

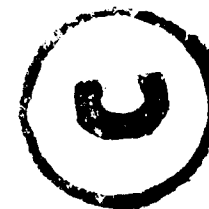
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EDITORIALS

Down the Abyss — Developments in
Hyderabad—Educational Policy of the
Madras Government

HIGH LIVING AND HIGH THINKING
Dr. K. N. Kini

SOCIAL EDUCATION
Shri A. R. Deshpande

LIMITATIONS OF VISUAL AIDS IN
EDUCATION

Dr. Kanti Vyas

DRAMA IN EDUCATION
V. S. MATHUR

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A. V. Thakkar

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Bombay University Honours

Prof. M. VENKATARANGAIYA, M. A.,

Editor "Educational India"



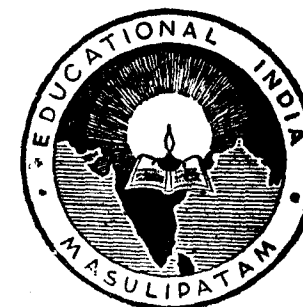
Prof. M. Venkatarangaiya, M. A., formerly Professor of Politics in the Andhra University has now been appointed as 'Sir Pherozesha Mehta Professor of Politics and Civics' in the University of Bombay, with effect from 1st June, 1949. His invaluable services in the field of Politics and Education, and as the Author of several books on Politics are well known. We offer him our hearty felicitations.

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High Living and High Thinking

Dr. K. N. KINI, M.A., Ph.D. (Columbia University),

Director of Public Instruction, Jodhpur

It has become customary with a large number of people in our country, including lawyers, industrialists, militarists and philosophers, habitually and frequently and mechanically to repeat for acceptance by the populace the slogan "Plain living and high thinking" though they themselves are revelling in luxuries. These people live in houses which should be called mansions as compared with the huts of the poorer folk, go about in motor cars and have amenities of life which are purchased at exorbitant rates from both India and foreign countries. They have the best tooth pastes and brushes, finest shaving sets, most relishing tinned foods at the breakfast table, the costliest radio, finest silk and tweed suits, most gorgeous sarees for their wives and daughters, in short they possess everything that makes life worth living. No one grudges them these things. They may have even more. But whenever they come to address meetings or join in conversation and preach "plain living and high thinking", there is an obnoxious feature of unreality and insincerity in their utterances. Of course to such meetings and on such occasions, they come in plain clothes as if the latter are the symbols of plain living and high thinking. Their silk and tweed suits project out when they have to attend parties given by high dignitaries. There is an irony in their advice "Plain living and high thinking" given to their poorer brethren, because they do not practice what they preach. There might be a certain amount of high thinking with them but certainly not plain living.

In ancient days, when the great Rishis lived in the forests and did a lot of subjective thinking on life and its problems, there was real plain living and high thinking. The Rishis ate very simple food "Kanda Moola" — nature's bounty in the forests. They lived in very simple huts, did sublime thinking and wrote big "Granthas". Valmiki wrote Ramayana and Vyasa wrote Mahabharata, the two immortal epics of Hindustan. When the great Rishis were invited by the kings to their palaces, they did not return to their forest abodes with plenty of presents from the kings. They would give whatever advice they could to the kings and would go back to their humble dwellings and continue their high thinking. Theirs was a life, not of material advancement but of spiritual elevation. It was real plain living and high thinking. In our own times, we have witnessed this type of life in Mahatma Gandhi.

But such a life is not possible in the present day world for the vast majority of our people. The present is an age of materialism. Every individual in his heart of hearts wishes to possess a house well furnished with comfort giving furniture, electrical gas and sanitary fittings and heating and cooling appliances for varying seasons and also to have fine things for eating, very good dress for himself, his wife and children and various other things which are considered to be modern necessities, such as the radio, motor car, camera, refrigerator and so on. He would like to have a good library, half a dozen journals, a small work-

shop for his children to work with tools and an adequate diary. Those who have enjoyed these comforts can vouchsafe that these modern amenities tend towards greater efficiency in their daily work. In the present day competitive world, efficiency is a most important factor, and efficiency cannot be obtained by living in houses shorn of modern household equipment and taking to diet which does not provide enough energy and strength to work for eight hours a day and sometimes more in intellectual and physical spheres of life. We have to compete with other nations in the world who are materially more advanced than we are and other countries where the individuals are more efficient in trade, industry and defence. They use labour saving machines and provide themselves with goods which enhance competency for work. When we try to be one of the foremost nations of the world and aspire to leadership in U. N. O. and U. N. E. S. C. O. and such other world organizations, the outworn slogan "Plain living and high thinking" becomes a mockery.

Whether all people can get the modern amenities or not is a different matter; but everybody wishes to have them. I have heard children of poor folk pointing to those of richer ones saying "See how fortunate they are. They go in cars or ride bicycles, have fine dress and procure new books, while we have to walk, use tattered clothes and be satisfied with second hand torn books." Poorer mothers shed tears because their children cannot get enough nourishment. Parents have often told me "You say that our children do not study. They have not adequate food. We cannot purchase costly books. There is not a place in our houses where our children can sit comfortably and read and write. We

cannot provide them decent dress." When I asked a woman why she did not send her girls to high school, she said, "I cannot provide each one of my daughters six sarrees, one to serve for change every day in the week; nor can I supply them costly books, pens and money for subscription etc. If I do not provide them these things, my daughters feel small in the eyes of their richer class mates." I am often overwhelmed with grief when I reflect on these matters.

In these materialistic days when everybody at least wishes to have the best things of life, it is preposterous for anybody to sing this slogan "Plain living and high thinking." What such people should do is to afford and create opportunities to the humbler folk to work hard and earn more. Let us openly preach, "*High living and high thinking*" because it is a natural urge in people to possess the best things of life which enhance their competency. When they do get them, they will have facilities for high thinking. The result of "Plain living" has been that the incomes of most people have gone down so low that there is no margin of savings against a rainy day. Dependence on more opulent relatives or friends has become a common feature in our country, with its concomitant consequence of losing self-respect. Bickerings are common. On account of the fact that such people do not get enough nourishment and comforts of life, their efficiency as citizens is undermined. The very inefficiency leads to still lower standards. Laziness has become rampant. "One earns and ten live on him" can be heard throughout the country.

Our educational system should be so changed that every boy and

every girl will be taught to produce something which is useful in life, which is saleable and by selling which he or she can make a little profit or at least get money in return for labour spent. By learning to do useful and artistic things, not only will they get the joy of life but they will also procure some money in return for using to upgrade their own life. As the children construct these things, they should learn the language of their construction, the geography of their raw materials and also of their manufacture in the factories and cottages, the mathematics involved in the purchase of the raw materials and the marketing etc. of the finished goods, the drawing and the art relating to their production etc. Culture, if it be defined as the intellectual development of the individuals, can be best sought through this type of education in its true sociological and economic setting rather than by working out imaginary problems unconnected with life and mugging up heights of mountains and lengths of rivers and ever changing boundaries of small countries and states which are no bigger than a district in India. For the Indian youth the boundaries of Chili or Bulgaria or Denmark are of no cultural importance, whereas if he is engaged in producing cotton cloth in the school, the knowledge obtained by learning commercial geography or cotton, is of greater importance and consequence to him.

Our Universities should so fashion their educational system as to foster production in the land. Merely producing graduates in

abstract subjects and throwing them in the vast world to sink or swim is fraught with evil consequences to the nation. Most people in this world have to work and add to the national income. The number of people who have to become votaries of abstract subjects should be only a few. Let our universities therefore afford opportunities to most of their students to become proficient in production subjects and help the nation in objectifying the slogan "*High living and high thinking*". Every college gets affiliation in arts and abstract subjects, because equipment is simple. Why should we not arrange courses in subjects like watch making, manufacture of electrical goods, production of sanitary fittings, glass technology, ship-building etc., where highest scientific knowledge will be utilised? Do not these courses lead to intellectual development as well?

The students should be encouraged to *earn while learning* and thus upgrade their living conditions. During term time as well as in vacations every opportunity should be created for them to earn and relieve the financial burden on their parents. Also our institutions of higher learning should adopt the motto "*Learning while earning*" and afford facilities to their alumni to upgrade their qualifications by taking up courses outside their working hours and thus enhance their efficiency and hence their earning capacity. Every individual should adopt the slogan **HIGH LIVING AND HIGH THINKING** and thus increase our national efficiency in this competitive world.

SOCIAL EDUCATION

Shri A. R. DESHPANDE, B.A. (Hons.), LL.B.

