mr. Prakasam's thesis would make the scope of education so comprehensive as to include the elimination of inequality and exploitation, so that the common man may be free and tall and not subjected to any of the defects of life.

Mr. Prakasam regrets the great gap existing between object and achievement which he would attribute largely to the effect of the adoption of English as the medium of instruction. One consequence of this has been that the educated regard themselves as a class apart from the uneducated, and the gulf between the town and the village, between the agriculturist and the parasite, has become wider. We are in perfect agreement with his sage advice, that communalism should vanish at least in the fields of higher university and technical education, which must be regarded as the privilege of only those who have proved themselves specially fit. In his vigorous words.—"Merit, irrespective of community, should decide the privilege. Communalism must go, but only by an initial process of levelling up, and the levelling up in the sphere of higher and technical education at any rate, ought not to be at the price of merit. To punish the meritorious for communal reasons is to keep communalism alive and let talent die. But when education ceases to be a mere passport for a job, the evil of communalism in the field of education will also cease to be."

Besides advertent to the various problems like admissions to colleges, the necessity for the expansion of technical education, the address of the Madras Premier laid special stress on three kinds of waste involved in our system of University education as it stands at present. "The first kind of waste consists in the fact that much of the expenditure incurred by the Government or by private

bodies or by students paying fees, is incurred uselessly. It is a waste in the sense that it does not bring any adequate return. It is a waste because only 30 per cent of the University men find employment of a type which may be in keeping with their attainments or commensurate with the time and money which have been spent on their education; about 20 per cent of them go without any employment at all; and 50 per cent are found in jobs for which High School education would be perfectly sufficient.

"Secondly, there is another kind of waste in that a very large number of those who enter the University do not succeed in passing their examinations. It is said that, among the Universities in the world, there are no other, where such large numbers of students fail at examinations as they do in Indian Universities.

"Thirdly, there is waste alleged, because even those who pass their examinations are supposed not to come up to the high standard elsewhere obtaining, barring certain exceptions. But this is a matter of opinion, and it need not be feared that men from our Universities are of a lower calibre, compared to men from Universities in the rest of the world."

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Pandit Kaliyur M. SRINIVASACHARIAR

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The Principals of more than 50 constituent colleges met under the chairmanship of the Vice-Chancellor of the Calcutta University recently, and discussed various problems which are now confronting the colleges. Many of the recommendations arrived at, are applicable, *mutatis mutandis* to the colleges and higher grade institutions in our part of the country also. Thus it was agreed at the conference that the University regulation in respect of attendance in classes should be rigorously enforced, and some of them are already in vogue.

The question of having an effective test before the students are sent up for the University examinations was a point which was unanimously agreed upon. In order to prevent late admission into colleges, which was responsible for the inability on the part of college authorities to complete the course, it was decided that henceforward the admissions should be completed within one month after the publication of the results, and so far as the publication of results is concerned, the University should undertake to publish an authorised list of successful candidates within a scheduled time.

The Conference felt that greater emphasis should be laid on the tutorial system, and to make it effective the percentage of attendance in the tutorial classes should also be taken into consideration when sending up candidates for the final examinations.

The Vice-Chancellor felt that it would be desirable to have a uniform scale of tuition fees in all colleges, and his suggestion as accepted by the Conference was that Calcutta colleges should charge a

minimum basic tuition fee of Rs. 8, while each mofussil college should increase its present rates of fees by one rupee: but such increase would not be applicable in the case of those colleges which increased their tuition fees only last year, and would moreover, apply only to new entrants. The enhanced income thus accruing will be earmarked for improving the scale of salaries of teachers.

Another departure which the conference suggested and which would have a far-reaching effect on commercial education is that henceforward the students working in office and attending evening classes should be required to prosecute their studies, whether in Intermediate Arts or Bachelor of Commerce Course, for a period of three years instead of two, though this change would not affect the period of studies for similar courses conducted in the day time.

The Conference also recommended that those colleges whose roll strength is more than 1,000 should be inspected by a Special Committee with a view to finding out whether the accommodation available in those colleges was sufficient. If the financial position of these colleges is affected by limiting the number of admissions, the University would approach the Government for giving necessary financial assistance for meeting the deficit thus incurred. Two other suggestions which the Conference considered were the question of having a medical examination for determining the physical fitness of the students who would be sent up for the various University examinations and for having a Welfare Committee attached to every college for looking after the health of the students and for making suggestions for improving their health.

HUMOUR IN THE CLASS ROOM

BY SIR T. K. VENKATARAMAN, M.A., L.T., Professor of History, Pachaiyappa's College Madras.

IS the life of the teacher always drab and colourless? To a man who has got the gift of finding entertainment in odd situations, notwithstanding pecuniary and mental worries, the profession of a teacher offers the best scope.

There are first of all, the answer scripts connected with the tests. One can forget the monotony and the strain of correction, just to glean some amusement from the delightful "howlers" which are so plentiful. Examinations! Ordeals for those who had prepared well, but nightmares for those (unhappily the larger number) who had not. In my student days, I have seen several of my rather indifferent classmates suddenly wake up on the eve of the examination and feverishly search for their "notes" in their disordered shelves, or sally out to get guidance from others, and, as a teacher, I fear that most students at the present day are just the same. Religious avoidance of even a casual reading of text-books is, unfortunately, the rule. Can we wonder at the pitiful exhibition made in the answer-scripts? I shall confine myself to a few of the comic mistakes committed in blissful unconsciousness.

Confusion appears in the following statements.

"Lambert Simnel is called the king-maker, because he wanted to make himself king."

"Scotland was made a friend when Henry's sister, Catherine of Aragon married the Scottish King, Arthur."

"Drake defeated Napoleon's fleet at the battle of Waterloo."

"Mary of England massed the Protestants on St. Bartholomew's and married Louis XIV of France."

"Asoka sent Buddhist missionaries to the Chalukyas."

"Soviet means a kind of cloth used by waiters in a hotel."

"James I of Scotland began to reign in 1406. He became King of England in 1603."

"The Statute of Mortmain says that the clergy should not receive lands from dead people without the King's consent."

"The Court of Chancery is so called because there is no chance of getting your money back, when it has been looked after by it."

"The Great Fire of London happened, because Guy Fawkes threw a lighted cigarette into the petrol in a cellar."

"The earth makes a resolution every twenty-four hours."

"Plural of ox is oxo."

"We should chew well, for it is very important to domesticate what we eat."

"Isaac Walton invented gravity."

"Tolstoi invented X-rays by accident."

"The best way to light a room is to have gas with an indecent mantle of the perverted kind."

"Rome was built by Romeo and Juliet."

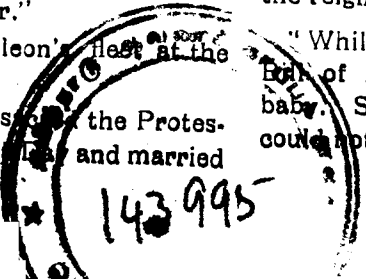
"Sir Philip Sydney gave up his hot water bottle to another."

"The battle for the Penny Post was fought on Rowland Hill."

"Wilberforce introduced slave trade in the reign of Elizabeth."

"While Parliament was discussing the Bill of Rights, James II had suddenly a baby. So, the seven bishops said that he could not be a King any longer."

(To be Continued)



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