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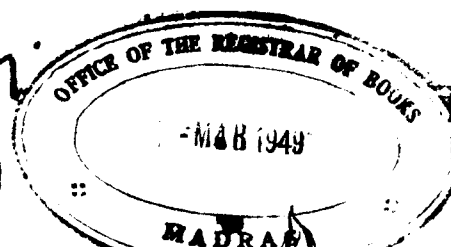
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No. 2

STUDENTS' CULTURAL ASSOCIATION

By SRI R. SRINIVASA IYENGAR, B.A., L.T. Headmaster, Sarvajana High School, Peelamedu.

IN an address of welcome presented to Sir C. P. Ramswamy Ayyar in August last, the staff and students of the Sarva Jana High School stated: “Every educational reform now in the air has been tried in some form or other in this institution. The Students' Parliament, the Court of Honour, Social Service activities, Citizenship classes, Students' Reading Room which has kept the school in contact with the front-rank educational and other journals of All-India importance, hiking expeditions, physical education activities with special emphasis on training for rural leadership, the experiments of Scouting for All and Hobbies for All, all these have had publicity and recognition. The experiments we conducted underwent modifications and changes every now and then perhaps an inevitable concomitant of a growing school. When we are at the threshold of a great revolution in education, we feel we struck years back original paths in the exploration, of fields of educational adventure.”

Despite such experiences of mine in the past in creating facilities for pupils of rich and abundant life at school, I find the announcement at the beginning of the school year of the new educational reforms too sudden for me to catch up the spirit and plan the execution of the several activities with vigour and in entirety. In organising extra-curricular activities, care has to be

taken to see that the examination ideal and the citizen-building ideal are harmonised; for if the school is not efficient from the standpoint of producing good results in examinations, the public at large will not allow teachers to be indulging in the pastime of sharing enjoyment with pupils in extra-mural activities. Again, the staff should not feel themselves at sea and bewildered in the wilderness of activities. It is not prudent to approach often the public or the management or the students for financing the several activities. A self-contained and self-reliant agency for co-ordinating and integrating the activities of a modern high school is a desideratum. I found the Students' Cultural Association a suitable agency. After working for about seven or eight years, I codified the aims and objectives of the Students' Cultural Association for incorporation in the byelaws of the Association. It would be seen that the objectives realised have been comprehensive and were carried out with a subscription of annas eight per term from pupils of the higher forms, and of annas four per term from those in the lower forms. I give below the aims of the Association with explanatory notes in brackets.

“The Students' Cultural Association shall function with a view to:—

(a) developing the literary and debating abilities of pupils by holding meetings,

debates, parliamentary sessions, and subscribing for dailies, magazines and periodicals: (This is the normal function of all students' associations in schools. The journals, subscribed for during the past two decades, have been kept in bound volumes in the school library).

(b) discerning and developing the histrionic talents of pupils by arranging to enact farces, dramas etc. (The dramas or farces are enacted on the occasion of the school anniversary).

(c) cultivation of the aesthetic faculties of pupils by holding competitions in music, fine arts and awarding prizes: (Scores of boys and girls used to compete for the music competitions.)

(d) promoting the spirit of self-reliance, pluck and adventure by arranging camps, hiking expeditions, excursions, etc. (The deficits incurred in the conduct of camps and excursions are borne from the funds of the Association).

(e) organising indigenous physical culture demonstrations, in order to inculcate the sense of manliness and pride in physical strength, endurance and skill and awarding prizes in inter-class tournaments, and annual school sports: (We have not gone to the public for giving prizes for sporting and athletic activities).

(f) promoting the economic capacities of pupils by giving facilities for the practice of hobbies, and awarding prizes for craft-work: (It was possible to conduct the experiment of "Hobbies-for-All" for about 800 pupils by helping the instructor with supply of raw materials for craft-work of a varied nature).

(g) awakening the instinct of sympathy for the poor and the suffering by organising social service activities on an individual or collective basis, and cooperating with social services organisations: (The services of school scouts had been called for on several occasions, and the expenses of the scouts on service outside were met from the funds of the Students' Association, and the social

service activities of the school have been set forth in September 1943 issue of *Teaching*).

(h) cultivating the sense of humour and interest in the lighter side of life, by arranging mimicry, ventriloquism performances, camp fires; (No subscriptions are raised to pay the performers of mimicry; the cost of firewood for the camp-fires at which the whole school had participated was borne from the funds of the Students' Association).

(i) emphasising the value of culture, and all-round culture in life;

(j) helping in students' common needs, imparting training in citizenship by co-operating with the Scout, Junior Red-Cross and other educational movements. (The expenses for holding night classes for VI Form pupils, and the entire expenses in connection with Scouting and Junior Red-Cross work are borne from the funds of the Students' Association; no subscription is collected from scouts; the common scout equipment is provided for from these funds).

(k) and forming a library of its own and aiding to the school library books and pamphlets of topical interest, and conducive to their intellectual, moral and spiritual awakening." (It may be mentioned with pride that the volumes published by the Home Library Club, Oxford pamphlets, Sunday Times pamphlets, Congress pamphlets, and other useful pamphlets have been added to the school library).

Confusion may prevail in the organisation of activities prescribed under the scheme of educational reorganisation, unless they are integrated in some form or other with the aid of a common financial pool. This co-ordinating organisation must be in tune with the spirit of the new scheme and must therefore function through student democracy. I commend to the educational world my experiments with the Students' Cultural Association for integrating and coordinating the several activities outside the class-room, which have to secure adequate finance without further taxing the slender resources

of students and parents and which should be planned and executed to make our youths imbibe the culture of "The True, The Good and The Beautiful". My educational work in this institution other than actual teaching would be worth nothing, if I had not had all through a free hand in guiding and administering the affairs of the Students' Cultural Association. The students have owed the stimulus to all round culture

and some of the happiest and most precious moments of their school-life to the manifold instructive and invigorating work of their association. It is, in fact, through the Students' Cultural Association that education in this institution has been, in the words of Dr. Rabindranath Tagore, kept "in close association with the complete life of man, physical, intellectual, social, economic, aesthetic, moral and spiritual."

USING ENGLISH IN ESSAY-WRITING*

By PROFESSOR P. R. KRISHNASWAMY, M.A., L.T., Madras.

I PROPOSE telling you a few things about writing an essay in English. First, you will probably ask me why you should choose to write in English at all. My answer is, English has been the common language of India for a hundred and fifty years now. When people from the most distant parts of India met together to discuss their common affairs and decide on a course of action, as they did at the Indian National Congress, which met year after year in some town or other in India, from 1884 onwards, they found it convenient to adopt English as the medium of expression. Some sentimentalists have protested against the use of English, on the ground of its being a foreign language. But they are not right. English is not a casual visitor to India. It has come to stay in India. You know that some communities came to India nine or ten centuries ago and have lived here ever since, and nobody can object to their living here on the score of their being foreigners. They have merged with the rest of the population in India, and they ceased to be foreigners. The English language is on a similar footing. It came to India three centuries ago, and has held a place in the life of this country ever since. Others have quarrelled with English, because

it cannot become the language of the common people of India. This also is not quite correct. Hundreds of English words are actually used by the 'lowest' classes in this country, because the words express exactly and directly things which are in their minds. Let us agree then that the use of English is a blessing to India. For several generations now, all the cultured persons in this country have adopted English as the medium of their expression. It has been felt that English is a suitable language for the accurate expression of the most refined thoughts.

Realising that English is a desirable language to adopt for our purpose, we should bestow care and understanding on the practice of writing in it. Many excellent essays have been written in English in the last three centuries, so we must try to learn the main principles underlying the composition of an essay in English. An essay has an essential unity, it is concerned with one subject only. All the parts of the essay subserve that single subject. In writing essays students should grasp the exact scope of the subject and omit all that is irrelevant.

The subject is indicated at the beginning and at the end of the essay. That does not

* Broadcast at the A.L.N., Madras, on 31-1-1949. Reproduced here with the kind permission of the Station Director.

mean that you reproduce at the end the sentence which you write at the beginning, as many students are apt to. A significant approach to the subject is introduced at the beginning, and the result of an ultimate analysis expressed at the end, so that the end is the complement of the beginning. The beginning and the end are places of emphasis in an essay. Let there be no weak and commonplace statements by way of preliminaries at the beginning of the essay. As the Latin poet Horace said, it is good to plunge into the middle of things, and get to the core of the subject.

There are many ways of beginning an essay, all equally good. I shall however mention two possible effective methods of doing it. You may begin an essay with a rhetorical period which will hold the mind of the reader in suspense. Of course, you must be clever enough to be able to do this. It is what the great writer Macaulay does often. When writing on the excellence of Boswell as a biographer, Macaulay refers by way of analogy to the greatness achieved in different arts: "Homer is not more decidedly the first of heroic poets, Shakespeare is not more decidedly the first of dramatists, Demosthenes is not more decidedly the first of orators than Boswell is the first of biographers."

One may begin an essay with a picturesque passage presenting a vivid analogy to the theme of the essay. James Anthony Froude does this in his lectures—a lecture is governed practically by the same rules as an essay. To introduce the subject of the misinterpretation of Queen Elizabeth in history, this is what Froude states: "I recollect being told when a boy, on sending in a bad translation of Horace, that I ought to remember that Horace was a man of intelligence and did not write nonsense. The same caution should be borne in mind by students of history."

Now, about the rest of the essay, after the beginning has been made. The theme is developed logically from one sub-topic to another, each of which is embodied in a separate paragraph. Either the end of a paragraph indicates how the next follows,

or the beginning of the next shows how it is connected with the previous one. The sequence of thought must appear natural and spontaneous. Even a little rambling from idea to idea is liked in great writers, because it is spontaneous.

The paragraph should be developed with a due sense of proportion, the length of each paragraph being regulated according to the importance of its topic. Balance has to be maintained in the treatment of equally important topics.

One tricky thing about an essay in English is the attention it demands to preserve the sequence of tense and observe the grammatical rules generally. An essay has to be consistent in the use of the tense. The same tense must be maintained from the beginning to the end. Consistency in the same sentence is also necessary. When the principal verb is in the past tense, you must turn the verb in the subordinate clause also into the past.

The use of pronouns also needs care. Students commit the absurdity of confusing between the masculine and the feminine pronouns. They have to learn further that English convention prescribes a regular discrimination, the railway train being for instance feminine and animals being referred to correctly according to their sex. The most important need is to secure explicit reference, the antecedent being clearly marked. The use of the comparative degree in adjectives should be invariably followed by "than." Double comparatives and double superlatives are ridiculous. In the verb, there should be agreement in number with the subject.

As far as possible sentences should be simple and short. The order of the words within a sentence also calls for attention. Words and phrases and clauses qualifying a noun should be placed as near to it as possible. A qualifying clause or phrase relating to the subject of a sentence may be disposed of at the beginning of the sentence, before introducing the subject, so as to secure clearness.

I must speak now about idiomatic expressions. Each language has its peculiar idioms, and English has a good many of them. An idiom has been defined as the method of expression characteristic of the native speakers of a language. When using idioms, you cannot take liberties, by changing or adding to the words in them. If you are not perfectly familiar with the idiom, you should not use it at all. You have also to avoid what may be called Indianisms, which are often literal translations of phrases in Indian languages. Some people may argue that they may not care to conform precisely to the conventions of English expression any more than to the niceties of English pronunciation. Such an attitude is deplorable. When we learn a language other than our mother-tongue, the standard of excellence is set up by the natives of the language. When a Tamilian learns Telugu, he must speak and write as a Telugu does. If an Englishman learns French, he must learn to speak like a Frenchman. When we in India learn English, we must naturally try to use it as an Englishman does.

An essay is not a mere string of words, it is a process of useful thinking. The style of an essay should be as nearly as possible like that of conversation. Ponderous and abstract expressions are undesirable. The English language has a rich vocabulary, and words are finely distinguished, each different shade of meaning having its own appropriate word to express it. It has been said that there are no synonyms in English, and a word must express no less and no more than what the writer has in mind. Words are to be praised only for the aptness of their expressing the thoughts of a writer.

There are some funny ideas prevalent about cultivating a good style. The qualities of a style can be derived only from the nature of the thoughts and feelings expressed through it. A writer's style reflects the mood of passion which it expresses. There can be no style unrelated to the thought or feeling conveyed through it. Some eccentric writers have some mannerisms which are constantly betrayed in their writing.

That is a weakness in them, not to be imitated. Really the best style is that which has no stylistic qualities. One thing is certain, that the more unnecessary words are cut out in a composition, the better is its style.

There must be a sense of comprehensiveness in an essay, but it should not be continued further than there is matter to sustain it. If you wish to introduce quotations in your essay, do so sparingly lest your essay should lose value as an original production. A quotation should be introduced only for its aptness. The sense of the passage should be assimilated before making a quotation. When the assimilation is perfect, even the mention of the author's name looks needless. A perfectly assimilated quotation is a pleasure to the reader who has known the passage himself.

Irony and humour are excellent qualities in an essay. Goldsmith provides numerous examples of a playful irony chiefly arising from the incongruity between the situation of a speaker and the words he speaks. As an example, I shall read to you from an essay on 'The Misfortunes of a Soldier'. He starts as an orphan brought up in a work-house and he tells us his story thus: "Here I lived an easy kind of life for five years. I only wrought ten hours in the day, and had my meat and drink provided for my labour. It is true I was not suffered to stir far from my house, for fear I should run away: but what of that? I had the liberty of the whole house, and the yard before the door, and that was enough for me."

