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FRANK OPINIONS

"Your paper has established itself as an organ of progress and idealism in the educational sphere."

—Sir Maurice Gwyer

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"I am an interested reader of 'Educational India' and entertain a high opinion of its contribution to the solution of the present day educational problems of the country."

—Sir Mirza Ismail

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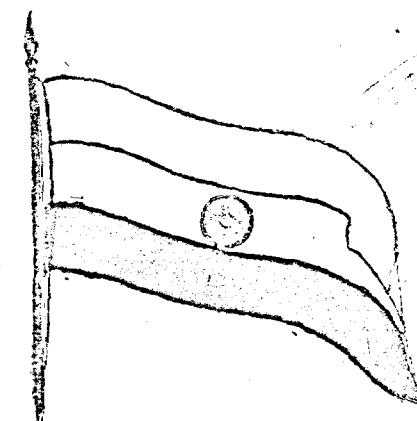
"Educational India" has been serving a useful purpose under the capable editorship of Mr. Venkatarangaiya."

—Sir S. Radhakrishnan

\*

OFFICE :

MASULIPATAM



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The First Year of our Freedom — Education for International Understanding — Children's Education in Bilingual Areas—School and College Fees.

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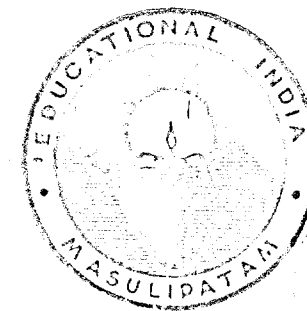
August, 1948

# EDUCATIONAL INDIA

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

EDITOR:

Prof. M. VENKATARAMAIA, M.A.



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## Blue Print of New Educational Edifice

### Illiteracy to be Wiped out

### Big Expansion in Technical Institutions

*On the Eve of the Independence Day*

## MESSAGE

FROM

The Hon'ble

T. S. AVINASHILINGAM CHETTIAR,

*Minister for Education, Madras.*

"Providing good education for our children is the greatest task ahead of us. The recent reorganisation schemes of the Madras Government are attempts at that direction. They may not be perfect. But still it is a great attempt at providing an education which will make our men and women strong, noble and good. We want the co-operation of all people interested in education in this great and mighty task and I have no doubt that your paper will contribute its quota in full.

Wishing the *Educational India* a long era of useful service to the people."

6th August, '48

(Sd.) T. S. AVINASHILINGAM.

TO make education truly national in every sense so that it will develop the personality and culture of the people to the fullest extent became one of the most important tasks of India on its attainment of independence. For over 150 years, the haphazard educational system which had grown up in the country had been considered not only unsuitable to the genius of the people, but also harmful in its effects. Indian educationists in the Ministry of Education and outside under free India's first Education Minister, Maulana Abul Kalam Azad, had therefore to concentrate in the first year of India's independence on the preparation of a blue-print of the new educational edifice. On the one hand they were faced with the gigantic problem of illiteracy and on the other the urgent need to equip our youth to shoulder the responsibilities of a rapidly progressive sovereign nation.

The activities of the Ministry of Education were, however, impeded by the troublous period that followed partition and independence. Originally scheduled to meet in June 1947, the All India Educational Conference convened to discuss the future set-up of education, representing Provincial Ministers, Vice-Chancellors, Provincial Directors of Public Instruction and other eminent educationists met finally in January 1948. The 14th meeting of the Central Advisory Board of Education was also held a few days earlier.

The main problems in the way of the educational programme having been outlined in these conferences and general policies decided, a number of

Committees have since been at work filling in details of plans. Among these, the Adult Education Committee of the Central Advisory Board of Education has worked out a detailed scheme of Social Education with the target of attaining 50 per cent literacy within a period of three years. A second Committee has prepared the framework of Secondary Education in India. A third had to deal with the most controversial problem of the medium of instruction in universities. All these plans require vast sums of money and so a fourth Committee under the Chairmanship of the Hon'ble Mr. B. G. Kher, Bombay Premier, is working out the ways and means of financing educational development in India. While on the educational home front all this work is going on, international co-operation is the aim of another Committee which has recommended the appointment of a 78-member National Commission which will serve as a liaison agency between UNESCO and the institutions concerned with the progress of Science, Education and Culture in India. The Committee has recommended that to begin with, the National Commission will constitute three sub-Commissions on Education, Science and Culture. It will also have an Executive Board of 15 members, nine elected by the the sub-Commissions and six nominated by the Government of India.

Besides these, there is a Committee to formulate a scheme for the establishment of Central Institute of Psychology to conduct research in selective methods and standardising tests of various types in the educational field; another to prepare a

scheme for a Central Training College of Physical Education for which provision has already been made in the current year's budget; and an expert Committee to report on the advisability of establishing a National Central Library in India.

Two other Committees that have been at work are the Overseas Scholarships Committee which has already submitted its report and the Scientific Man-Power Committee which has also submitted an interim report. In the light of the recommendations made by these Committees it has been decided that from now on, more money will be spent on the expansion of Indian institutions and selected students will be sent for training abroad at Government's expense only to the extent that is absolutely necessary. A National Register of all Science graduates is being compiled with a view to ensuring the best use of all scientific talent in the country.

One of the problems created by the partition of the country arose out of the option allowed to scholars selected for advanced studies abroad under the Overseas Scholarships Scheme which has inaugurated in 1945. Under this scheme about 940 scholars were selected for studies abroad. Of these 746 have been sent abroad while 110 are awaiting passages and 84 are awaiting admission to various institutions abroad. All scholars selected before partition were allowed to exercise their option to serve any of the two Dominions after the completion of their training. This involved complicated adjustments between the two Dominions in regard to the personnel concerned and expenditure incurred on the scholars.

In 1944 the Government of India approved a grant of Rs. 3,00,000 a year for a period of five years for scholarships to be awarded to Sche-

duled Caste students for pursuing their studies beyond the Matriculation stage. About a thousand scholarships have been awarded under this scheme so far. This year the aboriginal and Hill Tribes Scholarships scheme has been started for similar awards to students from the Aboriginal and Hill Tribes. A general scheme for scholarships for all backward classes in the Indian Dominion is under consideration.

The Central Advisory Board of Education had recommended that the Government of India should appoint a Council of Social Welfare to co-ordinate the activities of social service organisations throughout the country and also to run an Institute of Social Studies under its direct supervision. An ad hoc Committee appointed by the Government of India considered this recommendation and has reported that a Council of Social Welfare with representatives of the Central and Provincial Governments and existing social service organisations should be formed to advise the Government of India on all matters concerning Social Service.

A Board of Editors with Dr. Saravapalli Radhakrishnan as Chairman, has been appointed to prepare a History of Philosophy, which would reveal the continuity in development of human thought and the value of India's contribution to the evolution of modern Philosophy.

The Ministry of Education is also making efforts to co-ordinate activities of the Indian History Congress and the Bharatiya Itihas Parishad which have schemes for writing compendious histories of India.

Plans are being prepared for a Cultural Trust with three Academies namely (1) Academy of Arts (2) Academy of Letters and Music and (3) Academy of Dance and Drama. As

part of the plan for encouragement and development of fine arts, negotiations are in progress with the U. P. Government with a view to reorganising the Marris College of Hindustani Music as a Central College of Hindustani Music for the training of teachers in music and to conduct research in the theory and practice of music. A similar scheme for the establishment of a Central College of Karnataka Music has also been accepted by the Government. Small grants in aid have been sanctioned to institutions as well as individual artists to encourage artistic activities. The Kalakshetra Institute, Adyar, Madras, was granted Rs. 5,000 and a grant of Rs. 2,500 was given to the Indian Renaissance Artists, the producers of the 'Discovery of India'.

An Indian Art Exhibition was held in London recently to which priceless objects of art collected from India were sent. Before the exhibits are returned to their owners, it is proposed to reassemble them and hold a fresh exhibition at New Delhi.

Steps are being taken to strengthen the Archaeological Survey of India and to extend the scope and activities of the National Archives. There are also proposals for expanding the scope and the activities of the Anthropological Survey. Provision has also been made for the establishment of a National Museum of Archaeology and Anthropology.

In December 1947 the Central Institute of Education was opened at Delhi to turn out model teachers and serve as a research centre for solving new educational problems.

To promote the cause of education, training and welfare of the blind, a special unit has been instituted in the Ministry of Education with the main object of co-ordinating

the activities of blind welfare throughout the Indian Union.

The Ministry of Education have also been working out schemes of cultural exchanges with various countries to promote better understanding between the people of India and their people. They have also under consideration certain proposals to provide educational facilities for students from those Asian and African countries which are not so well developed educationally and also for students of Indian origin now domiciled in various Commonwealth countries.

Budget provision for improvement and development of existing technical institutions has been made according to the recommendations of the All India Council for Technical Education. The most important projects in this respect are the establishment of two Higher Technical Institutions near Calcutta and Bombay respectively.

The necessity of increasing facilities for training teachers to man the various schemes for educational expansion has been acutely felt and provision has been made in the current year's budget for a Training College for Teachers in Domestic Science in co-operation with the Lady Irwin College in New Delhi and also for expanding training facilities in Vishva-bharati. Training in Arts and Crafts, Dancing and Music and Basic Education will be provided there.

#### Basic, Social and Adult Education

The greatest task of the Ministry of Education was to plan ways and means to wipe out illiteracy which impeded progress and kept 85% of a free people in ignorance. A beginning had no doubt been made in this direction in the Sargent Plan which required 40 years to achieve the object in view. The All India Educa-

tional Conference held in January 1948, however, resolved that this period must be substantially reduced. The Conference also recommended that compulsory basic education be introduced for the age-group 6 to 11 in the first instance and it may be extended later on to children between 11 and 14 years of age. Simultaneously a comprehensive scheme of adult education was to be launched and the training of teachers was to be expedited.

As regards adult education a Committee appointed by the Central Advisory Board of Education made the following recommendations:

The adult education programme will be one over a period of three years with the target of making literate at least half the population of the country. Literacy and general education were to proceed simultaneously but greater emphasis was to be laid on adult education in order to enable every Indian citizen to take an active part in the New Order. All the resources and the personnel of the country, it was hoped, would be mobilised for attainment of these objectives and whole-time and part-time workers and volunteers employed to operate the programme. Owners of mills and factories should provide for education of their workers and their families and the Government should make it compulsory for all its employees to attain literacy within a period of three years.

For this programme modern media of mass communication like radio, films and open air theatres are suggested. In order to prevent back sliding, emphasis is also to be laid on further education of literates through clubs, discussion groups, summer schools and other similar agencies.

This programme of education will be directed and co-ordinated by a

Board to be called the Board of Social Education. Provincial and State Governments will be asked to prepare their schemes for the target of 50% literacy within three years and submit these to the Board. If the schemes are approved the Government of India will provide 50% of the cost. In the case of educationally backward or economically poor areas, the Central subvention may even be larger. Educationists, it is also recommended, should be sent abroad particularly to Russia, China, Mexico and U. K. to study the educational systems of those countries. The conscription of students, Government servants and other educated personnel is to be resorted to, if necessary. January 1, 1949 is the date proposed for launching these schemes in all Provinces and States.

#### Basic Education Plan for Delhi Province

Education is a provincial subject and so far as the Provinces are concerned the Central Government can only tender advice but it is the aim of our Education Minister that the centrally administered areas should serve as a model to the rest of the country.

The Government of India therefore launched the Basic Education scheme in Delhi Province from July 1, 1948. In the first year children between six and seven in the rural areas of the Province will be given free and compulsory Primary Education. In the following years the scheme will be applied to the successive age groups.

In five years' time, all children between six and eleven will get compulsory and free education. It is then hoped to extend such education up to the age of 14 so that the whole of the Basic Education Plan may be implemented in eight years instead of 40 years.