1. Introductory

PRIOR to the introduction of the Social Education Scheme in the Central Provinces and Berar, Adult Education, as it was then understood, was confined to 31 adult classes which were attached to District Council Schools. Each adult class used to get an annual Government grant of Rs. 40 of which Rs. 35 were paid to the teacher as remuneration and the balance of Rs. 5 was to be spent on contingencies. There was no prescribed syllabus and the teaching was confined to instruction of a formal nature confined to reading and writing and some general knowledge. For the further education of the adults, an effort was made to establish village public and circulating libraries, but the number did not rise to more than 135. There were no properly organised social services. However, groups of students from high schools and colleges were undertaking social services in the neighbourhood of their institutions.

2. From Adult Education to Social Education

The pace of development was slow. After Independence, there was a new urge. As Hon'ble Pandit D. P. Mishra put it, "Every ignorant and illiterate person was a danger in a dynamic and democratic society." Large scale measures were, therefore necessary to combat illiteracy within a reasonable time. A scheme of Social Education was then prepared as an important part of the programme of Post-War-Reconstruction. The old concept of Adult Education was enlarged into Social Education. As a matter of fact, it had by that

time become evident to all educationists that adult education was incomplete without education for citizenship, enlightenment and good living. This fuller concept of Adult Education, which meant training men to live usefully and effectively in a good State, was in substance education for democracy, and deserved the name "Social Education."

3. Objectives

Social education properly conceived has two important aspects, viz.,—

(i) Education for citizenship or social education.

(ii) Education for enlightenment and living.

The objectives of social education may be stated thus:—

(a) to acquaint the people with the overhanging currents in the social, economic and political life, and to instil in them a faith in themselves and in the future of the country;

(b) to inspire them to take a living interest in the affairs of the State and its programme of development, and in the many problems of social reconstruction.

(c) to make them understand the significance of the period of transition and its dangers, and to train them to organise and to combat anti-social activities;

(d) to teach them to live happily in peace with other neighbours, and to unite against elements which tend to disintegrate social life;

(e) to educate them to live healthy life; to keep homes and surround-

ings clean, and to make social life useful and enjoyable;

(f) to train them to organise the economic and social life on a co-operative basis and to instil in them in a practical way their responsibilities for social and national security; and

(g) to organise campaigns to eradicate illiteracy among the masses, as expeditiously, as possible.

4. Organisation and Administration

(a) It is not possible to state here all the details of the social education scheme launched by Government of Central Provinces and Berar. Copies of the scheme can be secured from the Director of Public Instruction, Central Provinces and Berar, Nagpur. The Hon'ble Minister for development is in charge of Social Education, but the administration and implementation of the scheme is entrusted to the Education Department.

(b) There is a Provincial Advisory Board of Social Education. It has to advise Government on all matters of Planning and campaigning of Social Education. This is called the Direction Centre. There are two permanent expert committees, one for "Education for Citizenship", and another for "Education for Enlightenment". These committees advise the Provincial Board in matters relating to general policy, and the Education Department in matters of its implementation. They are styled as the Nerve Centre. The administrative centre consists of two sections; one devoted to general administrative problems concerned with the programme of education and creation and provision of materials necessary for it, and the other deals with matters relating to educational publicity, propaganda, oral and visual education. The creative centre consists of a section for production of literature

and an art and statistical section. In due course, a section for production of films, will be established under the creative centre.

(c) There are three executive centres viz., the Provincial, the Divisional and the District Centres. The Provincial Centre will have four mobile units each in charge of a trained field worker. The Field Workers have been appointed and one mobile unit has been supplied to them. Three more units will be supplied to them in due course. The mobile unit has a bus fitted with a projector, a generator, an epidiascope, public address system, etc. It is being sent for operation in the field in the areas where it is most needed. The Divisional Centres at the four Divisional Headquarters are to be in charge of Divisional Organisers. These have not yet been appointed, and action is under consideration. Each Divisional Centre will establish community homes for culture, run circulating libraries, open museums and art galleries for Social Education. Such Divisional Centres will also form dramatic clubs, Bhajan and Kirtan Mandals and organise sports and other types of recreational activities of educative value.

(d) The District Centres are the backbone of the Social Education Scheme in as much as they are actually carrying out the programme evolved at the Provincial Centre. The Central Provinces and Berar are divided into 8 divisions for the purpose of educational administration. Each division is under the charge of a Divisional Superintendent of Education who in addition to his normal duties also supervises the Social Education work in his division.

(ii) Each District is in charge of a District Inspector of Schools who

is assisted by 5 to 7 Assistant District Inspectors according to the requirement of his district. With the addition of Social Education work the District Inspectorate has been strengthened by adding one Additional District Inspector of Schools and two Assistant District Inspectors of Schools to each district. Though the Additional District Inspector of Schools is mainly in charge of carrying out Social Education work in his district, the whole inspectorate of the district works as one unit, and is as such, responsible for the progress and success of the scheme. The additional strength given to the district Inspectorate consists of 22 Additional District Inspectors of Schools and 44 Assistant District Inspectors of Schools. Each district is to be provided with one bus fitted with projectors, epidiascopes and other instruments of audio visual education.

5. Launching of the Scheme

(i) The scheme was launched in the early part of this year by constituting the Provincial Advisory Board and the Committees for education for enlightenment and for citizenship. These committees met in February 1948, and examined the scheme of Social Education, and approved a syllabus for the first stage of Social Education. The recommendations of the committees were then placed before the Provincial Advisory Board, which met in March 1948.

(ii) Amongst the many important recommendations made by these committees, only a few can be recorded here. They are :

(a) that for the purpose of the scheme a person between the ages of 14 to 40 whose educational qualifications were not equal to the Primary Certificate Examination standard, was to be regarded as an illiterate ;

(b) that it was advisable to conscript teachers, students and Government servants for the work of Social Education ;

(c) that it was necessary to organise voluntary agencies ; and

(d) that it was very necessary to produce literature for adults.

6. Start of the Campaign

In consultation with the two expert committees, it was decided to take advantage of the summer vacation of 1948 by making a plan for organising summer camps of volunteers at three or four villages in each of the 98 tahsils comprised within the 22 districts of Central Provinces and Berar. An appeal to teachers and students of educational institutions, to mobilise for war against ignorance and to make the country safe through education, was issued by the Hon'ble Pandit Mishra. In response to his appeal, 13,328 volunteers offered their services. Of this number, 7,377 volunteers including 1,901 women were utilized for 451 camps opened throughout the province.

7. Location of the camps

These camps were organized at 22 district headquarter towns, 74 tahsil towns and 355 selected villages. The travelling expenses of the volunteers to the respective camps and the expenses of their board and lodging, were borne by Government. Every volunteer was given third class railway fare, or actual bus fare. Arrangements for lodging were made in school buildings. A common mess was opened for the volunteers in every camp. The estimate of expenses per volunteer for mess was Rs. 1-8-0 per day.

8. Training of Volunteers

As the camps were to start on 1-5-1948, when the summer vaca-

tion of schools and colleges began, there was hardly any time for organising regular training courses for such large numbers of volunteers. A "Guide to Summer Camps", and a pamphlet styled "How to treat and teach adult illiterates" was, however prepared. These provided elementary instructions for social education work in the villages. These were supplemented by further training in camps. A group of 10 to 15 volunteers was sent to each camp. They worked under the direction of an organiser, who was an experienced, fully trained teacher.

The organiser was to conduct seminars every day to plan for the day's work, and to impart training on the spot for its efficient execution. Every group of volunteers also included some teacher-students of the Normal Schools, the Diploma Training Institutes and the Training College. With their help, an untrained student-volunteer could equip himself with the technique necessary for imparting social education to the adult illiterates.

9. Duration of the Camps

The camps lasted for 5 to 6 weeks i. e. till middle of June 1948. As the monsoon started in the first week of June, it was not possible to plan camps of longer duration

10. Attendance of Adults.

(a) The District Inspector of Schools and his assistants had, with the help of the leading persons in the villages, formed Social Education Committees, in the villages where camps were proposed to be opened. The volunteers also took Prabhat Pheries in the villages. There was an enthusiastic response from the villagers. The adults attending the classes had to be arranged in separate groups. There was the group of adults who had attended school in their

childhood for one or two years and had then left it. They had by that time almost relapsed into illiteracy. There was another group, who had just a rudimentary knowledge of alphabet but knew nothing more, and there was the group of completely illiterate and ignorant persons. These groups had to be tackled in different ways. The persons who could read and write a little were grouped for intensive and quick work. Those who were completely illiterate had to be taken up slowly in a separate class.

(b) In the 451 places where camps functioning, 4,833 classes, of which 1,673 were for women adults, were conducted. The total enrolment of adult illiterates in these classes was 1,17,063 (78,476 men and 38,587 women).

11. Intensive work

As the volunteers camped in the villages chosen, they could do intensive work. Groups of adult illiterates could be followed outside the regular class hours also. Some volunteers went from house to house to teach the adults. For the women adult illiterates, the women volunteers had to hold classes in the noon, as they were reluctant to come to the regular night class in the school compound.