A mere knowledge of the principles governing the composing of an essay cannot help you to write a good essay. You have to cultivate the capacity to think and feel on all matters of human interest before attempting to write essays. You should fill your time in life with purposeful activity. The curiosity to learn about everything in a scientific spirit should fill your minds, and once you begin to think and feel in the right way about things in the world, you are on the highroad to learn to write an essay.

PLANNING HIGH SCHOOL EDUCATION

BY DR. K. N. KINI, M. A. (HONS.) M. A. PH. D., DIP. IN EDUCATION (COLUMBIA),

Director of Public Instruction, Jodhpur.

EDUCATION is for living, nay education is life itself. The various important aspects of life are religious and moral, intellectual, social, political, occupational and defence. Education which does not take into consideration all these aspects of life and which does not cater to the all-round development of the individual by proper instruction would be lopsided.

High school education must take note of all these aspects so as to produce an individual who will be an asset to the State, instead of being a liability as at present. High school education which is designed merely to produce men and women for government services is not appropriate for an independent country. It is a hall-mark of slavery.

The next question is, 'what should be the curriculum of such an education ?

Imparting of religious education in India is beset with many difficulties on account of the various castes and communities, each of which has got its own tenets. It would be difficult to reconcile in a syllabus meant for instruction in schools all these various tenets. Religious education should, therefore, be left to the particular group to impart outside the school, wherever they may like. Direct moral instruction may not be palatable to adolescents. If the other aspects of instruction in schools are properly attended to and the teachers themselves, in their lives, adopt a high moral tone, the moral character of the students will be built up. It should be cultivated on the playgrounds, in the scout camps, during social service activities and in the pursuit of military training. The native propensities or instincts which form the chief part of the raw material in the formation of character of the youths become organised in these

activities, proper sentiments are re-inforced and built up into harmoniously co-operating systems, and character is formed. No lecturing can take the place of these activities in this task

Every individual in an independent country should be able to defend the country, specially defend the honour of its womanhood. No education of the adolescent is worth anything, if he is not essentially a soldier of liberty and can maintain the independence of the nation. I, therefore, give foremost place to instruction for defence. A minimum of three hours (4 periods) of physical and military training[†] per week for all boys and girls in the high school classes is a great desideratum and should be considered as a compulsory subject.

Occupational appreciation secured by actual practice is another very important phase of instruction in the country which depends for its food, clothing, building materials, military equipment of almost all kinds and most modern necessities of life on foreign countries.

Every student should be taught to be able to produce some useful goods and thus add to the material wealth of the country and should also be able to appreciate the value of modern industries, agriculture, transport, defence mechanism etc, in addition to getting knowledge of the art and science of producing them.

Every student in the high school should, therefore, practise, for not less than six periods a week agriculture and allied industries in rural areas or some skilled trade or industry in urban areas, though it may be conceded that this much of training may not vouchsafe to him vocational competency.

It will enable him to appreciate an agricultural or an industrial career and also provide him harmonious training of the intellect, hand and the eyes through activities, which is essential to every individual. Productive activity which is gainful to the pupils immediately is a great incentive to further activity, physical as well as mental.

Thus out of 42 periods a week, every student of the high school should compulsorily devote 10 periods for training for defence and training for citizenship in a modern industrial society. *He should not be an economic nor defence parasite in later life.* He must produce and also be able to project the product of his own activity.

The next question is, how are the remaining 32 periods to be devoted to secure the intellectual, social, political and specific occupational aspects of education ?

The mother-tongue or the regional language should occupy the foremost place in the intellectual and social and political spheres.

The second language may be any one of the Indian languages other than the first language of the pupil or a foreign language. No boy or girl should be compelled to take English *only* as a second language. To think that English is wanted for hundred per cent of the high school students is the height of folly. If a student in North India wishes to study Marathi or Kannada instead of English, he should have the option. If he wishes to study French or Russian instead of English, why should he not have the facility ? Give the choice to the boy and his parent.

History of Industry and Agriculture in India, Elements of Science (physical and biological, including sanitation and hygiene) and Constitutional History of India should be compulsory subjects.

The optional subjects may be one of the following groups. In the occupational groups, related science, mathematics, art and drawing should be taught ;

(a) Physics, Chemistry, Algebra and Geometry ;

(b) Physics, Chemistry, Zoology and Botany ;

(c) Physics, Chemistry, Geology and Mining ;

(d) History of Democratic Institutions in U.S.A. and U.K. ;

(e) Physical and Commercial Geography of the World with special emphasis on India and Industrial and Agricultural History of the World ;

(f) Domestic science, music and child psychology and Home Nursing ;

(g) Teaching including practice with special emphasis on rural education ;

(h) Book-keeping and accounts, Type-writing and commercial practice ;

(i) Drawing, painting and clay-modelling ;

(j) Agriculture, sheep-breeding, spinning and weaving (cotton) and dyeing ;

(k) Agriculture, sheep-breeding, spinning and weaving (wool) and dyeing ;

(l) Dairy farming, sheep-breeding and poultry farming ;

(m) Woodwork including cabinet-making ;

(n) Automobile engineering including automobile workshop ;

(o) Civil engineering with special emphasis on building trades ;

(p) Mechanical engineering including mechanical workshop ;

(q) Electrical engineering including electrical workshop ;

(r) Radio engineering including radio workshop ;

(s) Air-craft engineering including workshop ;

(t) Sanitary engineering and town planning including practice ;

(u) Sanitary engineering and village planning, including peace.

The medium of instruction will be the mother tongue or the regional language, as the case may be.

The distribution of time among the various subjects may be as follows :

[†] Compulsory military training for boys in classes IX and X has been introduced in Maharaj Kumar College, Jodhpur, this year. It will be extended to other institutions soon.

COMPULSORY SUBJECTS

Physical and Military Training.	4 periods.
Occupational appreciation ...	6 periods.
Mother tongue or the regional language ...	3 periods.
Second language (only the 20th century prose) ...	4 periods.
History of Industry and Agriculture in India ...	1 period.
Elements of science, physical and biological ...	3 periods.
Constitutional History of India and of local self-government.	1 period.

The remaining 20 periods should be devoted to the teaching of the optional group. In the case of students who take up the occupational group for optional, the compulsory occupational appreciation subject or subject (6 periods) should be different from the subjects in the occupational group. Visits to the neighbouring individual, agri-

cultural, dairy and commercial establishments should be undertaken. Excursions to visit similar organizations in different parts of India should be encouraged.

Our present day high school education is too bookish. It does not interest the students. If proper emphasis is laid on life activities, their interest will be roused and their cooperation secured. At present there is no spontaneous intellectual co-operation of the pupils in the tasks of the school. That is why there is truancy, indifference and mugging and consequent large number of failures. Properly balanced education in all its life aspects will not produce a large proportion of failures. Failing in examinations at a stage in life, when the pupils are most anxious to secure success in their efforts, has a most baneful effect on their future career, and is therefore most disastrous to the prosperity of the nation. *High school education should be so fashioned as to make failures a rare phenomenon, as far as possible.*

EDUCATION FOR WOMEN

BY SRI NARASINGA PATNAIK, B.A., B.ED., *Khajuripada, Orissa.*

IN some journals of India, in the women's page and in the columns of useful news, I read suggestions for elevating the woman. Some of us are eager for her emancipation; very few of us wish that she should be of the type legends and ancient poetry idealise. Some Indian youths look upon tradition with contempt. They would reform her in tune with their view of life.

All movements of reformation which are not an attempt to go back again to past, should inspire a great ideal of womanhood. This does not mean that we should follow the Western mode of approach; nor do I suggest blind obedience to the conventions of society, which like a fountain should always be bubbling up so that there arise in each period new problems. With the discarding of superstitions there tends to

appear progress. It is partly through the educated woman that man rises to a realisation of ideals.

Let me now consider education for women. Whenever this question arises, most of us think in terms of separatism. Education, viewed as truth, is a priceless gift that belongs to all. Man cannot monopolise it. I believe that in her the same capacity exists. Man has no business to reorganise education to suit his caprices. He must postulate that she is free to learn; there is no difference between man and woman in this respect.

India's philosophy preaches the ideal of equality. How beautiful society would be when all think along this line. Where education is concerned, lifeless customs are

a danger. If we approach the subject in the light of the Divine Wisdom, we must recognise that woman is supreme as man.

Perfect democracy is the realisation of equality, and education is the assertion of the democratic spirit within the bosom of every citizen. So, the educationist cares not to argue about the dead-letter meaning of any dogma; he wants unity and sees truth by the light of knowledge. Great and noble are the ideals of education that give invaluable help to the masses of a democracy. So long as illiteracy continues, darkness surrounds us.

Among the factors that build a nation,

education is the most important. It is the foundation as well as the crown of national life. Greater will be its services where there are educated women. As philosophers teach that all the universe is but a mirror of reality, and there is one perfect beauty, every citizen should accept education for all. If they would educate women, they would lift high the name of India among the nations of the world. We are to move forward more rapidly. Religion, education and politics are all parts of one great national life. Go along the path of knowledge, the path of unity. Let us adjust with the changing times.

A REVIEW OF THE SYLLABUS IN ENGLISH IN SECONDARY SCHOOLS—IV

BY SRI S SUBRAHMANIA IYER, B.A., L.T. *Retired Educationist, Madras.*

TEACHERS of English in Secondary Schools have been looking forward to the advent of the finalised syllabus as eagerly as a section of people have been expecting the coming of a Messiah.

The finalised syllabus would come out before the end of January, it was expected. Text-book writers are all agog, most of them having finished their labours long ago without passing their manuscript for the press. Rival publishers want to anticipate one another and submit their books to the Text-Book Committee. It is not known whether the draft syllabus in English will undergo modification. Much however remains to be done by way of revising it towards its improvement. We have pointed out already that there are some errors in the draft syllabus which need to be corrected. The arrangement of topics requires to be revised so that there may be logical sequence and coordination.

Teachers of English will have to amplify the finalised syllabus so as to incorporate particulars in connection with each topic. Each topic in outline should be filled out

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with explanations and examples. For instance, in the formation of the third person singular of a verb in the present tense, the verb takes the *s* ending, but the past tense forms of the verb in all the persons remain the same:—"I come, we come; you come, you come; he, she, it comes; they come." Compare the tense formation of the verb with those in the pupil's mother tongue. It will be seen that in his mother tongue each tense form in the present is different. In the mother tongue, the tense forms in all the persons have different endings. In the past tense in English, the forms in all the persons and numbers are the same:—"I came, we came; you came; he, she or it came; they came." These forms should be written on the black board and explained.

As regards the future tense formation, the verb takes the auxiliary *shall* in the first person singular and plural, and *will* in the second and third persons singular and plural:—"I shall go, we shall go; you will go; he, she, it will go." It is worth while comparing the forms with those obtaining in the pupil's mother-tongue. In 'I will go,'

'we will go' the verb *will* is not auxiliary; it is a *notional* or *principal* verb. In other persons and numbers, *will* denotes *futurity*: "you will go, he she, it, they will go." The special use of *will* in the third person as a polite form of command may be seen in the following: "On receipt of this memo, the tahsildar *will* proceed to the spot and conduct an enquiry in person." *Shall proceed* is an emphatic form of command. In 'he will go when he will go,' the first is an *auxiliary* denoting futurity and the second a *notional* verb. In 'you shall not find a single error in this book' *shall* denotes *promise* or *certainty* (I promise you will not find etc. or it is certain that you will not find etc).

The uses of *shall* and *will* denoting futurity may be taught in forms II and III. In the high school forms their use in indirect reports and interrogations may be taught. In indirect speech, the *shall* is not replaced by *will* in the first and third persons. The use of *shall* and *will* in indirect reports may be taught in Form IV, and their use in interrogations and subordinate clauses pointed out and explained in Forms V and VI. The illustrations may be started with 'Shall he go?' and 'Will he go?' and 'Shall you go to Madras?' and 'Will you go to Madras?' The absurdity of the interrogation 'Will I do so?' may be pointed out, though it may be defensible as emphasising the fact that I will not do so under any circumstances. The question forms 'Shall he go?' and 'May he go?' are almost synonymous, the former denoting the wish of the person spoken to, and the latter seeking his permission. In forms V and VI the incorrect expression 'I would like' should be pointed out and the correct one 'I should like' should be impressed.

Finite and Infinite Verbs: Let pupils examine the following and draw their own conclusions:—"I come, I walk twice a day. To walk makes one healthy. Walking makes one healthy." In the first two examples the verbs, *come* and *walk*, are *finite*, that is to say, limited by person, number and tense but in the other two examples the verbs *to walk* and *walking* are not so limited, and they are called *Infinite Verbs*. The pupils

will now be able to formulate the rule that infinite verbs are those which denote actions or states without reference to person or number, and that they consist of the Infinitive, the Gerund and the Participle: "The sleeping man awoke (pr. participle); he went in to sleep (Infinitive); Sleeping refreshes labourers." In a previous contribution (gerund) on the Draft Syllabus relating to Form V under 'Verbal Usage', mention was made of Incomplete Verbs. This new term was perhaps confused with either of the grammatical terms 'Infinite Verbs' or 'Verbs of Incomplete Predication'.