Similar programmes of Basic Education are being prepared for other centrally administered areas.

#### Social Education

Delhi has also been selected for launching a comprehensive programme of Social Education as an experiment. Because of financial and other difficulties which made the execution of such a plan on an all India basis extremely difficult it was decided to start it in Delhi as an experimental measure along with the programme of Basic Education.

The programme of Universal Education for Delhi would make the village school the centre of instruction as well as sports and recreation for the entire village. Separate time would be allotted in the school for children, adolescents and grown-ups and on certain days in the week the school will be reserved exclusively for girls and women.

Motor vans fitted with projectors and loud speakers were being secured to visit the village schools at least once a week. Films and magic lanterns will be shown and recordings of talks played.

The schools will be provided with radio sets and arrangements are being made for broadcasting special programmes to children, adolescents and grown-ups. The Ministry of Information and Broadcasting have provided 300 radio sets for this purpose.

Popular dramas will be organised in the schools and the singing of national and community songs will be encouraged.

Instruction in handicrafts suited to the locality will also be arranged as well as lectures on Social Hygiene, cottage industries, etc.

Group games, competitions between schools from different villages, exhibitions, fairs and excursions will also be organised.

This programme is designed to utilise Basic School buildings and staff to the fullest possible extent by serving as schools for children in the morning, adolescents' schools and clubs for young people in the afternoon and education centres for adults in the evening. In order to make these schools the centres for the life of the entire village community a fair proportion of games and group activities will be provided for the adolescents. Similarly in the case of adults emphasis will be more on Social Education than on mere literacy. This will be imparted through visual, aural and oral methods. The Government of India intend to encourage the production of folk dramas and rural plays by the villagers themselves. Films will also play a great part in teaching the lessons of citizenship, social responsibility, personal health, public hygiene, physical drill and other matters of immediate benefit to the community. The plans for full utilisation of both the films and the radio are under consideration.

#### Secondary and University Education

The framework of Secondary Education has been recommended to the Government of India after deliberations of a Committee appointed by the Ministry of education.

After a compulsory Junior Basic course for five years, there would be a Senior Basic or pre-Secondary course for three years and then a Secondary course for four years. Before joining the first year of a degree course, the student would undergo a course of education for 12 years.

The teaching of the Federal or National language in Secondary Education would be started at the end of the Junior Basic stage and would be compulsory throughout pre-Secondary stage but may be optional thereafter.

For training an adequate number of teachers as an emergency measure teachers would be required to undergo training for one year only in the first instance. After teaching in schools for a certain period, these teachers would undergo refresher courses. For the benefit of the students who intend to take to teaching as their profession education would be one of the subjects in the Universities.

Provincial Boards to advise education authorities or problems connected with Secondary Education, viz., examinations, courses of studies, textbooks, etc., would be set up. Co-ordination would be done by an All India Council at the centre. A few public schools which will specially cater for the requirements of the military academies would also be set up. Admission to these schools would be on merit only, at least 50% of the seats being free.

#### Medium of Instruction and Examination

The Committee on the medium of instruction at the University stage consisting of Vice-Chancellors of all the 24 Universities in the Indian Union, Dr. S. S. Bhatnagar and Dr. Suniti Kumar Chatterji, appointed in accordance with the recommendations of the Central Advisory Board and the All India Educational Conference met in New Delhi on May 1, 1948 and resolved that there should be a five-year period of transition during which period English would continue to be the medium of instruction and examination in the universities and that this period should be utilised for the introduction of the regional or State language of the area concerned.

**Federal Language:** Regarding the place of the Federal or National Language in higher education the Committee decided that a test in the Federal Language adopted by the

Constituent Assembly will be obligatory for all students but the result of the test will have no effect on the academic career of the pupil. The Committee also felt that all universities should provide facilities to students for taking up the Federal Language and its literature as an optional subject of study.

**Script:** On the question of the script of the Federal Language the Committee decided that the script eventually adopted by the Constituent Assembly should be accepted by all the universities. So far as the regional languages are concerned, the Committee resolved that they should use either own script or the federal script.

The Committee also decided that the process of replacement of English by the regional languages should be gradual and by stages, but English language should however be a compulsory subject of study in all universities.

For the implementation of its decision on the medium of instruction the Committee resolved that as far as the National Sciences were concerned the Central Government should supervise the preparation of standard books. As regards other subjects the Centre should give such aid to the Provinces as may be necessary.

The Committee recommended the appointment of a Board of Philologists and Scientists to prepare within five years a common scientific terminology for all Indian languages making use of international terms as far as possible and in consultation with Provinces and universities. It recommended that a substantial sum should be sanctioned by the Centre for this Board.

To help in the solution of the problem of linguistic minorities within a region the Committee requested the

Centre to examine the possibility of allowing extra-territorial jurisdiction to the various universities.

Finally the Committee discussed the question of medium of examination for the Federal Public Services and resolved that the Federal Public Service Commission examinations should be conducted in the State or regional language of the candidate. But after qualifying, the candidate would be required to pass a test in the Federal Language.

#### University Grants Committee

To co-ordinate the development of university education, the Government of India has reconstituted the University Grants Committee with an enlarged membership. Inaugurating the first meeting of the Committee in February 1948, the Hon'ble Maulana Abul Kalam Azad, Minister for Education, Government of India, said that the Committee should keep in touch with the working of the universities all round the year and co-ordinate their activities.

The whole field of university education in the Indian Dominion is now within the scope of the new Committee whereas its predecessor looked after the three Central Universities only.

The Committee will make enquiries and recommendations regarding (i) the lines on which universities and institutions of higher learning should develop, (ii) the additional amounts in forms of grants-in-aid from the public funds required for them and (iii) the co-ordination of their activities with a view to avoiding unnecessary overlapping. This Committee is intended to work on the same lines as the University Grants Committee in the United Kingdom. The Right Hon'ble Dr. M. R. Jayakar is the Chairman of the Committee. The members are Mrs. Hansa Mehta, the Hon'ble Dr. B. C. Roy, Dr. S. S.

Bhatnagar, F. R. S., Dr. M. N. Saha, F. R. S., Sir Homi Modi, Dr. P. Subbaroyan, Dr. Zakir Husain and Mr. Zacharia, Member, Federal Public Service Commission.

#### Education and Welfare of the Blind

To promote the cause of education, training and welfare of the blind, a special unit has been instituted in the Ministry of Education whose main object is to co-ordinate the activities in blind welfare throughout the Indian Union. It will also act as a clearing house for all matters pertaining to blindness and the blind.

The Government of India have accepted the Uniform Indian Braille Code drawn up by an Expert Committee of the Central Advisory Board of Education as the standard Braille for major Indian languages and have recommended its use in all institutions for the blind in the Indian Dominion. In order to ensure production of suitable literature in Braille a Central Braille Press is being set up as early as possible.

A grant of Rs. 500 to meet the travelling expenses of blind children who had come out from Pakistan as refugees and desired to receive education in major or any other suitable institutions for the blind was sanctioned. The Government of India have also agreed in principle to a suitable grant-in-aid to blind music teachers who have come out as refugees from Pakistan.

#### Technical Education

Progress has also been made in developing technical education facilities. The Government of India will establish within the first quinquennium, commencing from 1947, two of the four Higher Technical Institutions recommended by the Higher Technical Education Committee (Sarkar Committee.) These will be located near

Calcutta and Bombay respectively. Each of these institutions has been planned to have a student body of 3000 and is expected to cost about 3,04,00,000 by way of capital expenditure and Rs. 44,61,000 by way of recurring expenditure.

The All India Council for Technical Education has selected a site at North Kurla near Bombay for the Western Higher Technical Institution. The choice of the site at Hijili in West Bengal, 73 miles from Calcutta and less than 50 miles from Jamshedpur, close on the borders of Bihar and Orissa has also been approved for the Eastern Higher Technical Institution. In regard to the Southern and Northern Institutions, the council recommended that steps should be taken forthwith with acquisition of suitable sites for the two institutions in consultation with the respective provincial and State Governments.

An all round development of the Indian Institute of Science, Bangalore, is being carried out with financial assistance from the Government of India. Concrete steps have been taken towards the establishment of a High Voltage Engineering Laboratory and a Power Engineering Department. These two Schemes alone are expected to cost the Government Rs. 63,13,000 by way of capital expenditure.

The Government have also accepted in principle the recommendations of the all India Council for Technical Education suggesting the sanction of grants amounting to Rs. 1.5 crores of capital expenditure and Rs. 30 lakhs of recurring expenditure to some of the important Higher Technical Institutions in the country with a view to their improvement and expansion.

During the financial year 1947-48, a sum of Rs. 13.75 lakhs as capital expenditure and Rs. 5.75 lakhs as interest free loans to nine technological institutions was granted.

The most important condition governing these grants is that facilities at the institutions receiving grants from the Centre will be made available to students from all over India. In this respect, the needs of backward Provinces will be specially kept in mind.

As a first step towards the establishment of Regional Committees of the All India Council for Technical Education, steps have been taken to recruit a special officer with the necessary staff for each of the Committee.

The All India Council for Technical Education has at its recent session directed that a Joint Committee of the All India Board of Technical studies in textile technology, engineering, chemical technology and commerce and business administration be formed to evolve a scheme for training of engineers and technologists in business and industrial administration.

#### Concessions to Refugee Students

An urgent problem which faced the Education Ministry as it faced other Ministries during the year was the education of refugee students. Both the Prime Minister and the Minister for Education have emphasised the importance of enabling these unfortunate students to continue their studies. To this end various concessions have been given to displaced students both by the Governments of India and of the Provinces.

Students reading in professional colleges at Lahore and Karachi have been admitted into various colleges in the Indian Union and a Camp College affiliated to the East Punjab University has been opened in Delhi.

A Special Officer was appointed to organise the planning of education for refugee students and help them in getting admission in the various institutions in the country.

In view of the difficulties experienced by the non-Muslim refugee students from Lahore who had been admitted to the Veterinary Colleges in Bombay and Madras through the efforts of the Ministry of Education, Government of India, the East Punjab Veterinary College was opened in February 1948 at Hissar.

At the request of the Government of India, the Governments of East Punjab, Central Provinces and Berar, West Bengal, U. P., Orissa and Madras and Baroda State agreed to waive the condition regarding domicile in the case of refugee students from Pakistan who seek admission to the Engineering Institutions under their administrative control.

#### Preservation of Historical Records

The preservation of historic records and documents was also taken in hand by the Ministry. The 24th session of the Indian Historical Records Commission held in Jaipur in February 1948 recommended the compilation of important records published and unpublished bearing upon the national struggle for freedom.

The Commission requested the Government of India and the Mahatma Gandhi National Memorial Committee either to transfer all the original writings of Mahatma Gandhi and other relevant records to the custody of the National Archives of India for preservation or to associate the Director of Archives with the supervision of measures necessary for the preservation of these records. It was also suggested that pre-1902 confidential records, Central and Provincial, be thrown open to bona fide students of Indian History under such circumstances as the respective Governments may consider necessary.

The National Archives of India has stepped up its programme for preservation of records, research in archival matters and training of Archivists. With this object suitable arrangements have been made in the National Archives of India for training a limited number of students in Archives Administration. The training is imparted free of all costs.

Two stipends of Rs. 100/- per month each for one year have also been sanctioned to candidates selected for the diploma course in archives keeping, in its session which commenced from July 20, 1948.

In March last, some old and rare records of the National Archives were displayed in the Newspapers and Periodicals Pavilion of the All India Exhibition at Calcutta. These records furnish valuable material for the study of the foundation and early development of the Indian Press and the evolution of the public opinion in India and the growth of Press Laws from the time of Warren Hastings onwards.