12. Adult Education Certificate Examination

It was largely due to the intensive efforts of the volunteers that 51,045 men and 25,356 women offered themselves for the examination held at the close of the camps. These examinations were conducted by District Inspectors, and their Assistants and by Headmasters of High Schools. The results showed that 41,274 men and 20,924 women were successful at the examination.

13. Expenditure

The expenditure incurred on these camps was Rs. 3,24,542/-. Major

items of expenditure were mess charges, lighting, kerosene, books, slates, travelling allowance and contingencies.

14. Follow-up work for those who passed the examination

With a view to prevent the adult illiterates who had passed the examination, from relapsing into illiteracy, and in order to keep the ideas imparted by social education alive in their minds, a programme of follow-up work was chalked out. Organizers of each camp explained the follow up work to the social education committee of the village. The literate amongst the villagers were to write wall news and to conduct reading clubs. Every adult was expected to write at least one post card a month. At the time of festivals, bhajan, kirtans and sports were to be arranged to keep the group together, and to keep their interest alive in the education acquired by them. Reports indicate that such follow-up work is not being neglected in the villages where camps were opened.

15. Continuation and Expansion plan

(a) The original scheme was outlined with caution with the apprehension that there might not be good response from adult illiterates. The experience of the summer camps, however, showed that there was a big response from adult illiterates, both men and women. The tide of enthusiasm had to be immediately harnessed. It was, therefore, decided to increase the departmental activities for the spread of social education. A year of departmental activities was divided into three periods as under:—

(1) Monsoon course—From 1st July to 30th November.

(2) Winter course — From 1st December to 30th April.

(3) Summer course—From 1st May to 15th June.

(b) Those who failed to pass the examination at the close of the summer camps, in 1948, were admitted to the monsoon course. The monsoon courses could not, however, be conducted at all places, as the sanction for the additional funds came late. On the Dashara Day, however, 3500 monsoon course classes were opened. The attendance of adult illiterates at these monsoon classes is near about 60,000. Figures have not yet been compiled and may perhaps reveal a larger attendance. The examinations were held in the first fortnight of December. Reports of the examinations are reaching, and will soon be compiled.

16. The Winter Course

The target for the winter course is to open social education classes at each of the 5,000 villages where there are schools of some sort. Under the expansion plan, remuneration of Rs. 5/- p. m. for each of the two full term courses of five months, and reward of Rs. 2/- per male and Rs. 5/- per female illiterate who passes the examination, is to be given to every teacher who conducts a class of 20 adult illiterates with an average attendance of 15. There are 15,000 teachers in Central Province and Berar. It is expected that a majority of them will undertake the work. Sufficient finances have now been provided for this purpose.

17. Proposals for work in future years

A five year plan for the abolition of illiteracy is under the consideration of Government. Amongst other things, this plan provides for the establishment of circulating libraries for follow-up of social education work at each village having a

school. A plan for these libraries has already been submitted to Government. It includes provision of grants to existing libraries for opening reading rooms for the adults who have received social education.

18. Radios for Rural Areas

Government have sanctioned the purchase of 1,000 radios for being allotted to villages. Arrangements for their purchase are nearly complete, and by the beginning of the year 1949, these will be installed in villages. A committee of experts has drawn up a plan for the maintenance and servicing of these radios. Arrangements for broad-casts suited for rural areas are to be made in consultation with All India Radio, Nagpur.

19. Production of Literature

(i) The section for production of literature has begun publishing a fortnightly journal named "Prakash" from the 2nd October 1948. It is issued in Hindi and Marathi, the two languages of the province. The section is planning publication of booklets for social education, and they will become available within a couple of months.

(ii) In response to the appeal to literary societies and literary men and women of the country issued by the Hon'ble Pandit D. P. Mishra, calling upon them to produce literature for Social Education, several books and pamphlets have been received for consideration. The section for production of literature has scrutinised these pamphlets and has recommended for publication and patronage such of them as were found suitable.

20. Art, Publicity and Statistics Sections

The Chief Artist and the Assistant Artist prepare illustration for the fortnightly magazine 'Prakash' and for the pamphlets. They have also produced several posters for propa-

ganda. The Publicity Section provided many news items and kept in touch with the press and public opinion. The Statistician who has been recently appointed is preparing pamphlets and bulletins on statistical information about the work of Social Education.

21. Supply of Material

Securing of supplies of slates, books, lamps and kerosene-oil for the adult classes is still presenting difficulties. Supply of kerosene has now been arranged by obtaining an independent quota for social education classes. Arrangements have also been made to meet the demand of slates by placing orders with the big manufacturers.

22. Audio-Visual Education

The scheme contemplates providing a specially built motor van for each district. This van is to be fitted with a 16mm. projector, an epidiascope, a gramophone, a radio, a film strip projector and a complete public address system. 20 chassis have already been purchased and a pilot model has been constructed. Each district is expected to get its van within the next 3 months. Production of films has not, however, been taken up. It is proposed to meet the initial requirements by purchasing such educational films as are available.

23. Expansion of Agencies

Hardly nine months have elapsed since the scheme of social education was started in Central Provinces and Berar. It is too early yet, to assess its results. The first year's activities were more in the direction of setting up the administrative machinery. Framing rules and instructions, providing checks and controls and training of the personnel took considerable time. A training course for the administrative officers was recently

held at Nagpur. The District Inspectors of Schools and the Additional District Inspectors of Schools, are now holding training courses for their subordinate staff and for the social education workers. In addition to the part time workers, who are given remuneration of Rs. 5/- p. m., Government have also sanctioned payment of Rs. 10/- p. m. as honorarium to 1,000 teachers in Panchayat towns who will undertake the work of education for citizenship. Such teachers

have now begun work. Government have also sanctioned employment of 1,000 whole time social education workers, on a salary of Rs. 30/- plus Rs. 28/- Compensatory Cost of Living Allowance per month for work in the villages. These are yet to be selected and appointed. The work will go ahead with greater speed with their help.

A report presented to the Sixth All-India Adult Education Conference, at Mysore on 30th December, 1948

Limitations of Visual Aids in Education

Dr. KANTI VYAS

BOTH the Central and the Provincial Governments have started intense drive towards introduction of visual aid implements in education. Exhibitions showing aids to visual education are being held in different parts of India mainly in towns and cities. It is no doubt very necessary that all possible ways and means of making education interesting and living or real should be employed. Now that India is free and faced with enormous problem of educating its millions of illiterate would necessarily tempt us to go in for employing quickest and the cheapest ways of spreading education. But in this wild enthusiasm of solving the problem of mass ignorance, it would be a great disappointment and calamity, if one is carried away only by glittering methods and means without bearing in mind the Ideal. That ideal of education has been laid before us by the Father of our Nation—Gandhiji in the form of Basic Education in its broadest sense.

The Western-system of education has been made scientific in all possible ways. It takes help of all the

mechanical visual aids to education in forms of charts, diagrams, lanternslides, cinema, pictures, epidioscope etc., to impart knowledge. It has also to some extent tried to solve the principle of co-ordinating head and hand by way of vocational education. The creative joy through such education has been to some extent present in the education of the West. And in spite of making the education perfect by all possible scientific and mechanical means, the West has not been successful in developing the finer side of human life. The contribution of the Basic Education over all other systems of education lies in this that it makes serious effort towards developing human emotions along with the training of head and hand. Should not this new experiment, and ideal in education be tried with all sincerity and enthusiasm without losing ourselves in maze of conflicting educational ideals and its means? It is upto us to invent, improve and think out what visual aids could be had for promoting Basic Education. Naturally 'Basic Education' would be a failure if tried with

mechanical visual aids or methods prevalent in the present system of education. It is an educational ideal leading towards living a better life; naturally would need 'living visual aids.'

The ideal of Basic Education is to introduce the child to the life of the world through its familiar environments. The child is simple and has limited capacities. It is therefore very necessary that the child should not be all of a sudden thrown into the complex world. If the child is loaded with many and varied information, it would feel bewildered. The fundamental problem of educating the child under the system of Basic Education is to lead him gradually from his familiar and simple environment to other complexities of life and the wider world.