The Absolute Use of Participles (to be taught to pupils of Form V). Let pupils examine the following constructions:—(1) *Weather permitting*, we shall start tomorrow. (2) *The meeting being over*, we returned home. The above constructions are called *Nominative Absolute Constructions*, because the nouns to which the participles are attached are in the *nominative* case. The term *absolute* is added to it for the reason that the noun and the participle together form an *absolute phrase* cut off from the main part of the sentence. Compare also the following constructions: (1) "He, having come, must go" and (2) "He having come, I must go." In example 1, the subject of the main clause has also the participle attached to it, and the pupils should note that the sentence has one subject, whereas in example 2 illustrating the absolute construction, the sentence has two nouns, one to be attached to the participle and the other to be the subject of the main clause. The other important point for the pupil to note is the separation of the noun or pronoun to which the participle is attached. It is separated by a comma in the nonabsolute or participle construction, and in the absolute construction the adverbial phrase is separated from the main clause by a comma. The absolute construction lends itself to change into an adverbial clause: "The weather being favourable, we set sail." (—As the weather was favourable).

In the above, I have simply indicated the lines on which the amplification of each grammatical topic may be done. The head-

master of a High School may discuss important topics and the principles on which the amplification may be based. He will get copies of the amplified syllabus in each subject printed and sold to pupils of his school at reasonable prices.

Of the infinite verbs, the participle must be distinguished from the gerund. A participle is a verb-adjective, while a gerund is a verb-noun. Verb nouns may be infinitives or gerunds:—To see is to believe (noun infinitives). Seeing is believing (gerunds or verb-nouns). Participles and gerunds, though not verbs in themselves, take objects like verbs:—(1) To obey the rules of school discipline is the duty of every pupil (noun infinitive with its object 'rules'). (2) Obeying the rules of school discipline is the duty of every pupil (Gerund or verb-noun with its 'object' rule). The Infinitive with *to* and without *to*:—"I saw him go" (infinitive without *to*). The infinitive is one of the two objects of the verb 'saw', *him* being the other. In 'Let him write to me' *write* is an infinitive without 'to'. 'I will make you do it' (an infinitive without *to*). The inference is that the sign of the infinitive is omitted after certain verbs, such as *make, hear, let, see, find*.

The above may be taught in Form IV. The uses of the Infinitive with *to* will be explained with illustrations in the next contribution to the *Educational Review*.

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THE MADHYA BHARAT UNIVERSITY

BY SRI VAMAN H. PANDIT, Principal, Sri Abhya Sava Sadan, Indore.

AN honest and straightforward attempt is made here to express the different shades of public opinion for the establishment of a University in Madhya Bharat. It is a problem awaiting our keen attention.

Something like six months have passed away since the newly formed Interim Cabinet of the Madhya Bharat Government announced the suspension of the Madhya Bharat University. It was established in May 1948 at Indore and had made considerable headway, but was asked to suspend its work. This news came as a disagreeable surprise to the people of Indore. Besides, the Government have also suspended other schemes for the establishment of a University.

Firstly, the advocates for the Madhya Bharat University established at Indore question the right of the present Ministry to set aside the decision of the former Government. The University did get a due recognition from the Inter-University Board at Delhi. It enjoyed all the statutory status required, and all the schools and

colleges and other institutions of the Holkar State, and of other smaller, neighbouring States, came under its jurisdiction. In fact these were affiliated and the University had begun functioning.

Secondly, another move at the same time was in progress at Gwalior to establish a University at Ujjain or Gwalior: most probably, at Ujjain, known as Vikram University after the name of the great Vikramaditya; but the project did not develop fully, and it has remained a suggestion till to-day.

In the meanwhile, a new Union came into existence viz. "The United States of Malwa, Gwalior and Indore," popularly known as Madhya Bharat Union.

This was a sudden change, as if, overnight. A Renaissance is a stir throughout this land. The people are feeling the fresh air of freedom. A thousand thanks and warm tributes are flowing through the lips of many a man for our Deputy Prime Minister, Sardar Shri Patel who wrought this change. The last page of saddest

history of mediaeval gallantry and feudal serfdom happily terminated at last.

Now the University conflict assumed a different aspect, for every one began to look at it from his own standpoint. Consequently, the present Ministry took a right step in suspending the activities of a University established at Indore. The Ministry promised a fresh consideration of the University problem in view of the larger interests of the covenanting units of the Madhya Bharat Union. The suspended University was a mere examination body, somehow planned and hastily promulgated. Another consideration which might have prompted the Ministry, is the possibility of the redistribution of provinces according to linguistic basis, as is contemplated by the Constituent Assembly.

The University affair has proved a happy hunting ground for power-politics. The parties, of course one at Gwalior and the other at Indore, are actuated by narrow outlooks and a petty provincialism. It is deplorable that, since the establishment of the Union Government, this narrow State or City view has become strengthened both at Gwalior and Indore. A strict warning was administered by Sardar Shri Patel, when he visited Gwalior in December last. But it seems his words have proved fruitless, for this nasty business is still being continued and pursued to its logical conclusions. It is bound to do incalculable harm, to weaken the whole structure of the Madhya Bharat Government, which is being built to-day.

Never before in the long history of this region, so favourable an opportunity has presented itself for establishing a University, not alone for Indore or Gwalior, but for the whole of Madhya Bharat. We appeal to all to sink their individual and party differences, at least, over this problem of establishing a University. It is the imperative duty of persons who are occupying responsible positions in the Union as Ministers. They ought to clear their glasses of the mists from Man, Mandir or Mandu or Maheswar. Let us cultivate the habit of

looking at everything from the viewpoint of Madhya Bharat as a whole.

Further, it was proposed by the Ministry that the question of establishing a University should be entrusted to a Select Committee. Six months have passed away, and still the Committee has not come into existence: nor has the personnel for the same been announced. It would be better if a conference of all the educationists of all the covenanting Units is summoned for this purpose; we mean, persons well experienced in the field of education. It is of no use to select men even for the formation of a Select Committee who do not know the *alpha* and *omega* of education.

Expert opinion over this problem was sought from Delhi or from the Central Government. Accordingly, Dr. Tarachand, the Educational Adviser to the Government of India, visited Gwalior and Indore and held discussions with the leading men. Four months have passed away since he visited Madhya Bharat. The advice he submitted over the establishment of a University or any scheme or suggestion he made has not come to light. It is a tragedy. The progress in this direction is at a lower rate than the snail's pace. We are sorry to record that within eight months of the Union's existence the Cabinet was reshuffled two times, and there are rumours that it will be reshuffled again for the third time. Those who are in power seem to be too busy to pay attention to nation-building projects.

Let our scheme be planned in a way which will not ignore the all India pattern of a uniform citizen product; while maintaining our originality of traditions and culture. The activities should be co-ordinative and in keeping with the spirit and aspirations of India. There cannot be two opinions over this point.

Another disputed question which is delaying the establishment of a University is the location. The people at Indore want Indore; the people at Gwalior desire Gwalior. Let us not be so sentimental over over the place. It is a minor point. Apart from Indore or Gwalior, Ujjain is the

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best place. It has an excellent historical and geographical background. In the dim past, the Light of Learning blazed from Avanti. Let us revive and restore once again the buried treasure and knowledge of the great King Vikramaditya. The place is an ideal one. It has inspired our greatest poet Kalidasa. We hope it is bound to inspire all.

Undoubtedly we do wish to establish a University, entirely a new model of 1949, for an independent Madhya Bharat. It should be worthy of the glory of Raja Bhoj and Vikram. Madhya Bharat, we are confident, can present a great and original University, for its deposits of ancient culture are rich in the land.

We have to train our citizens to perform justly, skilfully and magnanimously all the offices, both private and public, of peace and war. Let our University be a rich armoury and treasury for the glory of the

Creator and the ennoblement of life.

We do wish to suggest to the present Ministry of Madhya Bharat to take two steps immediately to complete the task and with it end the useless controversy. The first step is that the Ministry should convene a conference of all the leading educationists of the Madhya Bharat to settle the problem or should appoint an expert committee of the local educationists, not outsiders. The second step is that they should hasten the work of the establishment of a University as soon as possible, for they have already retarded educational progress by suspending the University established at Indore. No body could deny that the step taken by the Ministry in closing the University at Indore without making adequate provision for a new one, was unwise. We do trust that the present Ministry will not fail to implement these two steps, which the public of Madhya Bharat desires urgently.

'THE HOUSING PROBLEM'—SOME RANDOM REFLECTIONS

BY SRI V. S. JAYARAMAN, B.E., Madras.

EVERY man has his dream of possessing a house of his own, however tiny it may be. This was clearly evidenced by the crowd of people who flocked to the model houses which were exhibited in the recent Congress exhibition.

In India, in spite of the increasing population, it should not be difficult to find accommodation for every family, if we take into consideration the vast areas of land still left undeveloped. If you travel by train in any part of India, you still see vast open spaces between stations, unused for agricultural or other crops. The climate of our sunny land also makes it possible for us to need only the minimum of space inside the house to protect him against the rain and monsoons. Most of the time can be spent in the verandas or garden under the shade of a tree.

Yet, in spite of this, we see an acute shortage of houses in almost all the towns. There is an increasing congestion in urban areas and depletion of population in villages. This is possibly due to the concentration of business and industries in and about towns, not to mention the greater amenities available in these areas. A planned process of decentralisation of governmental offices, institutions, and some industries will help in relieving congestion in certain urban areas and the movement of population to other areas. Simultaneously, the development of suburban areas should be taken up.

The national government must take this fundamental problem of housing in earnest. It should set up a five year or ten year plan of development in all congested areas, so that extension of housing areas and building up of well planned extensions

every town is taken up under a well co-ordinated scheme. Marking out of the residential areas, roads, shopping centres, industrial areas etc., should not be done in a haphazard way. A planning committee and a co-operative building society could be set up with the help of the government in all such areas. Standard plans and technical data as well as building materials, accessories, and fittings at controlled prices could be made available to them.

There is bound to be a heavy demand for the building materials, such as cement, steel, and timber, when several building programmes are launched all together. Special efforts could be made to increase the output of such materials by concerned factories like the cement factory and the steel rolling mills by additional plant and aids. More such factories may also be started in suitable areas. Till such time when the supply is made adequate, a system of priorities may regulate the flow of materials to the more urgent and important centres.

Simultaneously with the above programme investigation into new methods and materials could be carried out in technical institutes and colleges by the staff aided by engineers in the department. Some ideas about suitable lines of work in this respect could be obtained by the gathering of the data regarding the availability of raw products and prices in such area. An investigation into the old methods of building practice in each area, as it existed about a century back, can also give fresh ideas. Some of the ideas which are not quite new and which can be investigated are indicated below.

(1) Sundried bricks, instead of burnt bricks, directly used in areas, where fuel for the kiln is costly.

(2) Special hollow bricks of greater size than the stock bricks to minimise weight and mortar joints.

(3) Special burnt earthenware slabs and tiles to replace concrete lintels and slabs, where the weight to be carried and the span is limited.

(4) Special light weight roofing materials like asphalted straw mats and impregnated asbestos woven mats for veranda and light roof coverings.

Such research work into new materials and methods, followed up by building of some experimental houses using them, will advance the building science in our province along fresh lines. It will also, perhaps, evolve a new architecture and individuality for the buildings in each area.

There is much talk nowadays of "Prefab" houses, and experiments are said to be made in the construction of such houses, obtaining aluminium sheets from abroad. Some central factories are planned where the parts and frames could be made and the sent out for fabrication to various places. It is claimed that the main advantages of such houses is the speed with which they can be erected. Regarding the cost, however, it is not claimed that such a house will be cheaper than an ordinary house built with local materials in India.

But from the view of the raw products, this system is going to depend on the aluminium products from abroad, where they are available as war surplus. The mechanical part of the pre-fabrication work is planned to be carried out in America and England, by the war time factories, which have to be given some peace time work. So, the project, while it helps to give employment to some war time factories and uses war surplus materials in the western countries, does not solve any such problem in India. The suitability of such houses in tropical climates and during monsoons has also to be proved.

It may be worth-while, instead, to have a centralised manufacture of building materials and fittings at various provincial centres with raw materials readily available. The copying out of the same types and designs as worked out abroad is not likely to solve our problems here.

In the matter of making cheaper building within reach of the poorer classes, various types of buildings using various

grades of materials and fittings can be tried.

These experimental designs can be tried in the labour colonies built for factory workers, municipal employees, Railway workers etc., where the work is carried out under a planned programme by competent engineers. Based upon these experiments, further developments can be carried out by the town planning committees in the urban and suburban schemes. Development plans for new colonies and extensions should be submitted to competent municipal and health organisations, and their co-operation and help obtained for health and other amenities. The scheme should ordinarily be carried out by a committee consisting of various executives who will look to the different aspects of the programme.

The Committee should ensure that the following amenities should be provided for each group of buildings.

- (1) A common hall built with the common funds and handed over to the local municipality for maintenance. The residents all around can use this for occasional meetings, entertainments, etc. There can be a club and a library also maintained here.
- (2) A market place centrally located.
- (3) A co-operative store or provision store.
- (4) A children's school with a playground attached.
- (5) A post office and a dispensary (or hospital).