Very recently a Committee to devise a workable scheme to centralise co-ordination of archival work in Provinces and states with a view to better preservation of records and another prepare a five-year plan with a view to the compilation of a comprehensive register of archives and historical records in India have been at work.

The recommendations of these committees were considered by the 12th meeting of the Research and Publication Committee of the Indian Historical Records Commission which recommended extension of Central Government control over archives and historical manuscripts in States which have either acceded to the Indian Union or merged with the neighbouring Provinces.

In another resolution the committee suggested that the Central Government should prohibit physical partition of records and manuscripts in Provinces. A plan which is estimated to cost Rs. 2,85,000 for the compilation of a National Register of Archives and historical manuscripts was also adopted.

Following the discovery of a 1,100 year old Sanskrit document in the ruins of a temple near Jogjakarta, capital of Indonesia, the Ministry of Education and Cultural Affairs in Indonesia extended an invitation to

Indian Archaeologists to visit sites of archaeological interest in their country.

The 25th session of the Indian Historical Records Commission is being held at Delhi in December 1948 and the Government of India have decided to celebrate this as the Silver Jubilee Session of the Commission. Invitations have been extended in this connection to several foreign countries to send delegates for the session. Distinguished archivists from Great Britain, France, Russia, Belgium and the United States of America are expected to attend the Session.

## Educational Reform : Social Studies \*

By Mr. C. D. S. CHETTY, M. A., L. T.

*Retired Deputy Director of Public Instruction, Madras.*

NO scheme of education can command the allegiance of a country for any considerable time for the reason that the aims and aspirations of each age differ from those of its predecessors and education whose business, in one aspect, is to help people achieve these aims and aspirations, has naturally to undergo consequential adaptations; whether these changes are vital or not depends again on the extent and nature of the differences. For example, till close upon 30 years ago the avowed aim of Indian education was the production of Civil servants, who could fill competently certain posts in State service. No wonder, therefore, that in those days the command of the State language and attainment of a certain measure of ability to grasp facts and present them in a quickly understandable manner were the ordinary objects. It was when it came to be perceived that

education might have a meaning beyond these, that the very idea of using as the mechanism for learning a less glamorous instrument like the mother-tongue, slowly dawned on men's minds and we know how after a long time with some struggle we reached as late as 1916 the stage when we reconciled ourselves to parting with English and how even now we cling to it with tragic wistfulness at its last stronghold, the University.

2. Till the present stage was reached we could not think of any far-reaching changes in the contents of education or methods of teaching. For almost the entire energies of the pupils were taken up mainly in struggling with the technique of learning and the pupils had little surplus energy left to gather the fruits of learning. This explains, though partially, the comparative barrenness in the higher fields of thought. How could you use a locked up room till you got the key and gathered in the furniture.

3. We are, therefore, not surprised, if with the installation of the more manageable regional language in its proper place and the ringing in of the new order and with its new ideas and aspirations, thoughtful men and women turned their attention to the contents of education as being now in greater need of, and more amenable to, reasonable alterations and if as a result the department is seeking to make changes in the entire scheme of education.

With one such vital change in the Secondary Schools we are concerned to-night.

4. Boys and Girls have been reading all along almost from the beginning of their scholastic career two subjects, namely, History and Geography. Civics used to find a place years ago. But it was dropped for the excellent reason that the English Text Book was too difficult to be negotiated even at the Fifth form level. The changes effected now are the abolition of History and Geography as two separate entities deserving to be studied as such in a scheme of Liberal National Education: and the treatment of selected aspects of these and Civics as one homogenous whole under the name and style of "Social Studies". Accordingly, a syllabus has been drawn up for the 6 years of Secondary School course to be done at the rate of 4 periods a week. The work is further to be enriched by and to enrich in its turn social activities of the School planned on a truly comprehensive scale and to be supported by an equally detailed scheme of social training. These purposeful activities and training would be extra-curricular but not in any sense optional. The significance of the subject is far more than what is represented by 4 periods out of the normal 35 weekly periods.

5. The aim of the History Department in the Secondary schools should be for the pupils to get acquainted, in as intelligent a manner as the mental levels of the age groups would permit with the broad lines of development of the history, especially of our nation, political, social, religious and economic. This is very important in a country like ours and the more so in the present circumstances. There is still a tendency to assume, wrongly enough, that Indian History more than any other is but a dated list of events, births, reigns and deaths of kings and emperors, their battles and wars, their intrigues and dissipations, their exploitations and cruelties, their successes and failures—relieved it is true by some prince who six centuries before Jesus renounced a Kingdom of this world to realise the Kingdom of God within himself, or by a monarch who forswore wars, the pastime of the autocrat because it meant sufferings to friends no less than to enemies, or by one who born in a desert, cradled as a refugee, nurtured in fratricidal wars yet grew up to be a most lovable person. To many of the pupils the Secondary school is the highest they could reach and the training here should, therefore, be such as would unfold to them part at least of the vast treasures of man's rich experience in emancipating humanity from the shackles which bound it in the past and which continue to bind it even now. Not that much could be done by the pupils at this stage, but is it not something if on a day of rain and thunders we could see the sun even for a passing minute. Side by side it should be possible for the pupils to become acquainted with the ideals of man in other lands, the sufferings and tribulations he underwent and undergoes even now in the pursuit of these and his joys and successes. History in a sense is an

\* By the Courtesy of All India Radio, Madras.

endless series of crucibles kept red hot by the strivings and sufferings of millions from each of which man is coming out with less and less dross with Excelsior as his watch-word. There is the current belief that History is not a subject that trains the intellect; at best it is informative. Nor is it an important subject in the economic life as is, for example, Physics and Chemistry. These are grievously erroneous. Man, let us remind ourselves, does not live by bread alone. Well, the nonbread essentials will have to come through the humanities.

Similarly the study of Geography can and should expand our horizon in a remarkable manner, while at the same time making us realise the essential interdependence of each nation or country on the rest. It would be difficult to over-estimate the importance of this subject which seemed at long last to be coming into its own in the Secondary Schools.

6. If the above is common ground for us, then what are the defects in the syllabuses current till recently and how do the present syllabuses seek to set them right. The trouble about the former is two-fold; on the one hand the lack of clear formulation of the objectives to be gained and some times syllabuses which in subject matter would be within the range of the age groups involved and in quantity such as could be done with satisfaction within the time available, and on the other hand the demands of an examination system of gigantic proportion, which has resulted in a situation where for one reason or another educational activities have had to be trimmed, adjusted, whittled down to make examinations and their conduct a success. That this is no exaggeration of the evil in the atmosphere will be apparent when we recall to our minds that crude educational phenomenon—the one word answer. Recently there

has been an appreciation of the defects but where a huge machinery is concerned it will not do to move quickly. The snares and pitfalls are many and prestige is granite.

7. The general object of the present reorganization is to make Secondary Education more efficient, practical and useful. The objectives of social studies have been defined as development, in the middle schools, of a broad human interest in the progress of mankind in general and of India in particular, and as helping pupils, in the high schools, to understand the story of modern civilization and appreciate how the world to-day is the result of development through ages. Now, these objectives are as good as any one could formulate and they have the merit of being comprehensive and elastic.

8. Coming to the syllabus itself in so far as it sets out deliberately to train the senses, it is all to the good. Not only will social activities stimulate and vivify educational activity. They will also provide opportunities for children to break new ground; they will enrich the life of the school community and develop the personality of the child. Social training and social activities are not new of course, but what is new and what makes all the difference is that they are now an integral and inescapable part of the school programme. The problems will be many and one cannot avoid them in the future as one could and did in the past. It is imperative that this part of the programme should be shared by all teachers and not left to be a one teacher business: otherwise the whole scheme will be a failure. Scholarship, intelligence, resourcefulness, discrimination and patience added to a buoyance that knows no depression all these will be required. Knowing the teacher both as a master in my boyhood and as a

fellow-worker till lately, I am certain he will respond magnificently. For with him education is not a mere business, it is a faith. It is difficult to be equally enthusiastic when you turn to the Social Studies Syllabus. When a pupil has gone through the six years' course, he would in all likelihood, have a remarkably hazy notion of even the History of India. He would have some appreciation of economic geography, but larger aspects of human geography of probably even India as a unit, as well as other aspects of Geography, would be relatively dark and unilluminated. These are defects that deserve consideration. They will leave the boy or girl ill-equipped to appreciate their part and their environment. This is a serious handicap in those on the threshold of active citizenship of a free country for these would require for wise living an assured habit of poise and balance which can come only as a result of a trained appreciation of our past and of our present environment. The new courses will also throw a great deal of the work done now in Secondary Schools on to the University. No case seems to have been made out for reducing History and Geography to a series of studies throughout the Secondary stage. There is so much in History and Geography that could be studied with profit in Secondary schools especially now with the regional languages demolishing all barriers in thought and with specialist teachers at hand to guide the pupils expertly. In passing it may be noted

that even in America, American History and European History are no strangers in Secondary Schools. Further it should not look as though there is any attempt at reshaping past History. Conducted tours in History as elsewhere leave the mind with a sense of frustration. Let us do all we can with our future. The past we should learn as a whole; as a civilization of places and slums, of the lords and the serfs, of the castemen and the casteless, of the Upanishads and the mariamman, not indeed to emphasise the contrast but to understand the problem as a whole in all its magnitude. You cannot cross the Ganges in the same way as you do your backyard canal on a summer day.

9. As regards the title, the term "Social Studies" would seem to presume a prior and less ambitious stage of data collection. Further it would be found to be too elastic and might be forced by enthusiasts to find room in future for a lot more; gate-crashing is a common enough phenomenon in syllabus making. Will not the term "Social Subjects" do, as emphasising the new bias and as retaining the subject individuality and as covering all the three parts of the larger unit.

10. In conclusion it is quite possible without violating the objects as defined by Government to operate successfully the syllabus re-drafted where necessary and desirable with the available type of teachers and with the regional languages or the mother tongue as the medium.

#### WHAT IS DEMOCRACY?

1. "Democracy is a way of life in which there is faith in the intelligence of people to solve their problems co-operatively.
2. It is a way of life which respects the worth of every individual regardless of race, religion, nationality or social status.
3. It is a way of life that encourages the use of initiative, originality and creativity in every individual.

—School Life

# A PLEA FOR RURAL UNIVERSITIES

By DR. K. N. KINI, M. A. (HONS.), A. M., Ph. D., Dip. In Edu.,

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**H**IS Excellency Lord Mountbatten of Burma, Governor General of India, inaugurating the Birla Engineering College at Vallabhanagar on June 14, 1948 expressed the hope that with the establishment of similar educational institutions, the University town of Vallabhanagar may set an example of a rural university after the Gandhian idea. He further remarked that the establishment of a rural university in Gujarat was one of Gandhiji's desires.

Sardar Vallabhai Patel, Deputy Prime minister of India, in the course of his message sent on this occasion said, "One of the greatest problems with which India is faced today is to rehabilitate its rural areas. It is largely from that point of view that we have set ourselves to the task of achieving a Rural University with a rural bias based on the principle of co-operation, self help and self-sufficiency." The Sardar is the Chancellor of this first Rural University in India.

Nearly two years ago, I sent to Mahatma Gandhi an article "RURALISING UNIVERSITY EDUCATION" for publication in HARIJAN. Mahatmaji published it in full in the issue dated October 13, 1946, remarking that there is much truth in what I said and even wrote an article in 'Hindustani' under the caption "Grama Vidhya Peetha" in "Harijan Sewak" dated October 13, 1946, giving the gist of my article and remarking that if the governments at the Centre and in the Provinces adopt the suggestion, it would be very useful.