How far then should an educationist take help of mechanical visual aid in implementing the ideal of Basic Education? According to the ideal of Basic Education as stated above, the first course of studies for the child would be to know its environments. The child studies the plants, trees, animals etc., that grow and live around him in his village. To the teacher and the child it would be absurd to take help of mechanical aid in the form of picture of an animal or a plant of the place. The teacher and the child would do better by going round and studying the living 'visual aids' in the form of living plants and animals. But this only makes the child aware and conscious of the nature around him. The ideal of Basic Education does not stop merely knowing the surrounding environments. It aims at developing closer contact and love for the nature around him. How could the child be made intimately friendly with the natural flora and fauna of its geography? This could be easily

possible in a village or in a residential school. A child could be given a small vessel on a plot of ground to grow in it a flower plant or a corn. It would be interesting and surprising to find with what great amount of interest the child takes in observing the growth of the plant given to him. The teacher would find the child observing the growth of the plant hour by hour, feeding it regularly and taking most tender care. The child develops intimacy and love for the plant. It would worry and feel anxious if anything wrong would happen to the plant. The child would ceaselessly talk about its plant and would observe the minutest detail regarding its growth. The teacher has merely to make the child understand who comes rushing towards him to report. Thus the education in this manner serves the purpose of imparting knowledge, at the same time develops in the child certain finer human emotions of intimate contact, love and sense of responsibility—the human traits which it had been so very difficult for the teachers to teach.

Therefore, the mechanical visual aids in forms of charts, maps, diagrams, films etc., in themselves would not help to educate the child except by way of imparting certain information or facts. The lack of intimate contact with the environment in the educational system has proved wanting in developing human emotions in the child or man. This knowing too-much about everything, without the slightest personal contact has destroyed our sensitiveness, and feeling. How many of us experienced a sense of disgust and revolt after reading the report of massacre of thousands in newspapers during the war? The statistical figures carry no meaning for us. But a person living and experiencing life of

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intimate contact with his neighbours and environment would react more sensitively towards calamities in other parts of the world. It is therefore very necessary for us to make use of 'Living visual aids' and mechanical visual aids without making the education lifeless, machine like. The advanced and progressive countries of the West do possess all the necessary equipment with regard to mechanical visual aids to education. Yet they have miserably failed to produce finer human qualities in man; let us not therefore imitate the mechanical visual aids to education as practised in the West. Let us with balanced sense evaluate its relative value and importance in the plan of our Basic Education. It would be a mistake

if mechanical visual aid is given more than necessary importance.

In conclusion it is necessary to bear in mind the complexities of modern life. Modern man has made enormous progress in various directions. All aspects of life could never be illustrated. He is living more and more in the world of abstract ideas or ideals. It would therefore not be very helpful to present before the child the photographic way of life of the world. He should also be given training to wrestle with imagination and abstract ideas or ideals. He should also be drawn out of the matter of fact life of materialism or led into higher life of ideals for the benefit of humanity.

DRAMA IN EDUCATION

V. S. MATHUR

Central Institute of Education, Delhi.

THE value of drama in education now stands clear of all doubts.

Drama provides a good use of leisure and a pleasanter way of learning many traits of future value. Dramatization is even advocated as a successful device for teaching literature, history and geography. It is, therefore, but right that producers of plays in educational institutions have clear notions not only about the technical details of acting and production, but also of what good acting and production involve. We as teachers, should also be able to answer any objections to this form of relaxation—more so in an orthodox community like ours where acting and nearly all manifestations of drama are still associated with immorality, corruption and crime.

If we closely observe 'Life' acting, will always come up as a favourite form of play—the little girl acts as a mother to her dolls: the little boy uses his bow and arrows like a Rajput warrior... Their acting is full of 'sincere absorption' and has no trace of self-consciousness which is always a stumbling-block in adult life. Good acting knows no shyness; and every child if properly handled, is a good 'actor'. Good direction and also good acting arouse such an interest in the scene itself that morbid awareness of one's own appearance and deficiencies is swept away clean by the interest thus created. Then there is the consoling feeling that others are also in the same "boat of difficulties" and this is really a great moral support for the actor. A sense of team-work is yet

another important factor involved—a quality which is so helpful in normal life. But above all, acting creates self-control and self confidence-friends that always see a man through without disaster.

It is often opined that acting may create in our students conceit, frivolity, insincerity and the like. Such a feeling is due more to prejudice and is possibly a relic of a puritan attitude to all forms of art. It is partly the result of a common adverse attitude to the professional acting during the New Alfred days and during the earlier years of the films when the cast usually consisted of cheap dancing girls and illiterate 'he-man' who could not find a better way of living. But if we coolly ponder over for a while, we will see that this condemnation is directed more towards the particular individuals rather than towards acting as such. Today acting has positive merits and all objections can easily answer themselves. Teachers need not worry on this score. We are well-equipped for facing this orthodox and shallow criticism from the parents of our young actors.

A fairly good performance essentially requires sincerity—may be of a different nature—both on the part of the producer and the cast. A good actor strives to understand not only the sense of what he has to say, but also how the 'Original actor,' must have come to say that. Without this he cannot carry any conviction in his rendering of that part. The task of an actor is not an easy one. He has to, or at least he must try to, make the audience feel the emotions of pity and terror and joy exactly as if the events portrayed were actually taking place before them. It is, therefore, clear that, properly understood and adequately undertaken,

training in drama may widen one's imaginative sympathy with different types of persons, in a number of situations, so much so that it becomes one of the most important educational and humanising instruments. A different world would have been ours—and, of course, a better world—had people been taught to put themselves in 'other people's shoes'. The chief reason behind wars is that we do not understand the other persons's point of view; all this savagery because we are bad actors.

The above are the most important merits; there are, however, many more. Few of us use our voice well, and speech is perhaps the most important human requisite. It is always a pleasure to listen to a good voice or to have a good voice, but not many of us realise its importance. It may not be very wrong to say that only very few of us know what is a good voice. Put briefly, a good voice should be both 'musical' and audible and should convey the message to the listener without any effort on his part. For an actor a good voice is the first requisite and his training is largely a training in how to speak well. Practice and self criticism are so useful aids to improved speech.

'Deportment' is another problem of importance. Grace in physical carriage and movement is a laudable quality. This requires a sufficient control of the body, a quality that every actor must possess to an appreciable degree. The actor is conscious of being looked at and, naturally, he pays some attention to his outward appearance and carriage. A student who takes part in two or three plays automatically gets into the habit of carrying his body well. But a word of caution is needed at this stage. It is the duty of the director to see that acting does not lead to an exaggeration of these ordinary requisites.

Success at a play like the success at a hockey match, is the result of good team work and no one individual can or should claim the entire praise. This is a fact that requires good hammering into the minds of our amateur players. If this spirit is not present in adequate measure, the responsibility neatly lies with the producer. The vital importance of team work in actual life cannot be denied or even doubted and a good amateur-producer can certainly help students in this direction.

Now the question arises: Does acting also give any pleasure or is it like a quinine-pill, useful but bitter? I did not have to think much to find an answer. For the last five pre-partition years I have been watching the excellent performances at Government College, Lahore. No force or compulsion was ever used to enrol players. In fact, the number of candidates (including girls) was usually far more than the actual requirements. Boys and girls are only too anxious to seize such an opportunity. Their zeal during rehearsals, the punctuality they observed in turning up, the efforts they put in to assemble the stage, were sure signs of their great interest and the pleasure they derived from this useful pastime. And when I see that acting, besides being a good pastime, has definite

merits of permanent educational value I hasten to advocate its general inclusion as a regular item in the activities of our educational institutions.

The conservative in our society has an erroneous belief that everything our young people enjoy doing must be a waste of time. He perhaps is still living in the days gone by when all medicines had to be nasty to be good. Here I may add for his information that the latest theory is that pleasure adds enormously to our power of concentration. A lesson enjoyed during learning is hard to forget. Our routine class-lessons could be made thoroughly enjoyable if suitable doses of drama are introduced.

Much more could be claimed for acting, in fact for all dramatic work, but surely what has been said above may make many pause and ask themselves: Is it then that drama is not so bad as we think a question that I asked myself not many years ago, because formally I myself looked down upon acting and drama as belonging to the lower rung of our social order. But today I am convinced that drama is a useful and educative activity and it must occupy a respectable place in our educational system.

Educational Needs of Refugees

A resolution expressing deep sympathy with the misfortunes of displaced persons who have lost their homes and occupations as a result of the partition of the country was adopted by the interim Indian National Commission for cooperation with UNESCO at its second plenary session held in the Council of State Chamber, Council House, New Delhi on April 10 under the Presidentship of the Hon'ble Maulana Abul Kalam Azad. The Commission decided that through the agency of Government, voluntary organisations and individuals the educational and cultural needs of displaced persons should be surveyed with a view to rendering adequate assistance in the task of rehabilitation.

NOTICE

Owing to some unavoidable circumstances, we regret we were not able to issue the April number as usual on 1st April. However, we are issuing this as a Double number for April-May, instead of the usual number for May-June. A separate number for June will appear on 1st June 1949.

— Managing Editor.

Address all Subscriptions and business communications to:—

The Manager,
'EDUCATIONAL INDIA,' OFFICE,
MASULIPATAM.