In a big labour colony, common kitchens and canteens can be tried in place of individual kitchens for each family. Experiments in civics, social work, adult education, community gardening etc., can all be tried in some of these colonies even from the start.

On the whole, the important question of a house for every family can be taken up as a special policy of the national government, and I am sure that the scheme will be well worth the cost, in fact, not at all costly, when compared to the expenditure we had to meet during the last war.

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THE WEST INDIES CRICKETERS AT MADRAS

By SRI M. R. SAMPATKUMARAN, M.A., Madras.

ALL schools and Colleges in the city were agog with excitement days before the West Indies cricketers arrived at Madras. Lovers of the game turned up in their thousands to watch the two matches that they played. It was of course sheer ill luck that the matches did not prove as interesting as they were expected to be.

The Madras Cricket Association did their best to provide for the large numbers of visitors to the Chepauk grounds during the matches. But the task seemed to prove slightly beyond their resources. There was a lot of overcrowding in every class except perhaps the very highest, and the police were set to chase away the spectators, who for sheer lack of space to sit or stand were compelled to encroach beyond the boundary line in some places.

The visiting team were competent and efficient, but there was nothing glamorous about their batting or bowling. Stollmeyer broke the ground record for the highest score in the match against the South Zone and scored a century in the Test. He fully deserved his score. But his batting cannot be described as attractive. Occasionally there were hints that he knew some strokes but the hints remained hints. He scored mainly through pushes and placings and in ones and two's. A four was something of an event while he was batting. Goddard proved himself as steady as Stollmeyer and perhaps slightly more dull. Walcott and Weekes were batsmen of a different class. Walcott is a powerful hitter, but his play lacks grace. Weekes is the most accomplished batsmen on their side, but one got the impression that he played a somewhat restrained game in the Test.

In Trim and Jones they had two excellent bowlers. But neither of them had the formidable pace of Clark or even of Nichols. Goddard was very good as a change-bowler. Atkinson did not shine at Madras, and Ferguson was unable to get much out of the ball. Gomez proved their most re-

sourceful bowler and had always to be watched carefully. It must be said however that the bowlers pursued orthodox tactics, and that Indian batsmen simply walked into their traps with their eyes wide open.

The fielding of the visitors was of a very high standard. They excelled in anticipation, in running, in picking up and throwing and in catching. In every department of fielding they had lessons to teach to Indian players, most of whom seem to look upon fielding as a vexatious imposition to be borne as indifferently as possible.

It is surprising but true that the South Zone batting showed itself to be of a superior quality to that of the Indian Test team. Gopalan's batting was easily one of the best performances against or by the West Indies in sheer quality. For an hour or so he was the monarch of all he surveyed in the field, and every stroke was a study in elegance and effectiveness. All the reputed Indian test players failed miserably in batting, and for no accountable reason whatever. It was quite easy to see how they got out. Trim and Jones exploited bumpers with unmistakable directness and simplicity. Jones, let us say, would bowl the third or fourth ball of his over as a bumper. The batsman would duck. The next ball or two would still keep to the legside, but would be directed to the stumps or swing in such a manner as to tempt a stroke to the leg-slip. Rattled or irritated by the bumper, the batsman would not play these balls calmly. The result frequently was either a catch or a direct hit on the wickets.

It was in this manner that Rege, who opened for India, was bowled in the first innings. Adhikari in the same innings ducked at a bumper and deflected the next ball to the leg slip. Phadkar in the second innings was so provoked by a bumper that he tried a tennis stroke and was properly penalised for it. And incredible as it may seem, one could watch Amarnath getting out through three balls in the second

innings. The first was a bumper from Jones. Amarnath ducked. The fieldsman at 'silly leg' or the so-called suicide position advanced a few inches nearer. The next ball kept on the leg side, and Amarnath backed a little in blocking it defensively. The man at the suicide position advanced a few paces further still. Amarnath backed up again to play the next ball defensively. It rose up a little, struck him on the chest and glided to his wicket.

Our batsmen have yet to learn elementary facts about batting technique. They should take lessons from Stollmeyer and Goddard in the art of playing steadily and safely. Both the captain and the vice-captain of West Indies play dull cricket. They have few attractive strokes to exhibit, but they break the hearts of the bowlers and advance the score at a fairly satisfactory rate. They are not worried by bumpers and they never touch balls that are likely to get into the hands of the slips.

One fact about the Test at Madras should be mentioned. The Indian Test team did not include a single player from Madras. Whatever the justification for this, it caused immense dissatisfaction. One feels that the Madras Cricket Association failed in their duty by their failure to impress the selectors with the necessity for including some local players in the Madras Test. This is the best way of making the spectators identify themselves with the fortunes of the Indian team. And it is also necessary as a gesture of encouragement to players of promise. All sportsmen may not have the temperament of Gopalan, who is serenely unaffected by both recognition and indifference.

The most important lesson taught to Indian cricket by the West Indies team is that purple patches cannot win matches. As in the old story of the hare and the tortoise, slow and steady wins the race. And this means that our players should learn, while batting, to curb the wild impulse to lash at every ball, and while fielding, to take their duties seriously. We have stars in batting, we have competent if not formidable bowlers, but we have no match-winning team.

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EDITORIAL

WE learn from the U.S.A. Information Service that the number of students from India studying in the Colleges and Universities in the U.S.A. runs into thousands, and there are as many as 5500 from India, China and other parts of Asia, and that the Department of State has been authorised to provide for exchange programmes on a reciprocal basis of students, trainees, teachers and specialists which is to become operative in 1950 under dollar appropriations made available by the Congress. The countries that have purchased wartime surplus commodities from the U.S.A. may use the money they owe to finance educational exchange programmes, and in effect they will pay the U.S.A. with scholarship and student-aids instead of with dollars. Some money is also to be made available for the transportation of foreign students to U.S.A. where a number of them will receive free tuition and contributions towards their living expenses. International houses which are social and cultural centres for foreign and American students are maintained in connection with Universities in New York, Chicago, Washington D.C. and at the University of California, besides many Orientation Centres. This programme will have a special value in developing increasing understanding among peoples of different races and cultures.

Another important feature of the educational activity of the U.S.A. in the attention paid by the Department of State to help about 5000 foreign exchange students who are in want of financial assistance and a sum of 2½ million dollars is needed to enable these students to continue during the spring term of this year. An appeal for aid to them thus declares: "We are spending billions for the physical and spiritual reconstruction of war-devastated countries. It is our conviction that the American people can make no better investment than

to spend a few millions on the future leaders of these and other countries who happen to be in our midst now, and who through no fault of their own are threatened with the necessity of returning home before they have prepared themselves for effective leadership."

American students who are interested in African Field Service and Research are to receive additional training in special seminars in which graduate-students will be trained in Africa's scientific and practical problems. Similarly, the School of Social Research in New York City has arranged a trip to offer about 70 American students facilities for study in Paris and other European cities under both American and European professors, of the political and economic aspects of the European Recovery Programme, the work of the U.S.A. Economic Commission for Europe, East-West Relations and the problem of Germany.

Communism has brought about a trouble for American Universities and forced the issue of academic freedom to prominence. Three professors at the University of Washington in Seattle have been dismissed on ground

of their concealed affiliation with the Communist Party, after a long inquiry and hearings. Three other professors have been placed on probation for two years. The American Association of University Professors is looking into the question whether the dismissals are justifiable. The President of the University has stated as justification of his action: "Academic freedom consists of something more than merely absence of restraints placed upon the teacher by the institution that employs him. It demands as well absence of restraints placed upon him by his political affiliations, by dogmas that stand in the way of the free search for truth, or by rigid adherence to a party line that sacrifices dignity, honour and integrity to the accomplishment of political ends."

It is felt that the issue was not Communism as a political philosophy, but rather as a hostile allegiance affecting the integrity and competence of the teacher to guide American youth. And it has been claimed that the dismissal was not on grounds of private beliefs but for overt alliance with the Communist Party. The teaching of citizenship, an important function of the University, is not to be entrusted to men who secretly belong to a party which advocates the complete overthrow of the American system of social and civic life.

It is accepted that academic freedom like freedom in general must draw a line against abuses that would be destructive of it.

Three editorial comments on this question are interesting :

1. "The Board's action is not a denial of the rights of men to believe what they please. It is an affirmation of the truth that men who believe in Communism—the system that denies freedom wherever it prevails—and prove their belief by becoming and remaining party members have no right to teach in an American University. They have deprived themselves of academic freedom."

2. "No one has the 'right' to be a professor in a state university any more than he has a right to be the Secretary of Labour or State Road Commissioner. Every American has a right to believe whatever he chooses plus the right of free speech, and of course the dismissed professors continue to enjoy these rights. They have not been thrown into jail or sent to a desolate work camp, as they would have been for teaching democratic principles in Russia."

3. "There will be no full answer to problems of this character until our society has decided whether or not certain allegiances are so inimical to its survival, and so dangerously supported by alien and organized conspiracy directed toward its destruction, that they should be prohibited in certain areas of employment."

These divergent views and the delicacy of the problem which may be soon affecting our land also require careful consideration by the public and by the authorities.

LETTER TO EDITOR

Private Candidates for the M.Ed. Degree Examination
Sir :

Trained Teacher's Certificate to holders of the Higher Elementary Grade who are in service as wholtime teachers in recognised schools under the control of the Director of Public Instruction, Madras, and who had never appeared for the S.S.L.C. Public Examination before are admitted for the S.S.L.C. Public Examinations of 1947-50 as "Private" Candidates without the production of school record and attendance. They can also appear for the T.S.L.C. (Secondary Grade) Examination after passing the S.S.L.C. Examination as private candidates.

The Nagpur University admits private candidates for its Degree Examinations without the production of college record and attendance. Teachers with three years' experience are allowed by the University of Madras to appear for the B.A., and M.A. Degree Examinations as private candidates. But it is rather unfortunate that the Madras University insists upon the production of college record and attendance certificate for candidates appearing for the M.Ed. Degree Examination. This causes not a little inconvenience. A Bachelor of Teaching desirous of getting the M.Ed. Degree, has not only to lose his salary for full ten months but also spend at least Five Hundred Rupees during his M.Ed. course at Madras. L.T's and B.T's, with three years teaching experience can easily appear for the M.Ed. Degree Examination as private candidates and get themselves better qualified. It is earnestly hoped that the Madras University authorities will be good enough to permit L.T's, with three years teaching experience to appear as private candidates, for the M.Ed. Degree Examination.

If this concession is granted many an aspirant for the Degree will appear and get the Degree. Not only the instructional tone but also the tone of administration of Secondary Schools will very largely improve. The status and dignity of the teacher is also bound to be greater.

K. NARAYANAN,
Secretary.

The Ramnad Dt. Headmaster's Association,
Abhiramam

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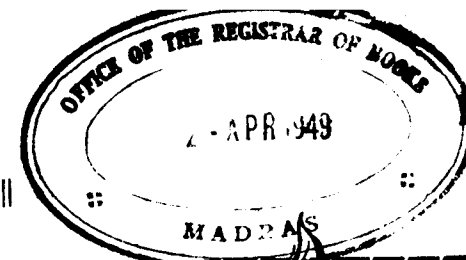
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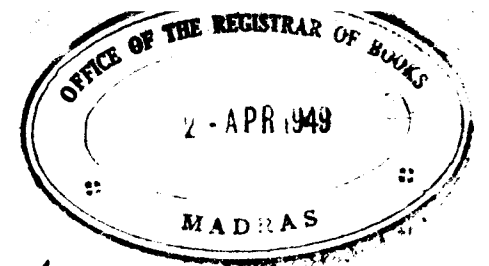
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MARCH 1949

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PLACE OF ENGLISH IN SECONDARY SCHOOLS

BY SRI N. V. KULKARNI, B.A., *Sirsi*.

WHAT is to be the future of the English language in India, is the question of to-day. This question is often being asked, and the reply is fumbled by even the well qualified Indians who can very well answer the query. In recent years with nationalism mounting in intensity, there has been a violent re-action against the retention of the use of the English language after India's liberation. There are of course, solid grounds for this aversion. A very strong case has been made for the adoption of a national language that may bind all the Indian peoples together.

There is, however, another side of the question. If the next generation of Indians is brought up entirely on Hindusthani with English as a neglected second language, there is a distinct possibility that the nation's external relations will suffer. Purely Indian culture will never enable India to take her right place in the present world. The great men of India, like Rajaraman Roy, Lokamanya Tilak, Gokhale, Banade, and others, who inspired the Indians with a spirit of nationalism, had the benefit of drinking deep at both the streams, English and Indian. The confluence of these two streams will bring everlasting peace and happiness to India.

Most of our political leaders and the religious reformers drew their inspiration from the works of Burke, Macaulay, Spencer, Froude and others. Coming down to our present generation, Pandit Nehru,

Mrs. Pandit, Mrs. Sarojini Naidu and Mahatma Gandhi have had English culture in their blood. We can but imagine what would happen if all of us were to get up one morning to find that we have forgotten the impressions received from the study of English. In that case we shall completely lose all the efficiency and insight into world problems. The study of English has, so to say, invigorated Indian culture. If, under these circumstances, we throw away English, we will not only lose the key to the world knowledge, but also commit self-slaughter. The study of English will not only help us to foster the spirit of internationalism, but will also enable us to acquire world knowledge.