85 percent of the population of India live in villages; and whatever

system of education we may fashion for the future, it must cater to the needs of the village folk. Often do we complain that the educated people are reluctant to remain in villages, and that rural people, once they get any education, hanker after urban life. This hankering after town-life is mainly because the education imparted to youths in our schools and universities leads more to urban vocations and has little relation to rural occupations. A graduate hailing from a rural home has little sympathy with the villagers, because throughout his student life he is taught to admire urban things and is adapted to urban conditions of life and is made unfit to appreciate rural ideals and to follow rural occupations. If the leading graduates should be enabled to look to decent living in rural parts, the whole system of education should be ruralised. New universities should be established in villages with the avowed object of enabling intelligent village young men and women to pursue higher studies in subjects which are intimately connected with their immediate living and conduct research in these subjects so as to enhance their knowledge of rural occupations and increase their efficiency in carrying them on.

If we start and maintain educational institutions in villages for studying and investing village occupations and industries and for enabling the graduates produced to follow these rural occupations and industries throughout their life and thus be leaders of thought and action in villages, a great revolution in our

methods of life and work can be produced in less than a decade.

The State should hereafter spend large sums of money towards this end. Our philanthropists and temples and mutts should voluntarily part with their surplus funds for such humanitarian work. While culture should not be sacrificed, rural colleges and universities should adopt a rich programme of training rural youths and adults in rural occupations.

I suggest that the rural junior colleges of two years' duration (Inter colleges) should provide a course complete in itself at the end of which successful students should be granted a degree which may be called the 'Associate in Science' or 'Associate in Arts' (A. Sc. or A. A.) depending upon the optional subjects they study. *The medium of instruction should be the chief regional language.* Compulsory subjects will be the chief regional language and one foreign language, which in our present circumstances will be for most people, English, and it will be studied only for the sake of its modern prose through books dealing with rural themes and optional subjects. The optional subjects for A. Sc. should be:—

1. Agriculture.
2. Horticulture.
3. Sericulture.
4. Dairy-farming.
5. Poultry-farming.
6. Sheep-breeding.
7. Fisheries.
8. Rural Textiles.
9. Bee-keeping.
10. Rural Sanitation and Hygiene.
11. Rural Home Economics including nursing.
12. Rural Electrical Engineering.
13. Rural Communications including Civil and Mechanical Engineering.

14. Rural Building Trade and Architecture.

15. Rural manufactures like Pottery, Utensils, Paper etc.

and for A. A.

1. Rural Sociology.
2. Rural Economics.
3. Rural Reconstruction.
4. Rural Education.
5. Statistics with reference to rural subjects.
6. Retail selling and distribution.
7. Rural Banking and Co-operation.

While one-fourth or one-third of the time may be given for languages, three-fourths or two-thirds should be devoted for the studies of the optionals including practice.

*India should become more and more self-sufficient in the matter of machinery.*

It is rather dangerous to depend upon foreign countries for our machinery because firstly it is too costly to obtain it, and secondly in times of war the supply may be entirely cut off. I, therefore, advocate that instruction of machinery needed for the particular occupations and trades should be arranged for as an essential part of the education imparted. The machinery needed for the region should be produced in the region itself and the products of the rural universities should be encouraged to set up small factories for producing it.

In the India of the future, there should be a 'lingua franca' in the form of an Indian language—Hindi or Hindustani, whichever the Constituent Assembly may finally decide upon, should be compulsorily taught through books connected with rural topics and rural vocations though it may not be an examination subject.

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After the two year junior college course, a two year senior college course should be set up, the successful completion of which should be marked by the award of the B. Sc. or B. A. degree. Studies on a higher level than for the A. Sc. or A. A. will be pursued here in the very subjects or in allied subjects of direct utility to the village folk.

Research degrees, M. Sc. and Ph. D. should also be instituted. Particular topics of importance to rural betterment should be taken up for investigation by the graduates, *and the results should be published in the form of theses written in the regional language for the immediate benefit of the people engaged in the respective pursuits.* Then only will university work be purposive; and no education is worth much if it is not meaningful and useful to the nation at large.

The main object of the preparation of the Associates and Graduates in these rural universities should be to enable them to follow the occupations or trades to eke out a livelihood. If, however, services of experts are required by the State for promoting nation-building activities, the alumni of the rural universities should be preferred, because they having been bread up and educated in rural areas, will be better fitted for the service of the eighty five per cent of the population of the country who reside in villages.

One rural university for a million population cannot be regarded as an extravagant idea. In Canada there is one university for half a million population; in U. S. A. there is one university or college awarding degrees

for every 70,000 people. In Russia there is one university for about 250,000 of her population. United Kingdom is also trying to increase her universities especially in the London area. One of the reasons why these countries are educationally and industrially advanced is that they have got far more universities, for its population, than we have in India. Since the bulk of our population is in the villages, the Indian villages should have a net work of rural universities throughout.

Gandhiji asked me to devote my energies for evolving a workable scheme of a rural university. I prepared a detailed scheme of a Rural University under the headings, Objectives, Organisation, Faculties, Academic Work, Training etc., and published it in some of the principal educational journals "Education" Lucknow (November 47), "Educational Review" Madras (Nov. and Dec. 47), "Human Affairs" Udupi, (dated Nov. 47). I do hope that the public will take interest in these rural universities and help in establishing them throughout the land. Then it will not be necessary for us to go to other lands begging for food, clothing and housing materials.

Rehabilitate the villages through rural universities should be our motto.

The universities should first analyse all the diverse activities of the villages, study their social, economic and cultural aspects, see how they can be refashioned to suit our modern needs and aspirations and then synthesise the whole knowledge to subserve the growing claims of the rural people in enhancing the mental, moral and material advancement of the nation at large.

## Dr. S. Radhakrishnan as an Educationist

SRI R. SRINIVASA IYENGAR, B. A., L. T.,

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### As Professor of Philosophy

DR. S. RADHAKRISHNAN had won even more than two decades ago international reputation as an interpreter of India's culture and philosophy at its best; and he has preserved it even to this day undimmed and untarnished. A distinguished gathering met at the Senate House of the Madras University in November 1926 to honour him on his return from Europe and America. Dr. Hogg of the Christian College paid a handsome tribute to his alumnus for his capacity for hard work, his never-failing acuteness, his unpretentious modesty of disposition, and his able interpretation of the philosophy of the East to the Western thinkers not only by his lectures, but by his writings of solid merit. Sir C. P. Ramaswamy Iyer observed that as in the case of Mr. P. Seshadri who became an examiner in the Madras University after having been examiner in 12 other Universities, Mr. Radhakrishnan's services to our country and to Indian philosophy were recognised in Madras only after they had won recognition at Calcutta, in America and England. The late Mr. S. Srinivasa Iyengar's encomium was of the finest. He said that he had established that the creative faculty had not become extinct in India and that we belong to a very great civilisation, that he considered Radhakrishnan as one of the warriors of India who are fighting for the purpose of exalting the Indian name and Indian culture and that if science and efficiency are from the west, he had given in it the message of sweetness and love. In his "The Dawn of India", Sir Francis Younghusband

had referred to Mr. Radhakrishnan as "the philosopher of New India and the interpreter of Hinduism to the West". Our professor had established that Indian philosophy was not a matter of mysticism or unintelligible formula, not a jumble of jerky experiments, but a definite evolution of thought that must be correlated with the world's great system of philosophic thought. Thus early in his career he came to be recognised as "one of the finest flowers of Indian life and Indian culture".

### As Vice-Chancellor of the Andhra University

The Professor of Philosophy felt the absurdity of the stigma prevailing in our country that academic men are not competent to deal with administrative problems. He used to cite the ancient philosophers as having the synthesising outlook and given a bias to all our activities, and among moderns, Mr. Balfour who was one of the greatest statesmen, and Mr. Haldane, the greatest Secretary of State for War England ever had. So the philosophers had been greatest administrators. He claimed that philosophy made him understand people know the other man's point of view, and enabled him to carry out things properly. Though the Andhra University was started in 1926, it was in 1931 when Sir S. Radhakrishnan was elected as the Vice-Chancellor, the teaching courses were opened, the building programme was started, and the library and the laboratories were strengthened. He used to say with pride that because he was a philosopher he took two minutes to put in

proper running order the organisation of a whole department comprising nearly 2000 men while any other man would have taken hours. He claimed as his greatest contribution to the development of the Andhra University his having settled once and for all the location of the Headquarters of the University. He often displayed unique courage in fighting with the Government on behalf of the University. When all his arguments for the retention of the Medical College at Vizag were of no avail, he said that the Government of Lord Erskine and the Rajah of Bobbili were going to demolish an institution founded by the Government of Lord Willingdon and the Rajah of Panagal; and this remark of his produced the desired effect. On another occasion, he said, "If we do not wash our hands, we are dirty; if we do, we are wasting water. You cannot stint money and then complain that the Andhra University is a second-class institution, if not a failure." Thus his services to the University as its efficient administrator will ever be remembered with gratitude and affection.

#### The University Ideals

Sir S. Radhakrishnan was not content with being a mere administrator. He deemed it his prime duty to develop the University spirit and atmosphere. He held that there can be no higher or worthier occupation for man than to be entrusted with the guidance of the young, and that real university life is developed by the silent influence of teachers and their pupils. They must infect the students with the enthusiasm with which they are filled. A teacher may be a Noble Prizeman or get a Chair in Oxford; but unless he has the essential qualities of a teacher, unless he is able to subordinate himself to his work and love his pupils even as a gardener loves his flowers, unless he is able to

make his pupils understand that he stands for a good and noble ideal, his labours would never have the desired result. A teacher's motto should be "Service First." The only test is: "What is the influence which you are bringing to bear upon your pupils?" He often expressed that to be a professor in a university is a greater distinction, and that the Knighthood was conferred upon him as a Professor, and not because he was a Vice-Chancellor of a University or a political leader.

He held that universities are responsible for developing the higher mind of the country, its conscience and its ideals. They should help to produce what one may call a university world, a community of cultural ideals, a profound like-mindedness in basic aims and ideas. They should assume the leadership in the world of ideas and ideals. India requires the university spirit of self-criticism and broad-mindedness towards other peoples' beliefs and practices. Universities should reshape the thought and temper of the age. A University should be a fellowship of spirits, a society of seekers of truth who believe that there are things of life of vastly greater import than wealth and comfort, necessary as these are and who affirm that the pursuit of ideas and inspirations is greater than the race for power and glory. A university is the home of liberty, liberty of mind or freedom of thought. A university course is not complete if it does not afford its members scope to put their mental house in order and arrive at some knowledge of themselves and their place in the universe. Holding these views regarding the functions of universities which he has expounded at the several convocation addresses delivered by him, he met the alumni at the several centres of the university and expounded to them correct ideas

on democracy, culture, civilisation, religion and like concepts.

#### As Spalding Professor

Prof. Radhakrishnan attributed to luck his rise in his career. It was his good fortune to bring out at some particular moment his first volumes on Indian thought and to establish that Indian Philosophy provided an effective answer to the questions engaging the world's attention and that Indian sciences dealing with the profound and secret phases of man's nature also contributed to the world's spiritual awakening. Similarly, it was pure luck which got him the Spalding Professorship of Eastern Religions and Ethics at Oxford. It is premature to review his work at Oxford as he still occupies the Chair. But it must be noted that he never missed an occasion for placing before responsible Englishmen India's just claims for political freedom. India's 'struggle', he explained, 'not as a subject to be administered, but as a nation struggling to find its soul.' He possessed the knack of being equally at home among politicians as well as among philosophers.