EDUCATIONAL INDIA
MSULIPATAM, April & May, 1949

Down the Abyss

THE news about the leakage of papers set for the examinations to be held in March and the consequent postponement of several of the examinations reveal to what depths the morale of the people has fallen in the sphere of education. It is not merely of the morale of the pupils that is in question but also that of their parents who do not seem to have any scruples whatever in financing their children in their resort to these malpractices. It also reveals the incompetency and negligence of those who are in authority and whose duty and responsibility it is to keep the question-papers in careful custody and maintain the purity of examinations.

THE leakage has not been confined to one part of the country or to one set of examinations. Question papers set for the Honors examination and the Intermediate examination of the Madras University have leaked out. There has been a leakage of question papers for the High School and Intermediate examination in the United Provinces. Printed copies of the papers are reported to have been widely sold and it is also reported that prices up to Rs. 50 were paid by students for advance copies and in some cases the price went up to even Rs. 500. At Bareilly and Moradabad cyclostyle copies not merely of questions but also of answers were sold. Leakages occurred in Poona. In Nasik, questions were found written on a wall at a prominent place in the city. The negligence of the authorities is found not only in their failure to prevent leakages like these but also in their carelessness in other directions. At Ahmedabad the question paper in French could not be got into the examination hall in time and as a remedy it is proposed to give some concessions to the examinees. At Bijapur delay was caused by the misplacement of several question papers and it is said that the papers in Marathi were not issued at all. At Burdwan loud speakers perched in hideabouts near the University examination hall gave out answers to students within the hall — question-papers having been "smuggled out" soon after they were distributed among the

students and police assistance had to be sought for plugging out the loud speakers.

THIS is a long and sorry tale. It becomes all the more sad in view of the fact that in some of the places the leakage has become an annual affair showing that the educational authorities continue to be lax in discharging their duties.

THE immediate outcome of these leakages is the postponement of examinations. In a country where preparation for examination involves so much of a strain such postponement cannot but add to the strain and the inconvenience that the examinees have to undergo. In many cases it involves them in additional expense. It also leads to considerable delay in the announcement of examination results and deprives many of the chances of applying in time for seats in professional and other institutions. It will not be inappropriate if some of the students adversely affected by such postponement sue the authorities concerned for damages. This may have some effect on the authorities becoming more alive to their responsibilities.

THERE is nothing like a true educational atmosphere in the educational institutions today. It is not for the sake of real education that young men and women attend school, colleges and Universities. It is more for the purpose of getting a certificate of having passed

some examination—no matter by what means they get it. An exaggerated value has come to be placed on such certificates. They have a large market in private and public services and in social life. Apart from this it is on a mass scale that examinations are now conducted and this naturally creates facilities and opportunities for all sorts of dubious ways of passing them. The problem however has now reached serious dimensions and it is high time that educational authorities talk less of ideals and take more effective action in removing scandals like these. The Education Minister in the United provinces has appointed a five-man committee to enquire into these scandals and suggest appropriate action. It is hoped that the committee will submit a full and frank report on the question. If the country comes to be governed in future by young men who secure success at the examinations by dubious methods like these, it will be a sad day for the millions of people who will become subject to their rule.

Developments in Hyderabad

THE new political set-up in Hyderabad has brought about developments in certain directions in the field of education also. Some of these require further examination before they can be accepted as wholesome but there are others in regard to which there cannot be any difference of opinion.

IN the latter category falls the decision of the new government to introduce Telugu, Marathi and Kannada in the three linguistic regions of the state as the media of instruction in lower secondary schools, instead of Urdu, as hitherto. Three years ago the then-government announced their acceptance of the principle that the mother-tongue should be the medium of instruction in these schools and private educational institutions were also given the option of extending the principle to the higher secondary stage as well. But for various reasons—especially political in character—the principle was not implemented. But now there is every certainty that it will be given effect to immediately. It is however necessary that the mother tongue should be made the medium of instruction throughout the Secondary Course and that in this respect there should be no distinction between private schools and government schools.

DEVELOPMENTS in the field of women's education are also of an encouraging character. In the past adequate attention was not paid to this branch. There were only 29 high schools, 35 middle schools and 1000 primary schools for girls and only one college for women. This was too inadequate for a state where the female population amounts to nine millions. Steps are now being taken to remedy this defect. Arrangements are made to train annu-

ally 50 girl matriculates and 100 girls possessing middle School certificates as teachers—each girl receiving a stipend of Rs 20 per month while under training. This is only a first step. Other steps will have to be taken to start more high Schools for girls and some more Colleges for women.

SO far as higher education is concerned it is now proposed to start more colleges in the city as well as in the districts. All along there has been too much of concentration of facilities for higher education in the capital. The new move is therefore a healthy one and satisfies a great need. Steps are also being taken to strengthen the staff of Osmania University by appointing one or two leading scientists and some visiting professors from foreign universities. The University Teacher's Association and Students' Unions are also being reorganised.

THE decision to substitute Hindustani for Urdu as the medium of instruction in Osmania University, to use both Nagari and Urdu scripts for writing it and for re-orientation of the translation bureau in accordance with this decision may not receive universal approval. Controversy is still going on in northern India on the subject of Hindustani as distinguished from Hindi and Urdu. Opinion is divided and under these circumstances the substitution of Hindustani

appears to be rather hasty. Moreover it is now recognised that even at the University stage the regional language should become the medium of instruction. Urdu or Hindustani is not the regional language of Hyderabad. It is the language of a small oligarchy which all along occupied the position of a ruling class. The change therefore from Urdu to Hindustani is not a change for the better. The same thing has to be said for the use of both the scripts. It is these aspects that require further examination.

Educational Policy of the Madras Government

THE educational policy of the Madras Government has come in for a good deal of criticism during the recent budget discussions. One general ground of complaint is that the policy is not so much the considered policy of the cabinet as a whole as of the minister of education and that the minister has only vague ideas of what has to be done and that he is rather hasty in giving effect to his vague ideas. There is some truth in this complaint. In the first place 'Basic education' has become during his regime a sort of slogan or *Manihram*. Whatever it might be as an ideal as conceived by Mahatmaji it has not in practice differed very much from the traditional system of elementary education except for

the fact that in basic schools spinning, weaving and carpentry have been introduced. There is however an impression that so much time is spent on spinning and that boys are being over-worked. There is also the impression that the purpose of craft training is forgotten and that is not properly coordinated with the general educational training of the pupils. The minister has not replied to this aspect of criticism. A second point of criticism is that the reorganised system of secondary education has been ill-conceived and worse-executed. There is much force in this criticism. The vocational courses that have been introduced in some schools do not have any permanent value especially the secretarial courses. In the second place new subjects like social studies have been introduced even before syllabuses were made ready and even the syllabuses that have been finalised are highly unsatisfactory. Teachers have not had sufficient time to get themselves equipped for the teaching of the new subjects. Text books are not available. Even the guide-books which the Department thought of preparing are not yet ready. A long list of reference books has been framed for the guidance of the teachers of social studies in Forms I to III but the large majority of them have no value. In the case of social studies for forms IV to VI there is no such list. Objections raised in regard to the new syllabus in

elementary mathematics have not been met. It is this haste more than anything else that has characterised the action of the minister of education and there is therefore utter confusion in schools to-day. There is one other point which brings out the ill considered nature of the minister's action. One of the improvements which he introduced when he entered the cabinet in 1947 was to establish a University Grants Committee to scrutinise the applications for grants made by the several universities. It did a good deal of useful work and he himself

acknowledged its utility. But because it was disliked by the Vice-chancellors he yielded to their pressure and abolished the committee. The result is that grants are being made today as a result of political pressure and not after an objective examination of the applications. It is quite possible that the minister is an enthusiast and an idealist but he should carry public opinion and expert opinion with him if his policy is to bear permanent fruit. Otherwise there is the danger that the moment he quits the Cabinet his Schemes would be scraped.

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THROUGH different PROVINCES

DELHI

MORE MONEY FOR EDUCATION

The sudden deterioration in the economic condition of the country in the latter half of 1948 necessitated a revision of the programme and a considerable curtailment of the activities of the Education Ministry, says a review published by the Ministry.

Even then, the report adds, the first financial year after independence saw a perceptible expansion in the education Budget, and the budget for 1949 and 1950 shows maintenance of the progress which then began.

A Committee with Mr B. G. Kher, Premier of Bombay, as Chairman, was appointed to suggest ways and means of financing basic education. The committee has suggested that universal compulsory basic education should be introduced within a period of 16 years, in two five-year and one six year plans. About 70 per cent of the expenditure on basic education should be borne by the provinces and local Governments, and the remaining 30 per cent by the Centre.

The Central Advisory Board of Education approved of this report and the Ministry of Education has accepted.

CONCESSIONS TO REFUGEE STUDENTS

The Government of India have decided upon certain concessions to refugee students.