The Allied victory in the recent world war has turned the world into an English-speaking unit. We can, therefore, very well ask whether it is wise for India to abandon this language when all the other peoples are learning it. Japan, during its growth into a world power, made Japanese compulsory throughout the island empire. They also learned the other world languages for purposes of trade and commerce. The result of this was that Japan became intellectually isolated, which caused the rapid growth of emperor-worship and has led to the present disastrous consequence. It is possible that the same thing may just happen here in India too. India is already too sectarian and isolationist. In our blind bid to regenerate our native languages, we are going further

and further away from the trends of world thought and world philosophy. The world is now interdependent, and no country can live in the splendid isolation of bygone days. I therefore sincerely hope that this view point will be duly considered when our leaders draw up the national constitution.

Taking all these into consideration, we should allow English to occupy the same place as at present in secondary schools as a consequence of which alone our sons and daughters will not only make themselves international citizens, but also bring credit to their motherland and show to the world that they are in no way inferior.

The proper place where our sons and daughters are to be educated to enable

themselves to acquire world knowledge thus become well read and efficient in secondary school. And the aim of secondary education is not to impart the knowledge of English with a view to appointments in Government service, but to turn them into not only good citizens but also the true bearers of our Indian culture invigorated by the English culture. Therefore, we should seriously ponder over the question with a broad mind and should not blindly give scope to any calamity caused by the deterioration in the knowledge of English which will isolate us from the Western thoughts. Any attempt, on our part, especially at this critical moment at stilling English, will be detrimental to national interest and efficiency.

HEALTH EDUCATION

(Its proper place in Our Schools).

I

By RAQ SAKIB T.N.S. RAGHAVACHARI, B.A., Retired Public Health Bacteriologist, Alameda

WHAT is health? The best of dictionaries gives us a negative definition of health, such as "freedom from disease." A correct definition of health would be "that it is that quality of life which renders an individual fit to live most and serve best." Health Education is then the sum total of the experiences which impinge on the child night and day, twenty-four hours a day, and which favourably influence the development of habits, attitudes and knowledge in relation to personal health, community health and national health.

The health of the School child became a public question in Western countries over sixty-five years ago and normal training institutions have since instituted regular courses of training in personal and school hygiene and employed medical officers to impart instruction. The great success that has attended the efforts of the state and of private enterprise in those countries, is due entirely to the devotion and enthusiasm

of the teachers and to their noble qualities of human character viz., friendliness, scientific honesty, frankness, sympathy, modesty, unselfishness, sincerity of purpose and spirit of democracy.

In spite of the various adverse economic conditions prevailing in our country, it is possible, with the help of our popular democratic Government, to create a robust Indian boyhood and girlhood, by adopting correct methods of imparting health education. The Bombay Government have just appointed a special committee to examine the question and concert measures for the institution of medical inspection, followed by correction of defects in the young children and for providing midday meals for the poor children. In our own provinces, the first attempt was made some years ago to examine students medically, but this was of a very perfunctory nature and there was no follow-up or correction of defects.

WHEN SHOULD HEALTH EDUCATION START?

The child is the fittest subject for health instruction. His mind is virgin soil and is highly responsive and quickly receptive. He has no prejudices too deeply engrained in him to be easily shed. He is frequently a frame of mind which rejoices and delights in learning simple facts and events occurring in daily life. He is quite plastic at the hands of the teacher and parents and may, therefore, be said to be in the golden period of his life when habits of healthful living can and must be formed. It is during this period that it would be as easy to form good and healthful habits by adopting right methods of instruction, as to form bad and unhygienic ones under incorrect guidance or want of supervision.

Health Education to be of real value and to leave lasting impressions should in its early stages be almost a matter of inducing in the little ones an unconscious response to the proper and right environment. The child soon learns to consider the teacher a superior person, whose words are words of wisdom and constitute the child's gospel. The very climate of his School is created by the teacher's smiles or frowns. It is, therefore, of the utmost importance, that the teacher of the youngest children should be a particularly healthy and robust person with a buoyancy of temperament and a really keen sense of humour. Perfect health alone can give the requisite cheerfulness of disposition and steadiness of nerve in the teacher to maintain order, and at the same time keep alive liveliness and humour amongst the noisy little children of a kindergarten school. This naturally leads one to the vexed question of the elementary school teacher's pay and prospects. The average kindergarten teachers in our elementary schools is in many cases an underfed, ill-clad person, not over clean, nor well kempt, and is in receipt of the magnificent salary of about Rs. 30 or 40 per mensem. Even this only after our popular Government came into power in independent India. He usually has a large family to support, and with the high prices

ruling the markets, he cannot be expected to maintain a fairly high standard of living which would make for robustness and health. Much less could we expect him to maintain and exhibit a liveliness of disposition and cheerfulness of temper.

One of the most urgent reforms, to my mind, for imparting efficient and useful health education is that it should be made to begin early in the Kindergarten stage and that the special teacher employed for this purpose in every school, should be a well-paid, specially qualified enthusiast with a genial temperament, a high sense of duty and a keen sense of humour. It would certainly be of the greatest value to the growing children, if this teacher is preferably a woman, who has had adequate training in up-to-date methods that are in vogue in America and England. She should receive an attractive salary and be given all facilities and material aids for imparting the right type of health education. The extra money spent in this direction will not have been wasted, in view of the return that can be certainly expected in the shape of a healthier race of young men and women with a higher wage-earning capacity and in consequence bigger taxable incomes. They will also be imbued with a high sense of morality.

The educational material needed for the purpose should be sufficiently large and varied, and should include articles of such a nature as would enable a child to make a free use of his limbs and more especially of the larger muscles of his arms, legs and abdomen. Even under the existing unfavourable conditions of housing it should be possible in our country to afford adequate facilities in this direction, by the exercise of judicious care. Open spaces, sunlight and fresh air are luckily three of the essential things we possess in abundance in our country, and it is our own fault if we do not make the fullest use of these bounties of Nature. The Kindergarten will alone be able to instil into young pliable minds and through them into the minds of their well-meaning but in many cases ignorant parents the elements of how to keep fit in

body and mind. This is achieved by giving the little ones plenty of physical activity (in the open air, under the shade of trees) properly arranged and carefully directed, in which every child, however delicate in health, should be compelled to take part.

The system of health education that would produce abiding results should thus be so arranged as to take the training of future citizens in health habits, *back* to the first 8 years of their lives. The Kindergarten teacher has a tremendous advantage over the parents of the child, in that the child considers the teacher a very superior person.

The Schoolroom has a glamour of the unusual about it—unusual in the sense that it is different from the home atmosphere. At School, the praise or blame has usually to be divided amongst a number of children while at home the praise or blame is bountifully bestowed and often centred on one single child or perhaps two. This is apt to evoke a feeling of self-consciousness in the recipient which cannot conduce to the formation of good behaviour in a growing child. Such children may and often do become naughty and defiant of authority. The art of teaching health through Kindergarten is simply that of emphasising particular points while the teacher is telling them little stories. Facts and fancies should be cleverly interwoven in health instruction programmes. Children are not pets who can be easily duped. They will refuse to accept the '*sham*' as opposed to the '*real*'

in science. The element of intelligent curiosity in children is a thing to be encouraged and not curbed. The teacher often finds a smart little child asking inconvenient questions out of curiosity like "Why should we sleep at night?", and often finds it irksome and difficult to satisfy the child in simple language. Such questions are discouraged, evaded or simply referred back to the child as beyond his capacity to grasp. By so doing the teacher has denied to the child—the future citizen of the country—the valuable privilege for all time of doing his own thinking.

AMERICAN PROGRAMME

The American school health programme consists of:—(1) Scales in school: (2) The School Lunch: (3) Rest and extra feeding in School to such as need them: (4) Medical Examination followed promptly by correction of defects: (5) The nutrition class with practical demonstrations: (6) The School house and the School nurse: (7) Recreation: (8) Teacher's Health and (9) Strategic publicity, and legislation in community health work.

Items 1, 2, 3, 4 and 7 (possibly also 8) admit of adoption, adaptation and immediate application, atleast in selected Schools in the city of Madras. The Ramakrishna Home Boys' School at Mylaore and the National Boys' School at Basavangudi are two institutions within my knowledge where some of the above items have been put into practice with beneficial results. I will deal with the above items at some length, with details in my next article.

(To be continued.)

ENGLISH vs. OUR OWN TECHNICAL TERMS

DR. RAGHU VIRA, M.A., PH.D. (LONDON), D.LITT.ET. PHIL. (HOLLAND), Member, Constituent Assembly of India.

'ENGLISH technical terms are international'—this is what a large number of Indians are heard to say nowadays. On the eve of transition from English to Hindi,

that is the slogan to which our English educated generation is trying to stick, hoping that they might be saved the work of learning their own language. We should

examine this slogan. In England the word "international" can be used without any prick to the English conscience only if a few of the neighbouring countries fall in with the British. For example, Norway, Denmark, Holland, Belgium, France, and Spain are considered to be nations. Nobody can deny that. So in spite of their small area or small population, if these countries agree in the use of certain terms, scientific or literary, religious or cultural, then the English people say that these terms are international. This usage of the word "international" must be kept clearly before the mind by our Indian friends. They should also keep in mind that Europe and America form one homogeneous civilization. The source of their religion and civilization is one. If the variety of Governments be moved out of the horizon, then they can be taken as one mass of humanity as against the Indians or the Chinese. Among themselves the Europeans and the Americans do not show greater differences than the various linguistic communities of Northern India. To the Europeans, Latin and Greek have the same sanctity as Sanskrit has to us.

The internationalism of English terminology is really a community of civilization among the different language groups of Europe, who are known as different nations on account of the different Governments. But when an Indian borrows the phrase from the English, he understands by the word "international" the whole world, including India, China, and Japan. He means by it that it is binding on us to use English terms, whether they be intelligible or not.

It is not only the technical words in English which are common to other European languages, but even ordinary words as 'commencement,' 'religion,' 'philosophy,' 'architecture' etc. It does not follow that these words are international in the sense that they are binding on us. If it were so, then we would start making a thorough investigation as to which words of the English language are common to other languages of Europe. The words that

are thus registered shall then be binding upon us. This has never been done in the world, and this shall never be done either by us or by any other country. If the Europeans have a certain number of words common, it is not because they were different sets of people as we and the English are, who felt constrained to use words of another language. A word of Greek or Latin origin can be used in any European country. So they could sit in a conference and accept any Greek and Latin name. But they are not our words. They cannot be absorbed into our language as intelligible parts of the language. They would stand out as insensible conglomerations of awkward sounds.

Our generation which has been brought up on English and Latin terminology, cannot properly judge the needs of the generations to come, the generations who would not be obliged to spend the best part of their school and college life in the mastery of the English idiom.

Latin and Greek are the soul of Europe. They are not our soul.

But we also have a soul. We are not soul-less. We have a history and a tradition. We have a heritage to guard and to develop. We cannot merely look up to others as to what they speak. We have to attend to our own. We have to satisfy our own hunger for knowledge. Our only aim can be, how can we grasp knowledge in the quickest and surest manner? English books can be best used as reference books for higher work as long as we do not make real contributions in different spheres of science. Then we shall have plenty of our own reference books, magazines and translation bureaus, to place at the disposal of our men, in our own language, all that is new in the rest of the world. But we shall save time by teaching to our children with our own words and phrases, books and magazines, the highest truths of science. We shall not go on teaching them cat-and-dog stories in a foreign tongue. We shall not waste their energies in idiomatic exer-

cises in correct spelling, pronunciation and accentuation of one of the most erratic languages of the world. A few intelligent men at every University may go in for foreign languages, but the majority must spend their time in actual pursuit of knowledge. Our aim, clear and unbending, should be the learning of modern knowledge through words which lead us forward and do not stand as effective blocks in the way of progress. How many of the professors of science, let us take Botany and Zoology, or Chemistry and Mining, understand the English hotchpotch, known by the name of scientific nomenclature? A part of it is meaningful, while a good deal is meaningless. But whether originally it is one or the other, to the Indian professors of science, it is all meaningless. It is to be learnt by sheer repetition and understood with the help of the context and associations alone. The words by themselves mean next to nothing. Because they do not understand these words and because they have never tried to think as to how they can be translated in our own languages, an atmosphere of mystery, a sense of unknown and the unknowable, surround these words with a unique halo. They have bestowed so much labour in filling their brains with them that they have almost a secret love for them, the love of the hard-earned.

Just as Latin terms are common to the whole of Europe, so shall the Sanskrit terms be to the whole of India. Area by area, population by population, we are almost equal, and if we work hard, as we are bound to do if we mean to survive in the struggle of existence between nations, we shall surely catch up with the Europeans.

Scientific terms are virtually a snowball. As the snowball rolls along, it gathers more mass. There is no end to its growth.

The small ball gains a hundred times its own size in a short while. If we were to start with borrowing a few English words in science, one would be astonished to find that in a short time they would have amassed an amazing lot of English words round about them. Every word has its associates. The associates in their turn have their own connections. So the mass goes on increasing, until the whole language is dominated and enveloped by it.