#### As Vice-Chancellor of Hindu University

He felt the call of his country and of his religion when he accepted the invitation of the revered patriot Pandit Malaviyaji to be the Vice-Chancellor of the Hindu University at Benares. His task as George V Professor of Mental and Moral Philosophy at Calcutta was very light, and he enjoyed it very much. But at Benares he should look after the discipline of the students, the building-up of the University's finances, and do his regular teaching and academic work. It was no easy job to wipe away the debt of Rs. 20 lakhs of rupees with which the University had been sad-

dled. But this onerous task he undertook, because he considered Benares to be symbolic of India's culture and its vitality. No other city in the world combines in itself the antiquity of the past representing the unbroken continuity of a culture and civilisation 40 to 50 centuries old and producing men able to incarnate the vision for which India has stood. Rome, Athens, Paris and London cannot compare with Benares in these respects. Benares has stood for a type of philosophy and education of which India and the world stand in need today.

#### Spiritual Values

But what is India? India has a history dealing with the traditions by which she lives, and a geography relating to the land which she occupies. But there are certain things without which we cannot live, and certain values without which we do not care to live. These values, more than heat or cold, more than rivers and mountains, determine the life of the country. India is not a racial identity, nor does embody religious unity. India symbolises a spirit, a character, a temperament, and a destiny. Hers, India's, is that attitude of mind which stands for the reality of the Unseen, and the call of the Spirit. This spiritual pattern has affected all those who have made India their home. India is neither a race nor a religion, but a culture, a culture or historic tradition by which this country has kept up its continuity and vitality for 4 or 5 milleniums. Indian culture lays emphasis on the primacy of spiritual values, not caring for forms and rituals; and this has led to tolerance and hospitality of mind which is the great hallmark of Indian culture. Indian culture again recognises the uniqueness of the individual and permits him fullest freedom for growth. Indian culture is perfect democracy in

action. India is still producing men like the Rishis of old, saviours like Buddha, the lords of mankind, the typically ideal members of humanity, men who have incorporated in their lives the true spiritual values of life.

Hence the true purpose of education is to make us realise that we have certain values which are neither national nor international, but *universal*, which ought to be cherished and nourished, and to embody them in our lives. Every University student should know in a general way the things that give value, meaning and dignity to human life, the arts and pursuits that give men his vocation in this planet. A university fails in its purpose if it does not in some small measure help us to gain an ample outlook on the *realm of nature* with its wondrous order, *the realm of human experience* with its vast tracts of human history and the aspirations of men who have made them memorable, the *realm of the Unseen* to which, in the course of ages, new and ampler meanings have been steadily opening out. The most important aim of education is to help individuals to see the other world to which also we belong, the world invisible and intangible, a world beyond space and time. "Our citizenship is in heaven." We must be fitted into a feeling of sonship in the Kingdom of Heaven. Education is to give us a second birth. "To help us to pursue truth is the aim of all true education." Sir S. Radhakrishnan firmly believed that India and particularly Benares has stood for this ideal of education, and so has yet a vitality and a value to offer to the world, and hence was animated by a strong desire, like all good men, as he said, to live in Benares, and serve this great University of India. He once declared that it was their duty in this University to emphasise the supreme values of the spirit which cannot be exhausted

by either our biological or economic or political duties! There is a spirituality in the individual, and there is a sacred sphere of freedom which requires to be guaranteed if we are to build up a real human community in this world. Our sacred task is to build up the right temper of mind, to make the world conferences successful, to give the right psychology to the peoples, to make them understand how all the forces of the world today demand the establishment of the human community. The Gita lectures which kept the student-body of the University spell-bound on Sunday mornings were the Vice-Chancellor's medium for fulfilling this noble educational ideal of his.

#### Science and Humanities

But it is wrong to suppose that the Vice-Chancellor was otherworldly. He has recognised the value of science. The patient workers in the laboratories are as much imaginative and creators as poets and philosophers. Those who help us to get across mountains or collect water over thousands of miles to irrigate barren tracts and make them blossom are also benefactors of the human race. In our country where there is a vast amount of dust and disease, poverty and uncleanness, the case for the spread of the scientific spirit and its application to daily life cannot be overestimated. Science has done more for the emancipation of the masses than the wisdom of the sages. The triumphs of science which have enabled mankind to establish civilisation over chaos declare the majesty of the human spirit quite as much as artistic achievements. Again, science will help to free us from the tyranny of words, by taking us to things themselves. Science develops adaptability, accuracy of observation, honesty of thought and open-mindedness. The scientific temper is characterised by a

passion for facts, careful observation and cautious statements of conclusions. It discourages reliance on vague impressions, second-hand evidence and hasty generalisations. But these are not enough, the Professor says. Our quality of imagination must be roused and we must have an inspiring vision of the reign of justice and fair-play on earth such as only poets and philosophers have dreamt of. It alone can lift us out of the common ruts of thought and action, in religion and social organisation. Those who help us to secure confidence in the values of spirit also make contributions to civilisation quite as constructive and practical as leaders of science and captains of industry. Those who secure for us the vision of a new order of society and help us to emerge from the ignorance and brutality of a merely science-bred civilisation and realise the splendid powers of life are also our benefactors. Religion and Philosophy, art and literature, help us in these things of the spirit. Hence the problem of our age is a reconciliation of scientific achievement with spiritual wisdom; and the learned Vice-Chancellor defined the policy of the Hindu University thus: "Here at any rate, in this University, we insist on the high mission of science, and wish to correlate it with the things of the spirit."

Regarding the future, he envisaged for it a place as the National University of India. The difference between Hindu and National has dwindled down. Hinduism from the beginning of our history has been catholic and comprehensive, has never been exclusive and aggressive. It represents the genius of this country which is one of assimilation of other races and cults. The University which was built by donations from Princes and the people of all parts of India and which has trained students of all

communities and which has been known for its progressive and nationalistic character and which has suffered on account of these things in the British administration should be looked upon as the national institution of the new India.

What a wrench it must have been for one so devoutly devoted to the University to feel that he must part with it!

#### Goal of Education

Zakir Husain Report says, "The present system of education continues to function listlessly and apart from the real currents of life, unable to adapt itself to the changed circumstances. It has no conception of the *new cooperative social order which education must help to bring into existence*, to replace the present competitive and inhuman regime based on exploitation and violent force." Pandit Nehru inaugurating the All-India Educational Conference in 1939, said, "All education must have a definite social outlook, and must train our youth for the kind of society we wish to have. The present-day social fabric must give place to an order where we can think in terms, not of individual profit, but of the common good, where individuals cooperate with each other and nations and peoples work in cooperation for human advancement, where human values count for more. If this is the accepted ideal of our future society, then all our education must be fashioned to that end."

Sir S. Radhakrishnan's conception of the goal of education is different. Education may be the means of adjusting the individual to the environment of fitting the individual into the economic system or training the individual to be a good citizen. All these aims can be minor ones only. Children

are not cattle to be driven, nor clay to be moulded. Regimentation only abolishes the distinction between man and animal. We should not impose upon them our own debased standards of truth. The true goal of education is to help the individual to see through for himself, to help him to grow as a free man. The teacher should put before the pupil all that he has got to say and leave it to him to make the final decision. The aim of education is the freedom of individual, the freedom to think, and to adore, to dream and meditate. Life manifests itself in the individual. He enjoys the thrill of his victories and suffers the anguish of his failures. In a civilised society, the individual must be able to practise his natural virtues of body, mind and spirit. Our educational endeavour must be to serve and protect human creativeness. Freedom does not lie in the absence of external restraint. Freedom is the function of mind and spirit. If we do not possess the freedom of thought and freedom of conscience, we are not truly free. The spirit can grow only in an atmosphere of freedom. The greatest work in any country is done in an atmosphere of freedom. The development of human personality in freedom is the essential thing in education. The truly educated man is one who has physical efficiency, mental alertness and spiritual poise.

### The Role of The Intellectuals

The intellectual savant that he is he often stressed the role of intellectuals. The intellectuals of a nation are the bearers of the consciousness of the community. They ought to be regarded as more representatives of the mind and will of the community than the masses themselves. They are the leaders of public opinion. It rests on them how the masses behave. At the International Committee on

Intellectual Cooperation, in 1931 he said, "We may have quarrels with Churchills and Clemenceaus, but not with Shakespeares and Pascals. While politics and economics divide countries art and letters unite them. The great geniuses of all nations have a universality of appeal and speak to us of things which transcend nationalistic limitations." Again, on another occasion, he said, "Nationalism is a dying creed. The fundamentals of human development are the same everywhere. In education we are above all politics. Science is cosmopolitan in its essence and reality; its range and area are universal and not partisan or national. There is no such thing as Proletarian Mathematics or Nazi Chemistry or Jewish Physics. The different countries are provinces of a common republic of culture."

At the UNESCO, he spoke in inimitable language, "We, the intellectuals should not betray our education. We must have not only humility, but also integrity. We are a priesthood of the spirit. No false word should escape our lips, no wrong thought should enter the mind. We should stand above politics, and for universal values. To improve the world, we must return to an idealistic view, to philosophic thought, to spiritual values. We have to build peace in the minds of men through science, education and culture. We must develop a world-brain, a world-mind, a world-culture which alone can be the basis of a world-government."

At the All-India Educational Conference held in Rewa, he concluded his address, "We, teachers who are setters of learning and propagators of truth, form the intellectual conscience of our community. We must have a clear conception of the goal we have in view."

## Our Number one Security Requirement

By PROF. K. S. VAKIL,

Head of the Dept. of Educational Studies, Bharatiya Vidya Bhavan, Bombay.

THE Advisory Commission on Universal Training appointed by the President of the United States of America after the last World War had ended, in its report published last year, not only recommended prompt legislative provision for one year of military training for all able-bodied young men between their seventeenth and twenty-first birthdays, but also urged action regarding an "integrated national security program." In doing so, they observed: "Our number one requirement is a strong united nation.....It is not sufficient to take democracy for granted. We must concentrate our attention on keeping it vibrant and alive to expanding social and economic needs. In particular, we must be concerned with the following things: (1) A healthy economy reflected in full production, full employment, industrial peace, and the avoidance of recurring economic crises or inflation.....(2) A high level of general education throughout the country, with advanced schooling made the privilege of all who can qualify for it by their own merit. (3) Improved physical and mental health not only for the happiness they would bring but also to make available to the country, in peace or war, its full man-power resources.....(4) An understanding of democracy and an increased sense of personal responsibility on the part of every individual for making democracy work.

*Continued from preceding page*

Prof. Radhakrishnan completes his 60th year in September of this year. Will Mr. Littlehailes' forecast that, like Prof. Wilson, he would become the first President of the Indian Union? Will Free India honour him? It will be honouring educationists and intellectuals of India and the world.

Apart from these recommendations, the U. S. Commissioner of Education, in his Introduction to his Annual Report to the Congress for the year 1947, observes: "To the achievement of this 'Number One Security Requirement,' education has a contribution to make of Number One importance. To strengthen education is to contribute mightily to a healthy economy, improved physical and mental health, and understanding of democracy, and a greater sense of personal responsibility for its success. To secure 'a high level of general education throughout the country, with advanced schooling made the privilege of all who can qualify for it by their own merit' is to assure an electorate competent to keep democracy vibrant and alive to expanding social and economic needs". The achievement, in the interest of the national security, of a strengthened educational program throughout the country, he emphasises, "cannot be the responsibility of the several individual states. A national objective implies a national responsibility for leadership and assistance."

Is not what has been indicated for Number One national security requirement in the U. S. A. equally applicable, *mutatis mutandis*, to our own case in the Indian Union? Is not our Number One National security requirement a strong united nation? And in order to achieve this requirement, do we not need to strengthen education and secure a high level of general education throughout the country? Will the Central Government recognise this need, accept responsibility for leadership and assistance to Provincial and other governments in strengthening education and securing a high level of general education throughout the country?

## NOTICE

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MASULIPATAM.