All provincial and State Governments have been requested to exempt from examination fees destitute refugee students appearing privately at matriculation examinations, provided they produce proof that they were reading in the 8th class in a recognized school in Pakistan.

It has also been decided that subject to certain conditions, the benefits of educational loans available to refugee students should be extended to those students who have passed examinations of the East Punjab University by doing social service instead of appearing in regular examinations.

INDIAN WOMEN'S VARSITY EXAMINATION RECOGNISED

The Government of India have decided, in consultation with the Federal Public Service Commission to recognize a pass in the Entrance Examination of the Sreemathi Nathibai Damodher Thackersey Indian Women's University, Bombay as equivalent to a pass in the Matriculation or an equivalent examination of a recognized Indian University or Board for purposes of appointment to services and posts under the Government of India.

BANGIYA SAMMELAN RECOMMENDATIONS

The Prabasi Bangiya Sahitya Sammelan, which concluded its 26th session in New Delhi urged the Government of India to hold a conference of provincial education Ministers and educationists representing various linguistic groups to work out an education policy in regard to the medium of instruction and examination which may be acceptable to all concerned.

The Sammelan resolved that the medium of instruction at the university stage should continue to be English throughout the Indian Union until such time as the decision of the Central Government on the findings of the Universities Commission in this regard is not put into operation.

When English is replaced by an Indian language as the medium of instruction at the university stage, enough time should be given to stu-

dents whose mother tongue is a different language to acquire sufficient mastery over that particular Indian language.

CO-OPERATION WITH UNESCO

The Government of India have accepted the recommendations of the Kher Committee and have invited leading organisations and associations working in the field of education, science and culture to send representatives to form a National Commission to cooperate with UNESCO. Provincial Governments and States have also been requested to nominate their representatives.

The main functions of the National Commission will be firstly, to serve as a liaison agency between the UNESCO, and the national bodies and institutions concerned with and working for the progress of science, education and culture, and secondly, to act in an advisory capacity to Indian delegates to the UNESCO General Conference and Executive Board.

The Ministry of Education, Government of India will provide the secretariat for the Commission. Mr. P. N. Kirpal, Deputy Secretary, Ministry of Education, has been appointed secretary.

Engineering Colleges in the province. The Board has accepted these recommendations and will forward them shortly to the Government for their consideration in future.

SUPPLEMENTAL S. S. L. C. EXAMINATION

An amendment to the revised scheme for the award of Secondary School-Leaving Certificates specifies that a supplemental examination will be held in September of each year for the benefit of those candidates who are eligible to appear privately for the examination.

RECOGNITION OF NEW SCHOOLS

The Government, it is understood have decided that the recognition of secondary schools to be opened in the future need not be made conditional on their providing at least one bifurcated course. They are however, of the view that where there is more than one division in Form IV, the management might consider the possibility of opening one or more of the bifurcated courses. This would be absolutely voluntary, not compulsory.

BOMBAY

MADRAS

POST-GRADUATE COURSE IN ENGINEERING

Post-graduate courses of study in Civil and Mechanical Engineering, it is understood, will be introduced in the Engineering College, Guindy, from the next academic year. It is learnt that the Government have promised to sanction the necessary staff and equipment.

The duration of the post-graduate course in Engineering will be one year. Those who take the B. E. degree in the Province can apply for the course.

A Committee appointed by the Advisory Board for Technical Education recommended that post graduate courses of study in Naval Architecture, Marine Engineering, Naval Engineering, Higher Electrical Engineering and other subjects should be introduced in the various

MEDICAL INSPECTION OF CHILDREN IN BOMBAY SCHOOLS

The Government of Bombay had sanctioned the creation of a School Health Service to undertake medical inspection of pupils in primary and secondary schools in the province.

A sum of Rs. 5,00,000 had been provided in the budget towards the outlay of the scheme and a Chief Medical Officer had also been appointed to expedite its working.

PRIMARY SCHOOL BUILDINGS

The Government of Bombay have relaxed the specifications for the construction of new primary school buildings and have suggested to District School Boards that economy should be enforced in all constructions, says a

press note. Full use of local contributions should be made and the responsibility for repairs in the first ten years should rest on the people of the village, it adds.

PRIVATE TUITION

Heads of non-Government secondary schools will, in future, not be allowed to give any private tuition and other teachers will be able to give such tuition only for two hours a day, engaging five pupils during that period.

These decisions were taken by the Government of Bombay on the recommendation of the Secondary Schools Committee (Ghat-Parulekar Committee). The Government have directed that the schools themselves should try to provide extra tuition for the benefit of backward pupils.

Teachers must obtain previous permission of the headmaster before undertaking any tuition. They should give the necessary information to the headmaster, who should keep a register of the tuition work done by all members of the staff showing the names of the pupils, the standards in which they are studying and the remuneration for each tuition. This register should be signed by the teachers concerned and the headmaster should furnish copies of the register every month to the Educational Inspector of the Division. The register should be open to inspection by the inspecting Officer.

TEACHERS' PAY SCALES

The Government of Bombay have extended the benefits of the recently revised scales of pay and allowances to primary school teachers in the employ of local authorities whose services terminated in 1947, says the Director of Publicity, Bombay.

The revised scales were sanctioned in March 1948, with retrospective effect from January 1, 1947. Teachers who were in service on January 1, 1948, will not, however, be allowed this concession in respect of any broken period prior to that date.

ORISSA

ORISSA'S FIVE-YEAR ADULT EDUCATION PROGRAMME

The Education Minister of Orissa, Pandit Lingaraj Misra, replying to the debate on a cut-motion in the provincial Assembly on 24th March revealed that the Government of India had given a grant of Rs 3,63,000 for adult education, with the condition that the provincial Government should spend an equal amount for the purpose.

He also disclosed that the provincial Government had prepared a five-year programme of adult education costing Rs 190 lakhs, Rs 38 lakhs per year.

U. P.

NEW VICE-CHANCELLOR OF ALLAHABAD VARSITY

Dr. D. P. Bhattacharya was elected Vice-Chancellor of Allahabad University for a term of three years at a meeting of the University Court held on Feb. 28.

HINDI AS SOLE MEDIUM

The U. P. Board of High School and Intermediate Education has decided that Hindi should be the sole medium for answering examination papers for the High School Examination from 1953.

The Chairman of the Board was authorised to give any concession to examinees of European institutions that he might deem necessary.

EDUCATION PROGRAMME

The highlights of the U. P. Government's education expansion programme were explained by Mr. Sampurnanand, Education Minister, moving the demand for a grant for Rs. 690 lakhs in the Legislative Assembly.

The programme included the opening of 4,400 new Government primary schools, grants for equipment and buildings to the Allahabad and Lucknow Universities, establishment of a Sanskrit University at Benares,

increased provision for stipends and free supply of text-books to depressed class students and wards of political sufferers, training of pilots at Allahabad and Lucknow Universities and increase in the pay of primary and middle school teachers.

C. P.

ADULT EDUCATION DRIVE IN C. P.

Over 4,00,000 people including a lakh of women, had taken advantage of the C. P. Government's "social education scheme and became literate during the ten months from May 1, 1948, to March 1, 1949, said Pandit D. P. Mishra, Minister in charge of adult education, replying to a question in the Provincial Assembly.

A carefully-planned "follow-up" scheme was now being implemented to keep alive literacy and good social habits of these new literates, he said.

The Government had spent Rs. 8,11,000 in the first ten months of 1948-49 on the scheme, and the estimated expenditure for the next financial year was over 60 lakhs.

PUNJAB

AMBALA TEACHERS' ONE-DAY STRIKE

About 200 teachers of private-managed schools wearing "hungry teachers," arm bands went on a one-day strike in Ambala as a protest against low salaries and unsatisfactory service conditions.

None of the teachers entered the school premises except the headmasters who explained to the students the reason why their teachers were not coming to school. The students then dispersed and all schools were closed.

The teachers reiterated at a meeting later their demands for increased dearness allowance at Government rates and three advance increments.

WEST BENGAL

WEST BENGAL TEACHERS

A number of primary school teachers in West Bengal held a one-day token strike on March 2nd to protest against the failure of Government to meet their demands relating to increased pay and dearness allowance.

SOCIAL STUDIES

సాంఘిక శాస్త్రము

EDITED BY

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MASS EDUCATION

By A. V. THAKKAR

The compulsory primary education of our masses has been talked of for the last 39 years. Gopal Krishna Gokhale of revered memory had brought a resolution in the Legislative Assembly in the year 1910, proposing the introduction of compulsion for primary education of children. He followed it by a Bill in the year 1911 seriously proposing that it should be taken in hand and the principle underlying it accepted by the Government. But the Government of the day thought the move was premature.