If we reverse the process, that is, if we start providing our own words which will have a meaning in our language which will not be mere sounds but will be, in themselves, bearers of a part of their own definitions, these words will also go on gathering mass. Patience, intelligent work and systematic investigation will enrich our language and our mind as nothing else will. Foreign words tell you nothing. Our own words will tell you something, which will lead you ahead. That is exactly the difference between our own and what is exotic.

To come back to the word "international", anything which is common between two or more nations can be called "international". For example, China, Japan, Manchuria, Korea and Annam have half their vocabulary common. This vocabulary would consist of all the words relating to higher thought and science.

Similarly, the vocabulary which is common to India, Burma, Siam and Ceylon would be called international. Of course we are not yet aware of this, but it is time that we became aware, and utilised the community to the advantage of all the countries concerned.

[Courtesy—International Syndicate, L. N. WARDHA (C.P.)]

SEX EDUCATION

BY PROFESSOR WILLIAM E. HOOKENS, M.A., *Kamptee.*

OF late, there are a good many educational theories in the air, and one of them is that education is for sanity. Without going too deep into this aspect of education, we may say that no education is worth the name that does not take into consideration sex education without which men are mere brutes.

It is a great pity and a crying shame that sex education is all too rare. Its neglect in advanced countries is so pronounced that one wonders what the intelligentsia are doing about a growing problem that is daily maddening the world.

Sex education in India, as in other countries, is neglected for many reasons, and a few of them are: the ignorance of people on fundamentals; their hypocritical attitude towards life in general; their warped personalities as a result of not being habituated to seeing things straight; and, last but not least, the constant conflict between men and women for supremacy.

Needless to say that sex education in India is taboo and few discuss it with that breadth of mind and calmness that should be usual in a land of cultural heritage and a glorious past. The obsession of boys and girls and of men and women in sex, the guarded segregation of the sexes into two warring camps, and the pseudo-scientific books on the subject and crude illustrations for stories and articles of a sensationalistic nature, make sex an unholy thing in life with which boys and girls and even grown up men and women wage a long and losing battle.

With crudely mistaken notions of sex, nothing good can ever come to humanity, and so far the hopelessness of the world is due to its cockeyedness on sex matters. Very few grownups know what is what as far as sex is concerned. Most of them acquire sex knowledge (if it can be called knowledge at all) from the bazar-written books on sex, or from the cinema world

which is not too strait-laced as far as morals are concerned. The result is that boys and girls are left to themselves and naturally wreck their future and bring to grief parents and others, who by their hush policy on the subject make it difficult for them to know the essentials of life and who naturally make boys and girls warped by their constant espionage and studied threats, thus depriving the children of that balance and steady repose which they stand so much in need of in life as children, students and citizens.

Our late Mahatma thought much on the subject of sex education and felt the pressing need of it in homes and in schools and colleges if boys and girls were to develop into normally healthy men and women. And in all that he spoke and wrote, he made it his mission in life to make grown-ups feel the crying need for sex education for sane and happy living. As a man who had committed Himalayan blunders, he was in a position to gauge things and to see life in the round. In fact, in seeing the lowest hell he was impelled to see the highest heaven, and he was inclined to see it through sex education about which so many are ignorant today and commit all the heinous offences possible. One has only to dip into the daily papers to see how warped man is as a result of no education in sex matters and how he shows himself a perfect brute in his relationship with other men and women. Dr. Mehta's "Scientific Curiosities of Sex Life" (Taraporevala publication) show what men and women can be when they do not know how to adjust themselves to sex relationship. Havelock Ellis shows in his two volumes of sex literature what man and woman are devoid of sex knowledge and how great they make themselves when they see in sex the only way to sane adjustment to things within and without. All who give a thought to the subject of sex education, will see how its neglect can only spell disaster to a nation and breed diseases that do more harm than the most

harmful weapon so far discovered. The Freudian lens from which sex was formerly seen is now obsolete, and most persons, including educationists, are seeing in sex the holy thing of sublimatisation and creativity. They are therefore doing all they can to make boys and girls in their charge poets and philosophers and scientists, instead of erratic Oscar Wildes or George Moores. They see in youth a bubbling fountain of love and rosy idealism, and they make youth bloom and live to a ripe old age with all the good things of life added to his span. They see in the first questionings of the child seeds of knowledge, and they love to see them sprout into plants and trees bearing fruits of a beautifully varied and appetising nature. Being all for life, they know how to attract the good things of earth and heaven and they are therefore not slow to disseminate right sex knowledge to those who want them. Seeing as they do things in a perspective, they feel the need of sane sex relationship in life, and they happily adjust young people in all walks of life, thus preventing the coming disasters of divorce and marital infidelity, which are all too common today and which are wrecking the happiness of so many, many homes all over the world.

One has only to get asking boys and girls in schools and colleges questions concerning their sex life to know how unbalanced they are and ill adjusted, with all the embryo complexes eating into them like so many baby vultures. The lives of most boys and girls can be happy, if only they are told the essential things concerning sex devoid of that awkwardness which is a characteristic of parents, teachers and others who are known to speak or write on sex problems. Awkwardness is something that must be got rid of, because it prevents

many from that detachment which is necessary when topics of a delicate nature being discussed. Ethel M. Mannin—well known novelist and writer—sees need for right knowledge in sex and a right state of mind. We know she is right because the sex education her children which she imparts in writings is of the type that most educationists testify to. Frankness pays, sincerity, too. And we need these qualities to be developed in grown-ups. To this the quality of holiness, and education as far as boys and girls concerned, will be an accomplished fact.

THE FAMOUS ASTROLOGER

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Pandit Kaliyur M. SRINIVASACHARIAR

THABONIDHI, THYAGARAYANAGAL

ILLITERACY AND HOW TO COMBAT IT

By RAO SAHIB R. SWAMINATHA IYER, B.A., L.T., Retired Headmaster, Kumbakonam.

LITERACY is in general taken to mean ability to read and write, but should be taken to mean more. It should mean increased intelligence and increased moral and economic efficiency. Rev. Meston of the Madras Christian College, speaking of the aim of education, once declared: "It is a great thing that a man should know how to use his hands, should live the life of a true citizen, should have a passionate devotion to the country and nation that has borne him; but it is a greater thing that a youth, as he grows up, should unfold into a truer, more upright, more enlightened and more trustworthy man."

On an average in our country about 10% of the population only can read and write, while in some European countries, the United States, Canada, Japan etc., from 90 to 95% of the people are said to be able to read and write. It is seen from the published Reports of Public Instruction that in our province there are no schools of any kind in thousands of villages, even in those with a population of 2000 to 1000. All this shows clearly how much our Government have yet to do in respect of education, both by way of extension and expenditure.

The reasons for this backwardness of our country are not far to seek. Among these are the grinding poverty of the people in general, and their conviction that what little they possess by way of world's goods might be better invested than on the unprofitable education in vogue, which does not procure a man of minimum educational equipment, in most cases, more than the wages of a day labourer or a cook. To add to this there is the apathy of the rich and the low prestige of the teaching profession standing in the way of men of light and grit taking to teaching as a calling. Teachers are by no means an inconsiderable part of the body politic, and both the state and the public should ungrudgingly give them their legitimate place in society.

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It is unfortunate that people should feel that the education of the children of the land is the exclusive concern of the state and that they themselves have nothing to do with it. A due sense of propriety and responsibility requires to be inculcated upon both the village and townsfolk; and their sympathy and co-operation in the matter of education must be secured.

Diogenes, the famous Greek philosopher of the 4th century B.C., is reported to have said, "The foundation of every state is the education of its youths."

Rev. Meston, whom I have quoted already, again says, "Education costs money, but it is worth the cost. Compulsory education means a heavy drain on our purse and so does the payment of adequate salaries to teachers. But the nation that grudges these expenditures rears the enemies of its own peace and security and has to pay at a compound interest for its parsimony. Not only are there more schools and better staffed schools to be provided, there are also teachers to be thought of, (who) require food to live on and clothing to cover them and an income to bring up a family."

Everyone knows that it is the aided agencies that do the lion's share of the educational work in this country and that too, without laying themselves open to the charge of extravagance on the one hand and niggardliness on the other. The best way to combat illiteracy is for Government to make the fullest possible use of the aided agencies and render them liberal financial aid.

The famous Educational Despatch of 1854 and the grant-in-aid system which followed in its wake did contemplate and aim at the evoking of indigenous effort in the matter of education and the subsequent declarations of policy down to the present day have reiterated and emphasised the principle of private effort and the grant-in-aid.

It is generally recognised that Government management is too costly and points to the need for a transfer of that management to agencies which do not make so heavy a drain on the public purse. What is most pressingly called for therefore is a generous system of grant-in-aid, applicable with modifications to public and private managements and so conceived as to draw forth local patriotism and private benefactions in the direction of education.

Both on educational grounds and for financial reasons, a system of education of this kind would combine educational efficiency with national aspiration and financial economy. Further the arrangement would make for the development in people of a due sense of responsibility and initiative in respect of educational work and of the power of sustained action.

Having dealt with education in general so far, I proceed to consider Elementary Education in particular and how it may be best advanced. To my mind, for sometime to come the educational needs of each Taluq or Range can be best served by the Deputy Inspector of Schools assisted by a representative council of suitable men belonging to the taluq or range. The opening of additional schools and the expansion of existing ones they must be got to attend to. The funds required for the purpose should be supplied both by the local board and the Provincial Government. To ensure due coordination of the educational activities in the various ranges, the District Educational Officer should be invested with appropriate powers of direction and control. The Range Council should be composed of elected representatives of the concerned Municipal Council and Local Board and aided private agencies, the teacher-managers and others. In the matter of supervision, it should be assisted by small local committees of fair-minded, discriminating, willing workers, selected by the Educational Officers concerned. The Range Councils and the Supervision Committees ought to be able to draw up suitable schemes of studies calculated to meet local needs.

Proper education being possible only suitable school houses with adequate land and appliances, liberal equipment and dining grants are indispensable and the necessary provision must be made therefor in Grant-in-aid Code.

Illiteracy among us being thick and ordinary day schools are not enough to lighten it. Night schools and continuation classes for adults and part-time or seasonal schools for labourers and their children and provision for suitable instruction must be thought of. Efforts must be made to make rural life attractive and profitable and to bring home to people the virtues of industry, thrift, loyalty and citizenship.

"The pivot of progress in education is improvement of the teacher both in quality and suitability" say the Government reports on education. Teachers have accordingly to be selected with care and foresight, and given the requisite training in view of the future work. The training in the Training Schools must be adopted to turn out teachers qualified to run rural schools of all kinds and drive home to the rural people the pleasure and the privilege of literacy through suitable reading rooms, exhibitions, demonstrations and discourses. Enough encouragement should be given to the teachers both for their normal and extra work. It is in such encouragement that the best and the utmost in a teacher can be called forth. Every teacher, whatever his grade, should be given a 'living wage' for his normal work and any extra work he does must be suitably remunerated. There should at the same time be an upper limit of salary to which he can reasonably look forward under normal conditions, the upper limit varying with the grade of the teacher.

Neither the Government nor local boards should go in competition with private agencies in starting schools. On the other hand public-spirited men individually or collectively should wherever possible be got to interest themselves in education and run schools full time or part time, for the benefit of the illiterate about them. The staff of the Co-operative Department or Government

ment pensioners, may likewise be induced to help in the spread of literacy by the offer of the needed facilities. The Grant-in-aid Code should be suitably amended in view of all possible contingencies, by way of encouraging all genuine, intelligent efforts towards the spread of literacy.

May we hope and pray that the Government will make a liberal allotment of funds for education and other nation-building departments and have their Grant-in-aid Code so amended as to keep schools and teachers above want, to the speedy advancement of the country all round!

THE SCRIPT FOR THE NATIONAL LANGUAGE

By SRI R. SRINIVASA IYENGAR, B.A., L.T., Headmaster, Sarvajana High School, Peelamedu.

THE study of Hindustani has been a puzzle to the present Madras Government. It is compulsory in all the linguistic areas of the province except the Tamil Nadu where it is optional. Like the language, the script is "somewhat involved, difficult", and causes tremendous strain on young children of the first form stage if they were made to pick up both the Roman and the Devanagari scripts. The loyalty to the national language is proclaimed by the statement that what is paramount is the learning of the national language at a tender age and not the learning of the Devanagari script and that the script is not altogether neglected, as it would be introduced at the fourth form stage. The sympathy of the Government for the tender children is demonstrated by introducing the common Roman script as "an eminently practical way out of the difficulty", and thus 'enabling them to learn at one stroke as it were both English and Hindustani'. Their tender solicitude is further shown in the active consideration of the teaching of Hindustani in the script of the regional language so as to facilitate the learning of Hindustani by young children in this Province whose mother-tongue is not Hindustani.

The Madras Government is fortified in their view by the predictions of Pandit Jawaharlal Nehru, that it would be desirable to explore the possibilities of the Roman script and to use it, where possible or desirable, as the Roman script has been used with great effect in the army and has

proved also a great unifying force. Rajaji sometime back tried as a hobby the Roman script for the study of the Tamil language; and a Madras daily is continuing the experiment in its weekly columns. Pandit Jawaharlal has definitely expressed his warning, "I do not think it possible for us to adopt on any wide scale the Roman script." The Madras Government's language policy is not clear, as English has been abandoned in the first form, and is begun in the second form. Again, it is not easy to understand why Hindustani should be studied in the Roman script in the first form, and again in the Devanagari script in the fourth form. The inconsistency is perhaps not apparent.