## Educational India

MASULIPATAM, August, 1948

### The First Year of Our Freedom

ON this the first anniversary of the attainment of freedom by us it is but appropriate that we should make a brief reference to the use which we have made of this freedom in the field of education. Although there is not as yet much to show by way of actual achievement—the time being too short for it—and although in some of the provinces like Madras reactionary tendencies inconsistent with the ideals of democratic equality have come to the forefront, we may congratulate ourselves that on the whole the educational trends are in the right direction. From what has

happened in the course of this one year we will be justified in drawing the inference that in the years to come free India will in educational matters develop on proper lines.

THROUGHOUT the year all responsible leaders and persons in authority have laid stress on so reconstructing education that it will train the children, the youth and the adults of the country in such a manner that they will be in a position to understand and respect freedom and independence and actively cooperate with one another for the promotion of these ideals. This is the key note to the speeches delivered at the several university convocations and to the state papers and documents issued from time to time. It is out of this that the concept of Social education has come into existence. Everywhere schemes are being drawn up to develop what may be called National Mindedness as distinguished from caste and communal mindedness.

AN integral part of these schemes is the introduction of civic training into school courses. There are many elements in this training—some practical and some others theoretical. The introduction of scouting as a compulsory item in school education, excursions to famous places in the country which will inspire the youth with pride and admiration for the past, and the emphasis on social work and service as quali-

fications for getting degrees are some of the practical steps taken to train the youth to become active and efficient citizens of an independent and free country. The prominence which has been given in Madras for instance to social studies as a substitute for the traditional subjects of History, Geography and Civics may be regarded as the theoretical or the academic element in civic training.

FREE India requires citizens who are active and alert. Education which was in vogue in the days of British rule emphasized more on passive obedience and loyalty. This contrast has had its influence on the new education in the country. Governments—central as well as provincial—have now decided to make education activity-centred. This is the essence of basic education recommended by Mahatma Gandhi and though it was criticised by many in the past it is now being introduced by Governments in all the provinces. Emphasis is now rightly placed on correlating all subjects of study in elementary and secondary schools with some craft or other. This will give a new orientation to education. It will make it practical and related to actual environment. It will also enable the youth to earn their livelihood without much difficulty.

ANOTHER trend which has now become prominent is the introduction of military training in schools. Schemes for this pur-

pose have already been worked out in several provinces. It is quite possible to criticise it on the ground that it is in conflict with the teachings of Mahatma Gandhi the "Father of Free India." But we should not forget that in the actual world in which we have to live, war still exists and there is no prospect of international disputes being decided by peaceful negotiations. Welltrained armies are a necessity and military training in schools is an essential item in bringing such armies into existence.

THE first year of freedom is also noteworthy for the establishment of a number of national institutions for higher scientific research. It has been realised that if we are to get rid of our poverty and if the standard of life of the masses is to be raised, revolutionary changes must be introduced into our agriculture and the country should be industrialised on modern lines. All this is not possible unless we have a large number of our countrymen trained in the highest realms of scientific research. It will be a folly for us to depend for our technical personnel on foreigners. It will equally be a folly to be sending our youngmen abroad to get advanced training in research. We have to become self-sufficient in this matter. It is for this purpose that the Central Government created a Department of Scientific Research and established under its auspices a large number of national laboratories, the latest being the

"Central Electro-chemical Research Institute," Karaikudi in South India for which the foundation was laid only a few days ago by Pandit Nehru our Prime Minister.

STEPS have also been taken in the course of the year to settle the problem of the medium of instruction in educational institutions and the languages to be studied in them. The regional language has now become the first language and the medium of instruction in the pre-university stage. It has also been decided that it should become the medium of instruction in the University stage also after a period of five years and that in the meanwhile text-books and books of reference should be prepared in the regional languages. Hindustani has been practically accepted as the national language and facilities have been created to learn it in schools in those provinces where it is not the regional language. The importance of English for international purposes has also been recognised and it is being retained as a subject of compulsory study.

THESE are only a few of the educational developments in Free India. These give the hope that in the years to come the country will have a thoroughly modernised system of education which in point of quality as well as of substance be the equal of the systems in all the advanced countries of the world.

### Education for International Understanding \*

SOME of the greatest thinkers of the World have written eloquently on the subject of education. It has at all times attracted the attention of seers, prophets, philosophers and statesmen. In spite of differences in the standpoint from which they look at the subject there is to be found in all of them the element of supreme faith in the capacity of education to transform man in such a manner that he can become a fitting instrument for promoting happiness and welfare.

MR. SAIYIDAIN is among the front rank of Indian educational thinkers of the present day. He is an idealist as well as a practical administrator. His liberal and tolerant outlook is well known. He is a fine specimen of truly cultured muslim who has imbibed the spirit of Islam—the religion of peace. He is one of those that welcomed from the very beginning the new type of education sponsored by Mahatma Gandhi and worked it with a great deal of success in Kashmir and elsewhere as Head of the Education Department. Any ideas given expression to by him are bound to be of inestimable value. An insight into his educational philosophy can be obtained from his book on "Education for International understanding" in which he has

\* Education for International Understanding, by K. G Saiyidain M. A., M. Ed. Published by Hind Kitabs, Bombay 1948, Pp. 203. Price Rs. 3-12-0.

brought together the speeches and addresses which he delivered at the International Educational Conference in Australia in 1945 and a few of the speeches made by him at the UNESCO Preparatory Conference in London in 1945 and its first General Conference in Paris in 1946.

THE argument of the book is easy to understand. The world is much more in need of peace and international understanding today than in all the preceding ages. Science has made it interdependent and science will make it much more interdependent in the years to come. No country can get on without the help and cooperation of the other countries. In addition war has become much more terrible now than at any other time in the history of the world. And with the use of the atom bomb it is destined to become more terrible. Wars therefore have to be avoided at any cost.

THERE are two ways of looking at this problem of peace. One is objective and the other is subjective. Wars are possible because of the existence of certain objective conditions and circumstances. As the learned author says: "War is rooted really in the conditions that have been created by men and above all in the social injustices which often make it inevitable." So long as there is want and poverty and ignorance and inequality of opportunity for whole nations, classes and groups—

there is dangerous dynamite strewn along the pathway of the earth which may, and does from time to time destroy all that decades of patient constructive effort had built. We have therefore to bring about a change in the social, economic and political structure of the world if peace is to be established.

ACCORDING to Professor Saiyidain this is only a partial way of looking at the subject. For there is another way by which wars can be prevented and universal peace established. It is through the instrumentality of education wars have their sources in the minds of men and if steps are taken at the right moment to reform these minds and educate them in the ideals of peace and international understanding wars can be effectively prevented. Moreover we are living in an age of democracy when governments have to bow down to the will of the common man and, "if the masses were educated intelligently so that they could discriminate between what is good and what is harmful for them," the chances of war can be arrested. This is ultimately an educational problem.

IT is with this faith in education that he writes and speaks with great eloquence and force on how schools, colleges and Universities have to be reconstructed to suit the needs of the modern age. Every page is full of lofty idealism. It is in the spirit of a crusader that he drives his argu-

ments home. It is a highly inspiring book that he has produced.

ALL the same it has to be confessed that he ignores some of the real limitations to what education can accomplish. After all is said and done we have to ask ourselves what education is in the real society in which we are living. It is a way of training up the children and the youth of the country. The teacher however who is entrusted with this work is not completely free and no society will permit him to be fully free in what he does. There are the ends of education and there are the means that have to be adopted for realising those ends. The teacher has not the freedom to determine the ends. They are determined for him and for his pupils by the society as a whole. Educational institutions exist for the purpose of training up the youth in the ideals so determined. The teacher is in the position of an expert. It is his function as an expert to devise the most effective and economic means for training the youth in these ideals. If society is for international understanding and peace the teacher will train the youth for that purpose. If on the other hand society stands for war as the only means of settling international disputes he has no alternative other than training the youth for that purpose. So long as the social ideals are what they are at the present day there is not much which education can accomplish to bring about peace and international understanding.

IT is those who are responsible for creating new social ideals that can really shape the content of education. It is true for instance as Professor Saiyidain says that if history taught in schools is rewritten with less of national bias it can do a great deal to develop the international mind in the children of the country and it is also true that they will stand for peace when they grow up to be men. But what chance is there of such histories being used in schools so long as the government of the country and her people believe in nationalism and the doctrine of national sovereignty? The UNESCO stands for international peace. So also the United Nations Organisation. But events are showing that the U. N. O. is not strong enough to preserve international peace. So long as this is the situation it is futile to think that schools can reform the world.

THOUGH this aspect is not sufficiently emphasized by Professor Saiyidain, his book is on the whole a substantial contribution to the literature on educational reorientation of which the world is in so much need today.

#### Children's Education in Bilingual Areas.

THE evidence tendered recently before the Committee appointed by the Government of Madras to report as to whether the facilities that formerly existed in the

city of Madras for imparting instruction through and in the mother tongue to children whose mother tongue is Telugu reveals some of the important elements to be considered in regard to education in centres which are bilingual in character. One point that has to be kept in mind in this connection is what makes a city bilingual? and what is the character of bilingualism?

THE mere fact that in the city are found peoples speaking two different languages does not make it bilingual unless among them there is a large section who are not merely sojourners in the city but are permanent dwellers who have made it practically their home. The degree of permanence may vary but it is only in the case of children of such people that the question of instruction of the mother tongue arises. It is only when persons dwell in the city not as sojourners who come there as officials, merchants, etc. for a few year's stay but who make it their place of residence with the intention of spending a good portion of their life time there and of even becoming settlers there for generations that the problem arises. It is for such people that facilities should be created in educational matters.

IF a city is truly bilingual children somehow pick up both the languages. This is an advantage of bilingualism. This is also the reason why some of the parents are indifferent even

when government does not provide for schools teaching the mother tongue to their children. Among the Telugus, for instance, in the city of Madras there are many such parents and it is this indifference on their part that is to a great extent responsible for the few facilities that now exist for their children to learn the mother-tongue. This is a vicious circle and it has to be broken. It is only when parents are really anxious that their children should get education in and through the mother tongue that there will be sufficient pressure brought upon the government to do what is right and reasonable. Otherwise the government will have the excuse as the present government has—that the Telugus are not really serious in the matter, that the agitation for separate Telugu schools, for separate Telugu sections in all schools is the work of a few politicians and other interested people who carry on agitation for agitation's sake. Before this question is tackled the agitators must make sure of their ground and find out what percentage of Telugus are really anxious for instruction in and through Telugu and if the percentage is really small as it is contended by some, they should carry on propaganda among the Telugu parents to correct their ideas on the matter.

BUT the present situation in the city of Madras is not really the outcome of the indifference of Telugu parents. It is mainly

way had therefore to be devised due to the fact that during the last few years the facilities for learning Telugu in the lowest classes of the municipal elementary schools have become less. In certain divisions of the city there are no Schools which provide instruction in Telugu. In certain other divisions there are such schools but only in name. The head masters and teachers employed in them throw all sort of obstacles in way of the Telugu children and discourage them from learning Telugu and indirectly compel them to take to Tamil. When the teaching staff is biased in favour of Tamil and look upon it as the only language to be taught it is easy to bring about in practice the evasion of rules made by the city Municipal authorities.

**T**HERE is also a rule that a Telugu Section will be opened in a school if at least twenty pupils are found to attend it. Here again practical difficulties have been experienced. All the twenty don't seek admission on the same day. One pupil turns up one day and he is told that there is no provision and he goes away. Another comes a little later and he gets the same reply. The result is that no separate Telugu Section is formed.

**T**HE committee was told by some that secondary schools have closed their Telugu Sections in recent years as they had not sufficient strength and as working them was found uneconomical.

This statement may be true but the real cause of it has to be noted. These Secondary Schools cater for pupils who have previously spent four or five years in elementary schools which have no provision for Telugu and where even the Telugu pupils are compelled by circumstances to learn Tamil from class I. And after learning it for four or five years they are naturally not anxious to change and take to Telugu.