Thirty-nine years have rolled by. Many provinces, specially Bombay and Madras, have passed Acts in this direction but the result has not yet been anything substantial. If I say that even these advanced provincial Governments have merely tinkered with the problem I will not be very inaccurate. The Bombay Government has resolved to introduce compulsory education in villages and towns with a population of 1,000 and over. This was in the year 1947. But if my information is correct, it has not been able to give full effect to it for want of duly qualified teachers and for other reasons.

An economy drive, as a result of the inflation in the grip of which the country is at present, is ordered by the Central Government all round and therefore, even primary education has been retarded. Though social education, a new name for adult education, is now taken up by some provinces in earnest it cannot be a substitute for whole-time education of children for four or five hours a day. Adult education can be at the most a good supplementary to the education of children.

The Sargent Scheme of compulsory education is almost forgotten now. No doubt some other things have moved fast after August 15, 1947. The setting up of embassies in foreign countries, the accession and merging of States

with the adjoining provinces or into their own unions, and such political matters, are going apace. The abolition of Zamindari in the provinces of West Bengal, Bihar and U. P. is envisaged and a big province like Madras has gone completely dry by the abolition of its excise revenue. But hardly anybody talks about the abolition of mass illiteracy.

And yet adult franchise has already been included in our constitution. Some of our leaders, especially Dr. Rajendra Prasad, doubt whether adult franchise can be feasible in the next elections which will be on us at the latest in 1951.

No doubt primary education is the duty and obligation of provincial and State Governments, but until the Central Government shows the way by introducing compulsory education in Centrally-administered areas like Himachal Pradesh, the State of Cutch, Ajmer-Merwara, etc., the provinces will not be awakened to their sense of duty. Moreover, in present circumstances, the provinces cannot foot the whole bill for mass literacy. Unless the Central Finance Minister makes up his mind to devote a few crores annually for this great object, no progress will be shown. If he can find crores of rupees for the campaign in Kashmir why not a few crores for the campaign against illiteracy?

I have just returned from a 20-day tour in a most backward area situated in the centre of the country, the Mandla District of C. P., which has 67% of tribal and backward population. I also visited the southern part of Rewa State, which too has an equally large proportion of still more backward tribes; the State of Korea, which has now been economically developed on account of its coalfields, discovered only 20 years ago; the extensive area of Surguja, which is untouched by rail communication and has hardly any

roads; and Jashpur State of Chhattisgarh.

This may be said to be the darkest region from the literacy point of view. But even here what did I observe? Wherever primary schools were set up by the C. P. Government under its newly started Backward Areas Welfare Department they were filled up to overflowing by scores of children eager and thirsting for knowledge and new light. I could see one or two-teacher schools overflowing with 50 to 125 children, including girls. In some places, villagers had started their own schools independently of the Government and were asking me and my party to take up those schools which they were no longer able to pay for. In the Jashpur subdivision of Raigarh District, 75 primary schools and 7 middle schools with free hostels, have been set up in the last eight months. When such is the crying demand for education in the most backward regions, how much greater is the demand in the comparatively advanced areas?

The education of girls presents special problems. Even in parts where girls do not suffer under special disabilities their attendance in common schools is poor. There must be special encouragement for them, if not for all children. There should be special stipends for them, free slates and books and, last but not least, provision of women teachers.

My tour extended to regions mostly inhabited by backward tribal people—Gonds, Pankas, Baigas, Oraons, Kisans and others. While talking about them I cannot resist the temptation of saying that as long as they are subjected to the temptation of drink by means of scores of small distilleries-cum-drink shops amidst them, they can never be economically well off. Prohibition may or may not be introduced amongst our industrial labour in cities but it must be introduced first and foremost amongst these people. The widely spread-out system ruins these unsophisticated people physically and economically.

In conclusion the Government of India must take a lead in pointing the way to lift up these backward communities who have been mostly residents of areas known as Indian States. The States Ministry headed by our popular Sardar Patel, may be asked to take special interest in the amelioration of the conditions of these backward people. Article 301 of the Draft Constitution proposes that a commission may be sent round in the country, in all provinces and States to investigate the condition of socially and educationally backward classes and to make recommendations to the steps that should be taken by the Central Government. But why wait for the new constitution to come into effect two or three years after? Why not set up such a commission at the present moment? There is nothing to prevent the Government taking such a beneficent step and in the interest of the most backward and the weakest section of the nation at the present moment. This is an important item in the nation-building programme, as it affects several crores of our people. This weakest section cannot be estimated at less than 3 crores or 25% of the nation. A day should not be lost in sending round such a commission and to adopt its recommendations.

—Hindustan Times

“The Child and His Up-Bringing”

BY

Prof. A. V. MATTHEW, B. A., M. Ed

With a Foreword by
Miss A. B. VAN DOREN, M. A.

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STUDENTS TO ESCHEW POLITICS

Farewell Advice to VI Form Pupils at Pakala

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

My Dear Pupils,

You are students and perhaps something more. You are also citizens of tomorrow. As students you obey law and order. As citizens in the making you wish to learn to be free and useful. When you grow, when you attain your stature of manhood, when you realize your full self, then you will be in a position to be useful and do good service. As students you form good habits and live an ordered life. You enjoy also freedom under restraint and learn to be useful under certain conditions. But your habits and conditions of life are regulated and limited by school discipline. This school discipline, I regard, is a monster, and I dread it even now, perhaps more as a Headmaster, than I dreaded as a boy.

The School, they say, is another home, a better or a worse home, still a home. At any rate it is a training ground. You are trained to read, write, do arithmetic, to speak, to take physical exercises, to lead in course of time, to behave like men when time comes. Let me be clear here. The training you get helps you to become good citizens, fighters, leaders in due time. But that is different from saying that you are now citizens, fighters or leaders. The school is not an arena of actual experience, actual fighting, actual and regular service, actual parliament etc. You have your School assemblies, dramas, parliaments, and perhaps also your military training classes. But they are only rehearsals of life-situations for the real future life beyond the School. If in your school dramas, your acting is imperfect, even then you are encouraged perhaps to commit mistakes, so that you may correct them later. If you are a king on the stage, you do not become a King at once. If you receive military train-

ing, you do not become a commander at once. If you speak at the School assembly, you do not get at once the title or ability of speaker. You will remember this and I shall return to it by and by.

Meanwhile let us consider the role of teachers in this scheme of life. Are they parents? They are classed next to parents. A teacher for that matter is more like a father than a mother. He rules more than he loves. For that matter, women teachers in girls' schools are more fatherlike than men teachers in boys' schools. They do not want others to come in between them and students, not even the parents sometimes. Here is a point for you to consider. To the extent you seek an adjustment between school factors and external forces, to that extent you will succeed and shine in life to come.

Teachers are friends, philosophers, guides, fact-finders, path-finders.

Others (outsiders) are critics, tempters and fault finders.

The teacher builds and builds a long laborious process.

Others' process is short, sharp and destroying.

The teacher corrects and constructs, others pull and destroy.]

The teacher rebukes and punishes, only for correction and construction.

Others also rebuke, even abuse but criticise only for distraction and destruction.

Now you are at the cross-roads; either go with the teachers or with others. Consider your choice, and God will be with you. All the while, remember that your period of youth is a period of growth, physical, physiological, psychological, and what not. Once missed, it cannot be recalled.

I am now coming back to where I left you. Those who advise students to

Government and Cultural Activities

The Government of India have under consideration a scheme for the establishment of the National Cultural Trust which will be an organisation to foster and develop the art and culture of the country. The Trust was expected to be established in a short time, but owing to the present financial difficulties its formation has been postponed. Government, however desire to encourage and promote cultural activities in the country as far as the present circumstances permit. The Ministry of Education, therefore, propose to call three conferences during the course of the year to discuss the ways and means of fostering our national culture and of directing its activities into channels of creative thought and effort.

The conference on Art which is expected to meet in July will discuss the means encouraging indigenous styles of painting including folk art, stimulating aesthetic sensibility and creative effort amongst artists as well

enter into politics commit a blunder, the serious mistake of mistaking the illusion for the reality, the shadow for the substance. Can shadows function like things in flesh and blood? They are like people who tell you that the cinema pictures are perfect human beings available for contact, experience and enjoyment. Do not those advisers know what they advise? They do not know it but they use you as instruments or vehicles of propaganda. They use you as cinema proprietors use carts, posters and bulls as their tools. Do the posters or bulls enjoy the pictures? Does a goldsmith's chisel or hammer enjoy the beauty of the jewel it makes?

In the same manner I do not want you to assess the examinations at their true worth. They do not make or mar your destiny; on the other hand they serve as chances to make you self-conscious and self-reliant. They provide a method of discovery, and at that a method of self-discovery, of far greater value that can possibly be conceived at first.

as the common people, and the development of commercial art and the use of Indian designs. It will also discuss the methods by which schemes for the promotion of art can be implemented in co-operation with the Provincial and State Governments, art institutions and individual artists. The conference will be limited to a small group of leading artists and critics of the country. The Provincial and State Governments will also be invited to send their representatives to the conference.