The partiality for the Roman script is due to the prejudice against the Devanagari script based upon the ignorance of the comparative merits of the two scripts. The one is phonetic, and the other, not phonetic at all. George Bernard Shaw's agitation to make English language phonetic is too well-known. He used to say in all seriousness that King George is made to waste half his life by being compelled to use six letters in signing his name when three would be quite sufficient. The eccentricities of the English language due to its unphonetic character are recited in humorous poems. The same letter has to represent many sounds and one sound is represented by many letters. The Nagari script is phonetic and has a large number of letters representing a wider variety of sounds. It is also well-known

that the telegraphic messages couched in Hindi but written in the Roman script at the Hindi Sammelans could not be deciphered easily and that three or four persons have to be engaged in reading the message correctly. The Roman script which has only 5 vowels and 21 consonants has to be reinforced by a plethora of special signs, symbols and multiplications of letters. Confusion between 'Budha' (wise man) and 'Bhuddha' (a dull-witted person), between 'Sat' (good) and 'Shath' (vile person), between 'baag' (a pleasant garden) and 'bagh' (tiger) is likely to rise. The equivalent for 'good' (Achcha) requires seven letters and two diacritical signs in the Roman script but only two letters in the Devanagari script. The word 'baithiye' which could be written with three letters in the Nagari script needs eight letters and four symbols. The difficulties over the 'Tavarga' and the 'Thavarga' cannot be easily tided over in the Roman script. The seven sounds in Hindustani which the Nagari script does not provide for viz., KH, K, G, PH, D, DH and J are provided for in the Nagari script by placing a dot underneath the letter; and the defects have been rectified.

Rationally argued, the Roman script cannot be an adequate vehicle for the learning of Hindustani. Politically considered, as Rashtrapathi Dr. Pattabhi remarked, 'there should be three rights guaranteed to each individual, namely, the right to have his own religion, the right to use his own mother-tongue, and the right to have his own script'. As Dr. Thakore observed in "Philomath" (London), "If anyone imagines that the East will ever accept the Roman script, that would appear as absurd as if I were to suggest that the Western world should adopt the Arabic alphabet." This aspect of the question has been voiced forth by Gandhiji for the past two decades in the pages of "Young India" and "Harijan". Gandhiji wrote in "Young India" of July 1927 that "we must have an easily adaptable universal script for all India, and there is nothing so adaptable and ready-made as the Devanagari script." But he advocated later on the use of the two scripts

the Devanagari and the Urdu in the interests of Hindu-Muslim unity. Moulana delivered this message of Gandhiji to the Muslim youths at the Aligarh University Convocation address that they should learn both the scripts.

But Gandhiji was ever stontly opposed to the use of the Roman script for Indian languages. His views are summarised in his own words thus:—

"I am not prejudiced against the Roman script. I am against anything or anybody usurping a place not belonging to it, or to the Roman script has come to stay in India. But it cannot take the place of Indian scripts. The Arabic script in which the Persian is derived is a necessity for Muslims, and Sanskrit is for the Hindus. Roman has been suggested as a compromise and not for its merits. It has none and that it is almost universal. But it does not displace either the Devanagari which is the parent of most Provincial languages and is the most perfect of all the known scripts, or the Persian because it is written by millions of Hindus and Muslims in the North. The Roman script has its own unique place. It need not aspire to be greater. English will appropriately remain the international language with the Roman script. But the latter can never be the script of the national language. Time-saving devices are good up to a certain point. When they take the form of a mania which destroys human relations and desirable restraints. Let the Provincial Governments beware of the lure of the Roman script. Let it not be said of India that it is degraded as to become the blotting sheet of civilisation."—(Harijan, 2-2-'47.)

"However attractive the proposition may appear to be and whatever is true of Indian soldiers, in my opinion, the replacement would be a fatal blunder, and we would find ourselves in the fire out of the frying pan".—(Harijan, 28-8-47.)

It behoves the Madras Government to examine the problem in the light of the moral and spiritual aspects of the question stressed by Gandhiji. But Gandhiji was

opposed to the learning of the national language through one's mother-tongue. "The national language is really more for speech than literary purposes. The script is, therefore, not so essential or is at any rate, of secondary importance." Hence for the man-in-the-street or for use in the highest class of an elementary school, the national language may be studied with the aid of the regional language with conversation as the objective. The national language must be taught in elementary

schools also. This is not an outrageous suggestion, for English was taught in the primary schools till recently.

But in secondary schools which cater for children of a higher intelligence quotient, the Devanagari script ought to be used. The intelligence and the linguistic capacity of the children of the Tamil Nad need not be underrated. As Dr. Annie Besant wrote forty years ago, "for the sake of national unity, South India has to make this sacrifice, viz., the study of Hindi".

LETTERS TO EDITOR

Teaching of Handwriting and Educational Psychology

Dear Sir,

We wish to thank you for giving so much space in your editorial in the October 1948 issue of "The Educational Review" to our two recent inquiries on the teaching of handwriting and on educational psychology, and we are glad to know that you have found the two reports on these inquiries useful and interesting to your readers.

In connection with these reports there is, however, one point which we would like to make clear and about which there appears to be some misunderstanding, judging from your statement concerning the teaching of handwriting.

Although the two reports were published jointly by Unesco and the International Bureau of Education and formed the basis of discussion at the XIth International Conference on Public Education organised jointly by the two organisations, the preliminary study was carried out entirely by the International Bureau of Education. Unesco had nothing to do with the actual investigation. The International Bureau of Education sent out the original questionnaires to the Ministries of Education and drafted the final reports based on the replies received. This is clearly explained in the Introduction to the reports.

There is no doubt that Unesco will find the report on the teaching of handwriting

very useful in its work for fundamental education, even though it did not carry out the study itself.

Yours faithfully,

RUBY D. CUSDEN,
Chief of Section,

Bureau International D'Education.

School Librarianship Courses

Sir,

A library without an efficient librarian is like a dispensary without bottles. It is very distressing to note that school libraries are not run on proper lines. The causes are not far to seek. Every year a new teacher is asked to be the teacher in charge of the library. The inevitable offshoot of this policy is that there is no continuity in the work, no pride in the library or interest in building it up, and little care of books. Secondly the teacher-in-charge of the library is not generally trained in librarianship. Very few schools can boast of full time librarians. A large majority of schools can ill afford to have full time librarians on account of financial difficulties. The only remedy for this state of affairs is that a qualified part-time teacher-librarian should be appointed in all schools. Needless to say, he should be given extra payment for a position of special responsibility, and a number of free periods each week for library duties.

In England the Ministry of Education has resumed its courses in School Librarianship. These courses are held periodically, and no wonder that school libraries are well organised and utilised, with the result that the reading habit is fostered and a stimulus for greater knowledge is created. In our own Province, the Department of Education can very well conduct courses in School Librarianship. To begin with, such courses can be organised and conducted every May

at Madras with the active co-operation of the Madras University Library authorities, The South Indian Teachers' Union, District Teachers' Guild, and the Headmasters' Associations can usefully help doing their bit in this field of activity in spirit of service and sacrifice.

K. NARAYANAN,
Secretary, The Ramnad District
Headmasters' Association.

Abiramam.)

EDITORIAL

THE Quinquennial Conference of the Indian Universities that met at Madras recently was greatly exercised over the question, now actively discussed everywhere, of University autonomy and its great value for national elevation.

As has been pointed out elsewhere, some persons are inclined to the opinion that because the present Indian Government is National and Swaraj, and not foreign, and consists of representatives of the people, Government control over the Universities may be accepted as necessary and beneficial. It is perhaps going out of the way and illogical to accept, without question, this idea, because Government control under any form and in any condition is bound to affect the tone and the character of local institutions and in particular, the utility of corporate educational bodies. We commend the following remarks made in a contemporary pointing out the danger of allowing Government encroachment on University autonomy.

"Universities are not only to train men for the Government services, but to advance learning, open out new chains of thought and create new ideals. These functions can properly be undertaken only in an atmosphere of freedom and under conditions of autonomy. Let the Governing Body of the University be composed of men with necessary experience of different aspects of scholarship and of human activity, and let

this body be the final authority in determining the course of development of higher education. Not unoften the slogan repeated that those who pay the piper shall call for the tune. As the Government to finance the activities of the Universities the former should lay down conditions under which the money granted by it is to be spent. The Government should further have the right of exercising control so as to see that the conditions as laid down by it are being acted up to. This is no doubt the underlying principle of grant-in-aid. In the relationship between the Government and the Universities is not to be regulated by this principle. Every body knows that higher education has to be heavily subsidised by the Government. If, however, this subsidy is to be paid according to the rules of grant-in-aid, the Universities must come completely under the control of the Government, and to that extent the object of having Universities will be satisfied."

The Central Advisory Board of Education at their 12th Session held at Allahabad in January last, have accepted the following recommendations of their Committee on Secondary Education. Secondary Education will be seen from them that every Provincial Government is advised to set up a Provincial Board on Secondary Education since advice is needed by the Provincial Government for fully discharging

responsibility, for maintaining and expanding institutions for Secondary Education. The recommendations of the Board of Secondary Education should be of such a character that they should not be liable to be turned down by the Education Department particularly in important matters. Among the recommendations, the following may be noted:

1. The teaching of the federal language should be started at the end of the junior basic stage, should be compulsory throughout the pre-secondary stage, but may be optional thereafter.
2. The federal language should become a compulsory subject at the secondary stage, when English ceases to be the medium of instruction in the Universities.
3. Secondary schools should ordinarily be of the multilateral type, but where local circumstances demand, unilateral schools should not be discouraged.
4. There should be one public examination at the end of the secondary stage, and Universities may, for admission purposes, lay down such conditions as they deem fit.
5. The pay and conditions of service of teachers should be the same as recommended by the CAB of Education, though scales of pay should be revised in the light of the changes that have lately taken place.
6. The period of training should not be less than one year, and after every five years there should be a refresher course.
7. Youth movements and Scout movements should be encouraged in schools.
8. Provincial Boards should be set up to advise provincial educational authorities on

problems connected with secondary education.

The Provincial Board of Secondary Education and the Advisory Committee set up in Madras and the proposed Board in West Bengal, have to be tested by their record in the coming years.

We learn from *American Education*, a fortnightly review of educational progress in the U. S. A., issued by the U. S. Education Service, Leaders in Bombay, that the Columbia U.S.A. University held recently a Forum of Male-student-

leaders representing 65 secondary schools at the first Columbia College Forum on Democracy in the University campus. The value of such a training course cannot be exaggerated for the development of the civic sense in the growing minds of educated youth.

During the seminars and lecture sessions, the boys were addressed by specialists in law, government and international affairs. Dean Harry J. Carman explained the Forum's purpose as being to enable the student leaders "to meet and talk with men who participate in day-by-day formulation and administration of policy in our society". By means of the forums, he added, "they will come to know at first hand the basic principles of thought and action which are the necessary ingredients of the leadership in America today".

Among the speakers were General Dwight D. Eisenhower, now president of Columbia University; Dr. Philip C. Jessup, former United States delegate to the United Nations and newly-designated United States Ambassador-at-large; and Mayor William O'Dwyer of New York City.

BOOK REVIEWS

ANCIENT INDIA, BULLETIN OF THE ARCHAEOLOGICAL SURVEY OF INDIA, NO. IV DOUBLE NUMBER, JULY 1947 - JANUARY 1948 - PAGES, 321 AND NUMEROUS ILLUSTRATIONS, PLANS ETC.

In this sumptuous double number, Dr. Mortimer Wheeler deplores the reaction on Archaeology of the partition of India—effected in August 1947. The new boundaries drawn on the archaeological map, show how Pakistan includes the greatest part of the seat of the earliest Indian civilisation, as well as Gandhara and Taxila, so rich in their yield of architectural treasures, while almost all the Muhammadan monuments of great importance are curiously enough, in the Indian Dominion.

Dr. N. P. Chakravarti, the present Director-General, reassesses the Minor Rock-Edicts of Asoka and discusses a few of the connected problems relating to the Mauryan and the Andhra rule in the Deccan. He says that the early Andhras lived near the upper Godavari and extended south to Mysore only later.

Dr. Wheeler has also given a learned monograph on the Megalithic and other cultures unearthed in the Chitaldurg district of Mysore, where two places, Brahmagiri and Chandravalli, have been carefully explored. Distinctive elements of what has been called the 'Arikamedu Culture', evidence of which was first discovered near Pondicherry on the east coast, have been found in both the sites. At Brahmagiri, megalithic tombs, stone-axes, microliths and painted pottery have been abundantly forthcoming; while a clear succession of three main cultures at the site has been traced. The chronology of the megalithic tombs which are so characteristic of South India and whose relations to and affinities with similar megaliths in other parts of the world, as in the lands bordering on the Mediterranean, in the Caucasus and in Iran, have been studied, in another article of this number, contributed by Dr. V. Gordon

Childe. The megalithic cists of Southern India have an Iron Age equipment and likely affinities with Western analogies while these of the Centre and the North-East of the country have possibly neolithic associations and an Indonesian or South-eastern Asian orientation; and overlaps between the two types are naturally found in Central India. The Brahmagiri (Tamil) site discloses the following cultural sequence: (1) a Stone Age Culture, (2) an Iron Age Culture and (3) Andhra Culture, which was flourishing in the latter half of the 1st Century A. D. The pottery of the last culture was far more sophisticated than that of the earlier strata and appears to have been turned normally on a fast wheel. The coins discovered in the Chandravalli site affords evidence that the gold coins of the Roman Principate were current in South India as bullion of standard quality and weight and that they were probably used in bulk. This bullion-trade reached the maximum height in the first half of the 1st century A. D. and came to an end in the 3rd quarter of that century.