**T**HE practical remedy therefore is for the government and the corporation to have Telugu Sections in *all* the schools whatever the strength be. If this is done Telugu pupils will begin education in their mother tongue, use it as the first language in the first four or five years and when they come to the secondary schools will naturally enter the sections where the first language and the medium of instruction are Telugu. It is in this direction that steps should be taken by the authorities.

#### School and College Fees

**T**HERE was recently a large-scale strike of students in Bombay as a result of the government raising school and college fees in order to meet the increasing cost of education. The demand for increasing the salaries of teachers has become insistent and rightly so. Government had not the necessary funds to meet the demand. Some other

### All-India Federation of Educational Associations

#### CIRCULAR

The Government of His Highness the Maharaja of Mysore has been pleased to invite the All India Federation of Educational Associations to hold its 24th Annual Session in the last week of December which has been gratefully accepted by the Federation. Members of the Council and the Affiliated Organisations are hereby informed of this change in the venue of Conference.

The National Planning Committee will be meeting in August along with the Executive Committee Meeting either at Madras or at Bombay. The exact place and date will be notified shortly. Members of the Council and Associations are requested to send their suggestions and resolutions for the coming Conference immediately.

16th July, 1948.

M. S. KOTISWARAN.  
General Secretary

for securing the finances with which teachers' salaries could be increased and the method decided upon was to raise school and College fees. It does not mean that the additional fees collected from students will meet the whole of the increased expenditure on Teachers' salaries. All the same the students have protested and taken to strike.

**A**PART from the impropriety of students taking to strikes one has to consider whether there is or there is no case for increasing school and college fees. In a country where education in all grades is completely free the question of fees does not arise. But we have not yet arrived at that stage and we are not likely to arrive at it for a long time to come. The country is too poor to undertake such an experiment. Fees therefore have as usual to occupy an important place in school and college finance.

**I**N the matter of levying fees there is only one rule observed for the sake of convenience. It is to levy uniform fees from all—rich, middle class and poor—whatever be their capacity to pay. It may be a move just to

call on each pupil to pay according to the income of his parents. But a rule like this cannot be easily enforced. From this it follows that raising fees will work as a serious hardship on those who belong to the poorer sections of the community but there is no way of escaping from it unless it be through a system of scholarships.

**T**HERE is also another matter to be taken into consideration. The incomes of most classes of people have gone up in recent years. Even labourers are earning three times as much as they were earning in the prewar years. The earning of skilled workers have gone up still more. Shopkeepers, businessmen and even agriculturists have had their incomes doubled and trebled. Under these circumstances a slight increase in school and college Fees is perfectly justified. This is a better alternative to closing down schools or keep on the staff a large number of discontented teachers. While every one is paying more for food, clothing and house room there is no meaning in the contention that school fees should not be raised.

## THROUGH different PROVINCES

### DELHI

#### NO SPECIAL TAX FOR EDUCATION

Expenditure on education will neither be tacked on to any specific item of taxation nor will any special tax be levied to meet it if the views of the Committee on Ways and Means of Financing Education are accepted by the Government.

The Committee which was appointed by the Ministry of Education on the recommendation of the All-India educational Conference held early this year, met for the second time on July 12 and reviewed the expenditure required for the introduction within a period of 15 years of compulsory education for children between the ages of six and 12 years.

#### VISUAL EDUCATION COMMITTEE RECOMMENDATIONS

The first meeting of the visual Education Committee held under the chairmanship of Dr. Tara Chand, Secretary, Ministry of Education Government of India decided that to begin with films for the general education of adults and for children, entertainment films for children based on historical and other stories and films depicting living conditions of children in other countries should be produced.

The committee decided that experiments should be carried out with strictly instructional or teaching films. The Committee was of the view that foreign films could at present meet the requirements of technical institutions and also of secondary education.

The committee suggested that a Central Film Library should be set up which would cater for the requirements of the provinces who would in their turn subscribe to this Library. The committee

was of the opinion that the Ministry of Information and Broadcasting should produce as many of the films as they could and for the rest they should depend upon open market encouraging indigenous enterprises as far as possible.

The use of motor on a large scale for projection purposes was recommended by the committee. They also thought that the Central Government should take the initiative in preparing charts, maps, models, films and other aids to visual education.

#### CZECH MISSIONS UNDERTAKING

The Czechoslovakia Technical mission has toured various industrial centres of India and contacted representatives of various departments of the central and Provincial Governments. Its object being to hold tentative discussions with a view to exploring the possibilities of benefiting this country with suitable technical aid from Czechoslovakia. As a result of these discussions, the mission has undertaken to arrange facilities of practical training to Indian students in a number of Czechoslovak industries, such as machine tools manufactures, heavy chemicals, power plant machinery, electrical machinery, glass, ceramics, aero-engineering, etc. In fact, Czechoslovakia is already affording facilities to Indian aero-engineers. The mission has also proposed to arrange a visit of Czechoslovakia professors to India on lecture tours and to obtain suitable experts to staff the higher technical institutions proposed in Calcutta and Bombay.

#### CONSULTING OFFICE IN INDIA

The mission has brought to the attention of the Government of India the results of the experiments made in Czechoslovakian in rational combustion of coal, especially lower grades of coal with high ash content in boilers. The mission has

interested itself in exploring schemes for the manufacture of a number of engineering products in India, such as diesel engines, tractors and aircraft motors, telephone cables, machine-tools, heavy electric machines, especially generators for water turbines, radio receivers, etc.

The Czechoslovak metal and engineering works of which the mission is a delegation to India, intend, it is understood, to establish in this country a consulting engineering office equipped with suitable expert staff. That staff would be capable of planning in detail, erecting and operating for stipulated periods projects in such fields as power generation, transmission and distribution, chemical industry, electric traction, etc.

#### RECOGNITION OF U. S. DEGREES

To ensure a uniform policy regarding the recognition of degrees obtained by Indian students from American institutions and universities, the Ministry of Education, Government of India, have circulated a list of 130 universities and other educational institutions in the United States whose degrees in their opinion should be recognised by the Indian Universities, Inter-University Board, Provincial and State Governments and the Federal Public Service Commission for purposes of recruitment to the services under their control.

This list has been prepared in consultation with the former Educational Liaison Officer of the Government of India in Washington, who has had direct contact with these institutions while arranging the admissions of Government sponsored candidates sent to the U. S. A. under the overseas scholarships scheme by the Central, Provincial and State Government. This officer has also been arranging admissions of private students going to the U. S. A. from India.

#### DR. S. R. RANGANATHAN

Dr. S. R. Ranganathan, President of the Indian Library Association, is in Britain for three months to study the British library systems and to meet British librarians.

He is a Professor of Library Science at the University of Delhi and the originator of one of a few new library classification systems and the author of three books on library classification.

During his stay, he will visit the British Museum Library and the municipal libraries around London.

### MADRAS

#### ADULT LITERACY SCHEME

##### PART-TIME SERVICE BY TEACHERS

Government have modified the rules relating to the adult literacy scheme so as to enable teachers employed under local bodies and other private managements to undertake part-time service in adult literacy schools with the permission of their respective managements. Such part-time teachers will also be eligible for grants in accordance with the general scales prescribed for teachers working in adult literacy schools.

The amended rules also prescribe that there shall be 20 pupils per class in the adult literacy schools but in the first two years teachers working with classes of 10 pupils will be eligible for the grants. This has been done to give a fillip to the adult literacy scheme in the initial stages. It has been provided that the working hours for these schools shall be not less than 1-1/2 hours during any part of the morning or evening and the minimum attendance per year shall be ordinarily 200 such school hours.

The adult literacy course under this scheme is of 3 years duration and adults between the ages of 13 and 40 may be admitted to this course.

During the first year the aim of the syllabus prescribed is to make the adults literate and enable them to read specially prepared text books. The next two years will be devoted for the achievement of a standard that will help the adult to read well and understand journals and newspapers. Slides, picture charts, reading sheets and such other aids designed to promote quick literacy will be used in these schools.

Government have ordered that in the case of adult literacy schools run by

local bodies the expenditure shall be met from the elementary Education Fund.

### SUPPLEMENTARY S. S. L. C. EXAMS.

#### TRIAL OF NEW SCHEME FOR THREE YEARS

The Government have sanctioned the holding of a supplementary S.S.L.C. Public Examination in October every year, under the following conditions:—

1. Only failed candidates and other private candidates will be allowed to appear for the examination.

2. The last date for the receipt of applications in the office of the Commissioner for Government Examinations will be July 31 preceding the date of the examination. No extension of time for the submission of applications will be allowed.

3. The examination will be held only at the district headquarters and a few other centres, if necessary, in each district as determined by the Commissioner for Government Examinations and arrangements for practical examination will be made in the high schools situated in or near the headquarters or other centres.

4. The text-books for the October examination will be the same as those for the examination held in March.

5. The number of chances, which is now limited to three in the case of pupils belonging to communities other than Harijans, will be raised to four, and in the case of Harijan pupils the number of chances will be increased from four to five.

The above arrangements are subject to approval by the Universities of the Province.

The first supplementary examination will be held in October 1948 and the scheme will be in force for a period of three years in the first instance.

### NATIONAL SONGS IN SCHOOLS

The Director of Information, Madras in a Press release says:

The Government have directed that 'Vande Matharam' i.e., 'Sujalam Subalam' and 'Jana Gana Mana' should be treated as national songs in schools, in

the Province and that in Tamilnad, "Vazhiya Senthamil" (especially the first two lines) should also be considered as a national song. When these songs are sung, the gathering should stand up as a mark of respect.

### BOMBAY

#### FREE STUDENTSHIPS FOR BACKWARD CLASSES IN BOMBAY

All eligible backward class students including the Scheduled Classes, studying in Government and non-Government colleges, including Agriculture, Veterinary and Medical colleges, will be granted special free studentships, states a Press note issued by the Bombay Government.

The free studentships will be available for five years to all students who enter colleges before the end of the academic year 1951-52.

#### TECHNICAL SCHOOLS IN BOMBAY

##### OUTSIDE STUDENTS' ADMISSION

The Government of Bombay have carefully considered the question of the admission of students from other Provinces and Indian States and refugee students to the Government technical and specialised institutions in the Province and have directed that from the current academic year the capitation fees charged to extra-provincial students should be abolished on a reciprocal basis with other Provinces and States of the Indian Union.

Admission of extra-provincial students to these institutions will be regulated as follows:—

Persons who have passed the prescribed examination of the Bombay University required for entrance will be held eligible for admission, irrespective of their domicile.

Students with Bombay domicile, but with entrance qualification from Universities outside the Province will be admitted on par with the students within the Province, subject however, to certain higher standards of marks

being prescribed with regard to individual Universities.

The number of admissions for students outside the categories mentioned above will be restricted, admissions being made subject to certain higher standards for admission, which will be prescribed hereafter.

Students from the States which have merged in the Bombay Province and refugee students intending to settle in this Province will be treated on par for the purposes of admissions and fees in these institutions with the students from this Province itself.

### BENGAL

#### NEW TECHNOLOGICAL INSTITUTES

It is learnt that the Government of India propose to establish in the eastern zone of India a higher institute of technology modelled on the Massachusetts Institute of Technology. One other Institute will be established in the Western zone of the Dominion.

Dr. Tarachand Secretary of the Education Ministry of the Government of India, who is on a visit to West Bengal will inspect a few sites for the Institute. The West Bengal Government have offered 1,000 acres of land near Hijli, in Midnapore District to the Central Government for establishing the institute.

### U. P.

#### U. P. GOVT. STIPENDS FOR HARIJAN STUDENTS

To encourage education among Harijans the U. P. Government has decided to give scholarship to all scheduled caste students studying in degree and post-graduate classes at Universities and in colleges.