Another conference of Indian writers and literateurs will also be called to consider the progress and development of modern Indian literatures, the production and popularization of scientific books and the compilation of authoritative encyclopedias in India. It will also consider as to how the best books in different languages can be made available to speakers of different Indian languages. It will survey the tendencies in different regions and the desirability of bringing them into mutual awareness.

A third conference will be held to discuss dramatic activity in the country and the development of a national stage. It will also consider the contribution that can be made to Indian drama by dramatic forms other than the literary drama, i. e. shadow plays, puppetry, dance dramas, pantomimes, ballet. Dramatic production in rural areas and the place of translations and adaptations of foreign plays in the evolution of a national drama will also be considered.

It is not intended at present to call a conference on Indian Music and Dance except in so far as it relates to the dramatic methods mentioned above. The Government of India have already established two Academies of Hindustani and Karnataka Music at Lucknow and Madras respectively in co-operation with the Provincial Governments concerned, and it is intended to watch the development of the functions and activities of these two institutions before taking any further steps in this direction.

Young Afghans Study Sanskrit

AFGHANISTAN is a small country. Culturally it has been a part of India in ancient times. It was only in the 8th century that the people of Afghanistan were converted to Islam, and the cultural link was cut off.

Up to the 8th century Afghanistan was Buddhist in religion. Some of the finest specimens of Buddhist art are to be found in Afghanistan. The grandest statues of Lord Buddha have been cut from living rock at Bamian. One of them is 160 feet high. The whole of Afghanistan is full of statues of the Buddhist period.

In the Puranas the territory of India extends up to the river named Oxus (which is a Greek corruption of Sanskrit Vakshu). In Vedic times the river Kabul was known as Kubha.

Now with the institution of a University at Kabul, the Afghan Government have thought it essential to introduce the study of Sanskrit as a compulsory subject for students in the faculty of literature. There are four faculties at the University, namely, literature, law, science and medicine. In the faculty of literature the subjects taught are Pushto, Persian, Philosophy, Philology, Psychology, Sociology and so on. It has been realized by the Government that just as Greek and Latin are the mother languages in the European countries, so Sanskrit is the mother language which students of Persian and Pushto should learn in order to understand their background.

Four-Year Course

The Sanskrit course lasts four years at the University. Avesta is taught for two years. Three periods a week are allotted to the study of Sanskrit. In the first year, the students learn the Nagari script, reading, calligraphy elementary grammar, simple Sanskrit conversation, and Rijupatha by Ishvara Chandra Vidyasagar. For the present there are 25 boys in this class.

In the second year, dictation, reading, calligraphy, translation, conversation and elementary grammar are continued. Bhagvad Gita is taken up as the text for study. The first four chapters are done in the second year. Out of these 25 verses are committed to memory. Afghan boys are much interested in the comparative study of the Gita and the Quran. They themselves cite parallel passages from the Quran.

In the third year, six more chapters of the Gita are taken up. A course in the history of Sanskrit literature is introduced. Drama is dealt with in some detail.

In the fourth year, the Gita is supplemented by Shakuntala. The prose portion is taught in its entirety while in the case of metrical passages a selection is made. The historical study of literature is continued and a detailed idea of classical prose and poetical works is given to the students. Elementary lectures on Vedanta and various systems of Indian philosophy are also included. The number of students at present in the second year is eleven, in the third year nine and in the fourth year five.

Need for Books

A small Sanskrit library has been collected with about 300 books. It is up to the lovers of Indian culture to send gifts of Sanskrit books and books on Sanskrit literature in English, French and German to Kabul University. The Parsis of Bombay have already sent a big collection of Parsi literature to Kabul University.

Afghan schools may be divided into three groups according to the languages taught. One group is controlled either by the Americans or the British, a second previously controlled by Germans and the third controlled by the French. Students read English in the one school, German in another and French in third. At the University in each class there are boys who know either German or French or English, but seldom any two of the languages. The only common languages for all Afghan boys are Pushto

and Persian. These facts are mentioned so that books about India may be sent to Kabul University in all the languages known there.

London Plan for Teaching By Films

Good progress is reported in the London County Council's five year plan to give their schools complete equipment for teaching by films instead of blackboard. Already 700 projectors have been supplied, making easier and more interesting the learning of such subjects as French, physics and history.

Full-length instructional films are being added at the rate of 250 a year, as well as 1,000 film strips, the modern version of the old lantern slides. Atomic physics is the subject of one of the latest films which runs for an hour and a half.

Experts are now planning to spend £ 232,000 (Rs. 30,93,333) on equipment and £ 80,000 (Rs. 10,66,667) on films. More than 16,000 films, 4,300 film strips and 52,000 lantern slides are issued by the London County Council every year now. (London Press Service.)

Illiteracy in U. S. Lowest in History

Illiteracy in the United States has dropped to 2.7 per cent today as compared with 20 per cent in 1870 when the first survey was made, according to the U. S. Office of Education.

An Education Office spokesman noted that illiteracy has steadily declined during the past 19 years, despite the gain in population which has now reached a record of 148,000,000. Illiteracy was 4.3 per cent in 1930.

School attendance is now greater than ever before, the Office of Education said. It is forecast that in this school year 25,798,000 children will attend elementary and high schools, while college enrollment is estimated at over 2,250,000.

In another survey, the National Education Association, a non-government agency, called attention to the need for a positive schooling program for approximately 1,000,000 children of migratory farm workers in the United states. A spokesman said the children had little or no schooling since they accompanied their parents following crop harvestings in various states. Their spokesman said: "Measures for an improved program would necessitate aid on a national scale for all states."

An Office of Education spokesman said that many states have "become more sensitive" to this problem. He said the state of Michigan, where many Mexicans come to harvest the sugar beets, "is training teachers to deal with bilingual groups."

He explained that in a country of the size of the United States, migratory farm workers are part of the economic system. The problem confronting educators is how to adapt the school curricula to fit both the children of permanent residents and those of migratory workers.

To do this, he explained, "special courses must be given in areas where these migratory children come. The teacher must have special preparation. Legal aspects of the problem must be met. Attitudes and sense of responsibility on the part of the community must be aroused"—USIS

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

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

— The Editor.

CORRESPONDENCE

Educational System In India

Sir,

Col. J. Ford Thomson, Adviser to Government of Madras, in Child psychology, speaking of the P. E. N., Bombay in January last said that the whole emphasis in the existing system of education in India was placed on memory and not on thinking, with the result that the product was a walking encyclopedia.

The country today did not find a place among the intellectually advanced in the world since educational process in India was hindered in the past due to some reasons. India had men in the field of science but not trained men; there were scholars but not thinkers. He said that he did not offer criticism in a spirit of derision but only pointed out what he felt that India should have to become a great nation.

It was in the field of philosophy that India had produced intellectuals but philosophy satisfied only philosophers until society began to act upon it.

Regarding the existing system of examinations he was vehemently opposed and said that passed students entirely depended on the contents of the text books with no capacity to think for themselves.

He said that India should have two universities for catering to the needs of the intellectuals of the country and suggested that Government should start schools which should be staffed by really good men no matter from which country they came from and admission to schools should depend purely on ability.

Referring to basic education he said a system of education for the masses would not help to discover right pupils. The urgent need of the day was not mass education but to find potentially brilliant pupils and build up a corps of intellectuals. Mere teaching of reading or writing will not make a person educated. On the other hand such persons fell an easy prey to propaganda.

If India contained some intellectuals it was in spite of the present system of education and not because of it. He felt that there was little in the present system aiming at character training. What happens in schools was "Teacher trying to catch the pupil and the pupil trying to escape".

— J. Nilakantan.

A Letter from Jammu and Kashmir

Sir,

The Jammu and Kashmir University has already begun functioning and it will hold University examinations from this very year beginning from Matriculation examination which will commence from 23rd of May 1949 and will be followed by F. A. and B. A. Examinations respectively. The paper setters and examiners, however will be appointed from outside the state for a period of three years after which the question of local examiners will be considered.

A text-book committee of five members has been set up with the Prime Minister, Shiek Mohd Abdulla, as its chairman.

The text-book committee has appointed Panels of authors, from amongst the local teachers and Professors, for writing various text books upto the eight classes of all schools in the state. The text books have been written and submitted to the Government for publication. This is a new venture and it has replaced the previous practice in which individual authors prepared text books on their own initiative and then submitted them to a text book committee set up by the Government to select the best books from groups of books on each subject.

Mr. G. A. Mukhtar one of the well seasoned educationists of our state has been appointed the educational secretary, and Prof. Mohd. Hussain as the under-secretary of education.

— Prithve Nath Razdan.

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