Arts students will get Rs. 35 per month. Science students Rs. 45, and engineering, medicine, agriculture, and other technical student Rs. 60 per month.

Harijan students who are eligible for these facilities have been advised by

the Government to apply immediately to its Reclamation Officer, Lucknow.

### NEW L. T. COURSES IN ALIGARH COLLEGE

The U. P. Government has amended the Agra University Act so as to allow the local colleges to be raised to the status of degree colleges.

Commerce and law classes were opened last year in the Barehsoni College. There was a great Public demand from students that L. T. classes be also opened in any one of the colleges.

Information has just been received from the U. P. Government that the Dharam Samaj College has been permitted to start L. T. classes from this session. Mr. V. G. Jhingram, Principal of the college will be in charge of L. T. classes. There will now be two training colleges in Ali-garh one under the Muslim University and the other under the Department of Education U. P. Government.

### C. P.

#### SCHOOL FEES REDUCED IN C. P. AND BERAR

Substantial concessions to the students in High Schools and Lower Middle Schools run by the Government have been announced in a press note issued by the C. P. and Berar Government.

The tuition fees which were charged in 1944-45 will again be operative from the current session which began in July this year. Further fees in the Government and non-Government secondary schools shall be uniform and the enhanced fees will be premissible only with the prior approval of the Government in the aided schools. The reduction is operative from Rs. 72 to 60 and from Rs. 30 to 24 per annum for the High Schools and Middle Schools respectively.

The tuition fees had been enhanced in May 1947. This enhancement has now ceased to be effective from July this year bringing down the rates to Rs. 60 and 24 respectively as in 1944-45.

## Importance of Metallurgy Industry

*Sir M. Visvesvaraya Pleads for more Opportunities for Research*

"The Indian Institute of Science," Sir Visvesvaraya said, "has been working for about 37 years but for over 32 of these the courses of study have been few and there have not been any appreciable number of Departments." This was because the Government funds placed at the disposal of the Institute were very meagre and during the period, the Institute confined its attention only to three or four Departments of study, namely, Chemistry including Bio-chemistry, Electrical Technology and Physics. Since the year 1943-44, however, there has been a change in administrative policies, and consequently in the grants made to this institution, among others, by the Government of India. This has resulted in a substantial addition to the courses of study here among which Metallurgy, the establishment of which we are formally announcing is not the least important.

"The Institute was started in the year 1911 after prolonged discussion and consultations. The object of the Founder, the late Mr. Jamsetjee Nusserwanjee Tata, was to spread technological skill and knowledge of machinery among the people in order to promote industries and industrial life in the country. He was a great traveller and had observed how countries in Europe and America had advanced and prospered by the steady pursuit of industrial activities.

"The courses of study and researches were at the beginning confined to the few sciences or subjects I have just mentioned. Although industry is largely based on Engineering, Courses in Engineering other than Electrical Engineering were completely ignored in the early life of the Institute."

### APPLIED RESEARCH

Another anomaly, he said, was that for a long time the Institute gave preference to pure research. Applied research received comparatively scant

attention. The Irvine Committee in 1936 drew attention to this neglect and emphasised the view that the Institute had gone on without any definite aim or object and that attention should be paid to those lines of research which bear on the industries of India. It clung to the view that the Institute was founded for promoting the industrial welfare of India, and that, therefore, applied research should be the first and most responsible duty of the Institute. The same Committee also stressed the importance of conducting industrial research in a co-operative spirit throughout the country.

Since 1943-44, as already stated, Government policies have changed, Government grants have been given on a generous scale, and courses in engineering are also receiving special attention. I believe from now onward all developments which are relevant and necessary will receive due attention and very rapid progress may be confidently expected.

Sir Visvesvaraya gave the following figures of the special grants that are sanctioned for the Department of Metallurgy:

Government of India:—Capital Grant Rs. 4,10,000; Grant for Current Expenditure Rs. 73,000.

Grants from the Mysore Government: Department—Capital Rs 50,000; Recurring Rs. 15,000.

The buildings for the new Department of Metallurgy were now approaching completion. Students had been admitted and were obtaining instruction for the diploma in Metallurgy, which is a three-year course. Some members of the staff and research students were also employed at present in researches in iron and steel and in the study of high purity in manganese and fatigue in metals.

### GROWTH OF METALLURGY

Stressing that a knowledge of Metallurgy, the science and technology of metals, "is of great importance both for

the automobile and aircraft industries," Sir Visvesvaraya said that these two highly developed transport industries would not have been evolved to their present stage of efficiency, speed or usefulness but for the simultaneous development of metallurgy.

He added: "The ore or metal in 'raw' form has to be first excavated and brought to the surface from the ground. This operation is known as mining.

"This ore is melted and reduced to metal by roasting in huge furnaces with suitable fluxes. The crude metal is then refined by removing undesirable substances from it. To the pure metal, next, new substances are added to give it strength and other properties for its use in the practical arts. Then come heating and rolling into bars or sheets or to any other special shapes required for industries. I was told in Sheffield (England) that alloy steels manufactured by the use of electric furnaces, were of as many as 150 varieties of which 40 were important and in common use. There are also other processes whose object is to give metals the requisite properties and strength and prevent corrosion and rusting. Appropriate tools have been developed to test various properties such as tension, toughness, fatigue etc. A second class of tools which test and improve the texture of metals form a group by themselves such as microscope, X-rays, and spectroscope. Huge machines are maintained for cold-rolling one of which owned by the United States Steel Corporation near Chicago which I saw had cost over a crore of rupees.

In England and the United States of America much attention is paid to and expenditure incurred on, the continuous improvement of the qualities of steel by laboratory research and physical tests. There is an enormous amount of work awaiting attention in India in this connection.

"Similar processes are followed for preparing non-ferrous metals for use in the practical arts.

### AN IRONY

"Whenever we require a new machine we enquire from what country it could be procured and when any new technological scheme has to be worked up, we look for English, American, Swedish or other experts to come to the rescue and collect for us the necessary data and information. This has been happening notwithstanding the existence of engineering Colleges in this country for over three-quarters of a century.

There was hitherto no encouragement to business men in this country to develop big industrial enterprises. Although this is a machine age we have not learnt to make big machines yet. To be indifferent to machinery is to write ourselves down as a third class political power. I trust in future the local populations will be encouraged to develop the manufacture of machinery and machine tools and acquire capacity for enterprise in the engineering field."

Concluding his address, Sir Visvesvaraya pointed out that there should be more factories and Institutes of Technology opened in association with existing industries. Laboratories wherever they exist should give opportunities for practice in machine tools and machinery to persons of skill and enterprise who seek them. The idea is that proper equipment should be maintained to give students of talent the opportunity of developing research by their own genius.

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

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

— THE EDITOR.

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## U. S. 'Varsity's Wonder Plan for Farmers

American farmers in Connecticut can expect their dreams to come true. The realization of their dreams is being made possible through the efforts of the University of Connecticut Farm and Home Planning Service in co-operation with the U. S. Department of Agriculture's Extension Service.

Here is how this "Dream Service" operates. The farmer requesting this service is visited by home demonstration and agriculture experts. The farmer and his family tell their "dreams," their long-range goals, whether it be for health recreation, farm equipment or a new car. Then follows an inventory of the physical resources of the farm, a survey of the family's living expenses, crop and livestock size and other relevant factors.

When all the facts have been gathered, details of the various aspects of the farmer's improvement programme are worked out by home planners, nutritionists, farm and soil experts. All of their findings, along with detailed plans on how the farmer's goal can be realized are included in a "Dream Book," which is turned over to the farmer and his family free of charge. To them this book shows in a concrete, practical way how their hopes for better living can be realised.

Many American universities are similarly co-operating with the Agriculture Department in helping farmers, plan improvements in their farms and homes.

## The Ideological Conflict

The Earl of Halifax, presiding at the sixth Congress of Universities of the Commonwealth which opened at Oxford July 19 said: "There is a particular value in such a gathering at this time when we are spectators of a conflict of ideas more fundamental and more intense than has ever been played upon the human stage.

"The conflict is more fundamental, because as compared with earlier struggles, there is less common ground more intense because the issue once joined may well end only with the disabling or death of one or other of the combatants.

"Therefore the University is necessarily enlisted in this conflict. The war of arms may be suspended, but the war of ideas continues, and on those who secured victory in the contest of arms resist the obligation to see that those who as individuals and as nations have to support the new fight, are adequately equipped for the stern tests

Lord Halifax said he was glad to see the Congress was to concern itself with arrangements for inter-university co-operation and with the setting up of machinery to promote the movement of University people from one part of the Commonwealth to another.

## Next Montessori Congress

"I have asked the 'Association Montessori Internationale' to organize a Congress in San Remo, in 1949, on the theme "Man's Formation in World Reconstruction," said Dr. Maria Montessori, the world-famous child educationist on the eve of her departure from Ceylon after a two-week tour of the Montessori institutions at a Press Conference here.

"This Congress will be sponsored by the Italian Government. Sir S. Radhakrishnan and Prof. Julian Huxley are among those who will speak," she revealed.

"No child is a Bolshevik, a Fascist or a Democrat," she said. "They have all become what circumstances and environment made them," Dr. Montessori declared.

"As far as civilisation is concerned, the child is at the stage of the food-gatherers. In order to build himself up he has to take by chance, whatever he finds in the environment. The child is the forgotten citizen.

## ANNOUNCEMENT

### Text-Books on Reorganised Syllabuses

We have great pleasure in announcing that as per the Reorganised Secondary Education Scheme, suitable Text-Books by eminent educationists with ripe teaching experience are under preparation and that Headmasters of Secondary Schools should kindly wait for their publication in due course.

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"In these days, when in spite of the terrible lessons of two world wars, the future looks darker than before. I feel strongly that another approach has to be tried besides the economical and the ideological ones. It is the study of man—not of adult man to whom every appeal is thrown—but man in childhood.

seas students will therefore not be isolated from the life of Britain, but will enter into it freely. Too much harm has been done in past years by isolation of students from the national life.

## Children's Books

Children are reported not to be reading as much as formerly. Why has this phenomenon arisen? It cannot be for want of books, for any book-seller will show them quantities of interesting literature on any subject they choose, from romance to technical subjects made easy. The range of books with excellent coloured illustrations is wide. So it is not that books are dull; they have never been more lively and more interesting. Yet children's corners in the show-rooms of booksellers and publishers remain unvisited.

## Students Abroad

An International Centre on a grand scale, planned by Mr. Terence John Driscoll, has just received the approval of the British Government. This centre (probably near London) will fill the urgent need for more accommodation for students from abroad. The present International Language Club, at Croydon, was originally intended to form the nucleus of the larger project, but it is now unlikely that the site will be Croydon.

The new centre will accommodate three thousand students (one-third of whom must be British) at a very reasonable rate, made possible by the magnitude of the numbers. Each student will have his own room for study, and lavish amenities and amusements will be provided.

The main attraction of the Centre is its cosmopolitan foundation and the large number of British students; over-

Perhaps the answer is the high Price of books today. Paper shortage and increased cost of labour have made the purchase of books prohibitive for a large section of the public. Fifty years ago the penny Books for the Bairns in their light pink covers could be bought from a child's weekly pocket money. (Brer Rabbit for an anna!) Few children can afford books from pocket money today.

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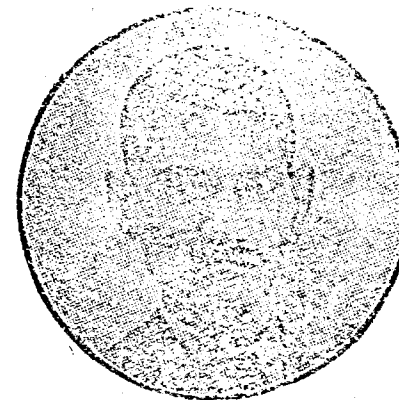
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