The paper on the cultural relations between Iran and India in pre-Islamic times contributed by Dr. Wheeler, who went on a cultural mission to Iran in 1945, is very learned. The civic (or town) idea probably came from Mesopotamia and Southwest Iran into the Indus valley, where it was perfected and recreated by "an essentially alien, essentially Indian, environment" in other words the later story is anticipative of "the encompassing personality of India, with its unpredictable capacity for combined assimilation and invention".

Dr. Wheeler also says that the Aryan invaders from the Iron plateau might have been responsible for the break-up of the Indus Valley Civilisation. He adds that the Indus Civilisation was still extant at the beginning of the second millennium B. C. Further the empire of Chandragupta Maurya advanced westward at a crucial moment over the N. W. Frontier country,

territory coloured by Persian ideas which employed a Persian script for its vernaculars. When the wealthy empire of Persia was shattered by Alexander and his successors in Asia, Persian craftsmen and artisans locked to the Indian court, and Persian influence thus came to permeate Indian craftsmanship. This influence was one of technique and not of spiritual and aesthetic content. Dr. Wheeler also holds that the elements of the Indian architectural orders were basically Iranian, though they rarely lost all recognisable traces of their alien origin until many centuries had passed.

Thus he says:—

"The Indian architect quickly exchanged his foreign borrowings into his own currency. Indeed, the relationship of early Indian architecture to its Iranian precursor was not unlike that of the Kharoshthi alphabet of India, already cited, to that of the Persian Aramaic, whence it was adapted to the local Indian Prakrit". The evolution of Indian individuality in architecture, though it borrowed Persian technique, has thus been explained.

Professor Stuart Piggott studies in a paper certain fresh links made available to him by the metal points and maceheads discovered in the Harappa (or Indus) sites, as possible data for the correlation of that culture with other Asiatic cultures.

Mr. A. Ghosh presents a report on a subsidiary excavation carried out at Sirkap in Taxila to illustrate some problems and methods concerning the work of excavation. It is held that systematic occupation began, at the site of this trench, with the construction of a city-wall about 50 B. C. by an early Saka (or a Parthian) King after the end of the Indo-Greek rule. The illustrations and plans of the various papers are extremely instructive.

TRAINING PROBLEMS IN THE FAR EAST BY MARGUERITE THIBERT, INTERNATIONAL LABOUR OFFICE, GENEVA, 1948.

This report aims to serve as a basis for practical international action in the promotion of vocational and technical training in the Far Eastern countries including

India. It recommends the provision of increasing numbers of technical and skilled personnel to these regions. The first chapter is a survey of the existing facilities for the pre-employment training of juveniles, the training and retraining of adult-workers and gives an idea of the administrative authorities responsible for vocational training in the different countries. In India the problem of apprenticeship has been taken on hand by the Advisory Committee on Technical Training and by the All India Council for Technical Education. In China and in other countries the conditions prevailing are diverse. Advice from an international centre on vocational training which is to be started, should become easily available to all countries.

Stress is laid on what are called Upgrading Courses which would improve the qualifications of the existing labour force. Disabled persons are to be retrained for the particular occupations for which they may be found fit. Adult training should also be equally a matter for action, by the different Governments.

The second chapter strikes a balance sheet between facilities existing and the requirements needed. Of course, this 'striking' involves great difficulties and generally discloses a definite shortage of skilled personnel. India has admitted its inability, on account of lack of adequate data to arrive at a comprehensive and precise conclusion about the needs in technical personnel for the coming four or five years. No Government feels satisfied with the existing facilities. Even in Indonesia and the Philippines, where even before the war, vocational training had been attempted to be organised, there are gaps to be filled up, and in other countries the gaps and shortages are much larger. The question is complicated by the existence of such features in the various levels of qualification. The shortage of teaching personnel is the main obstacle in the development of vocational training facilities.

In chapter III which contains conclusions bearing on the effort of the different nations international assistance which may be pro-

vided is indicated, in the several fields in which it can be made available. A system of exchange of technical personnel is also recommended. The report strikes an optimistic note on the whole and would stress the importance of the acceleration of the task.

THE STORY OF GANDHIJI, BY KRISHNA HUTHESING. ILLUSTRATED BY SHIVAVAX CHAVDA. KUTUB PUBLISHERS LTD., BOMBAY. PP. 96. PRICE: RS. 2.

It is a pleasure to handle this book which has been beautifully produced. The printing is clear and elegant, and the black and white illustrations are attractive. Many of them are based on photographs which have appeared in the newspapers, but some of them try to recapture historic moments of which no pictorial record remains.

The book is intended to be a gift book to children and narrates the story of Gandhiji as told by a mother to her child in Delhi, as they watched the funeral procession of the Mahatma on the 31st of January, 1948.

Mrs. Huthesing, who is a practised writer, narrates the epic biography of Gandhiji with skill and effect. As may be expected from a sister of Pandit Nehru, she gives intimate glimpses of the life of Gandhiji and links it up with that of the Nehrus.

Some casual remarks in the book however suggest that Mrs. Huthesing, great as is her gift for storytelling and wide as is her culture, has still something to discover about her India. We do not expect in a book from her pen an account of the caste system in which the Sudras are described as sweepers and untouchables. It is also amusing to find the statement about Gandhiji's promise to his mother, on the eve of his departure to England, not to smoke, drink or eat meat, followed by the comment: "These things were considered very bad". Quite a large number of humble folk in India would not need that comment even today.

The book does however succeed in bringing home vividly to young readers the life of Gandhiji and the stirring movements he led and inspired. An excellent gift book for children and adolescents.

LATIN SENTENCE AND IDIOM: A COMPOSITION COURSE. BY R. COLEBOURN, M.A. METHUEN & CO., LTD., LONDON. PP. 283 PLUS X. PRICE: 5SH. 6D.

This book offers a composition course to the student who has already had some grounding in elementary Latin. It is suggested that it may be used for the third, fourth and fifth year students.

A noteworthy feature of the book is its intense practicality. Grammar, idiom and usage are explained as well as summed up in rules. Quotations from standard authors are given to illustrate usage wherever possible. Every lesson is followed by two exercises numbered A and B. The A exercises are simple and direct and provide a minimum course. The B exercises are for pupils of greater aptitude. Sixty English passages for translation into Latin, divided into an easier and a harder series, are set out in the end. Some of these are from the London University examination papers. Helpful and adequate hints are given about one half of the exercises i.e., the odd-numbered ones. There is a full vocabulary from English to Latin, a table showing the principal parts of the common compound verbs and various indices.

Teachers and students of Latin will find Mr. Colebourn's book lucid, helpful and effective.

THEY ENRICHED HUMANITY: ADVENTURES OF THE 19TH CENTURY. BY DAVID WRN. CHARLES SKILTON, LTD., LONDON. PP. 160. PRICE: 6SH.

This is described as a book for those who are growing up, and contains the lives of five English men and women, who enriched humanity. They are Elizabeth Fry, the famous Quaker reformer of prisons, Shelley, the poet and idealist who dreamed immortal dreams and fought against social injustice, William Lloyd Garrison who was a daring pioneer in the movement for the emancipation of slaves in America, Florence Nightingale, who practically founded modern nursing, and William Morris, poet, artist and social reformer, who did so much to enrich the life of England in several ways. Mr. Wren gives simple and straightforward

but none the less inspiring accounts of these servants of humanity and citizens of the world. As he himself observes: "There is plenty of history written for young people about battles and the so-called 'glories' of war, about the destructive element in the human story. This book is about a few of the creators. It is an unpretentious book, it hopes to show its young readers, out of these five lives, that the world can be an exciting place without war and that there is plenty to struggle for and ways of doing it without violence".

The book is admirably suited for non-detailed study in high schools and junior classes in our colleges.

INTRODUCING OUR FLAG. BY G. P. RAJARATHNAM, HIND KITABS, LTD, BOMBAY. PP. 48. PRICE: AS. 12.

Sri Rajaratnam wrote this book originally in Kannada and translated it into English for the use of a wider public. It attempts to tell the story of our National Flag—"how the concept of the Flag developed, what its tri-colour pattern stands for and what the Asoka wheel of Dharma symbolises". The inspiring ideals for which the Flag stands and the right way of honouring them and the Flag are clearly and effectively described. The value of the book is enhanced by a section on the National Songs. Here both the songs, *Vande Mataram* and *Janagana-mana*, are given in original with their English translations. Some criticisms against the former are also answered.

Sri Rajaratnam has written a very useful book for our young folk. Books like these should be in the hands of our school children and would help in their training as citizens and patriots.

May we offer a suggestion for improvement? Sri Rajaratnam starts the history of our Flag only from 1921. It would be better if he goes back farther still and traces the evolution of the Flag from the early days of the Congress, the connection of the tri-colour with the ideals of the French Revolution, the contributions made to the idea during the Home Rule movement etc. Similarly Asoka's Dharmachakra can be linked with earlier Hindu concepts.

BHAVABHUTI NATAKA KATHALU (in Telugu); BY MALLADI SUBYANARAYANA SASTRIGARU. MACMILLAN & CO., LTD. PP. 104. PRICE AS. 12.

Bhavabhuti is ranked next only to Kalidasa among Indian dramatists. Three works of his have come down to us—the *Mahavira-charitram*, the *Uttara-Rama-charitram* and the *Malati-Madhavam*. The first two dramatise the story of the *Ramayana*. The last is a romance, probably invented by the poet himself.

In this book the stories of the three plays are told in simple and charming Telugu prose. The name of the author is sufficient guarantee of the quality of the work. The book is primarily intended for the benefit of school boys.

A brief account of the life of the poet, as far as it is known, and of his standing in Indian literature, given by way of introduction, will add to the value of the work.

GENERAL PHYSICS BY A. E. E. Mc KENZIE, CAMBRIDGE UNIVERSITY PRESS, PRICE RS. 6—14—6.

As the author himself indicates, this book is mainly intended for use of students up to the sixth form in English high schools.

The whole subject of general physics is dealt with in five major divisions, viz, Hydro-statics and Mechanics, Heat, Sound and Magnetism and Electricity. There are a number of chapters under each head. The book provides a refreshing contrast to usual text books which present scientific principles in the conventional manner. Some information on allied topics is given wherever necessary, making the treatment interesting and complete. To give some examples, the chapter on atmospheric pressure contains some interesting information about troposphere and stratosphere. Again the chapter on the Parallelogram Law contains something about the theory of flight.

Another striking feature of this book which is not usually found in text books is that practical, everyday applications of scientific principles are also briefly dealt with. Even a rapid glance through the book will show how numerous these are.

In the section on thermodynamical principles the reader is also told how those principles are applied in modern locomotives and internal combustion engines.

All the topics are dealt with in a clear and lucid manner. There is not too much of mathematical derivations. In fact, the book can easily be understood by students who do not have advanced mathematical training.

The book is profusely illustrated with a number of fine photographs and diagrams. There are as many as 369 diagrams in a book of about 500 pages. This makes it easier for the reader to understand easily the principles enunciated. At the end of each chapter there is an exhaustive list of questions, on the topics dealt with in that chapter. On the whole, the book makes interesting reading even for a general reader, and ought to be very useful to physics students and teachers at our high schools.

XIth INTERNATIONAL CONFERENCE ON PUBLIC EDUCATION CONVENED BY UNESCO AND THE I. B. E. PROCEEDINGS AND RECOMMENDATIONS, PARIS, UNESCO; GENEVA, INTERNATIONAL BUREAU OF EDUCATION. PUBLICATION NO. 107, 1948. 118 P. SWISS FRs. 5.

The International Conference on Public Education, which met for the eleventh time in Geneva, from 28th June to 3rd July, 1948, has for the past two years been organised jointly by Unesco and the International Bureau of Education. This time 46 Governments accepted the invitation to be represented at this gathering. The present volume contains the proceedings of the eleven meetings held by the Conference, whose agenda included in the first place the presentation of the reports from the Ministries of Education on educational developments during the school year 1947-1948. Each of these reports gave rise to a very fruitful exchange of views and information, summarised in this volume, whereas the reports themselves will appear in the *International Yearbook of Education*. In addition, the Conference studied three special questions, which had previously been the

object of inquiries on the part of the International Bureau of Education and of Unesco: (1) the Teaching of Handwriting, (2) the Development of Psychological Services in Education, and (3) the Development of International Understanding among Young People and Teaching about International Organisations. In this volume are found the introductory reports and the text of the recommendations which were adopted and which have been sent to the Ministries of Education throughout the world. Finally, the Conference paid tributes to the memory of Marc-Antoine Jullien, the forerunner of of international collaboration in educational matters, and the creator of comparative education, who died one hundred years ago. These tributes are also reproduced in this volume which, in a condensed form, offers an extremely vast and varied panorama of the problems now facing the educational world, both on the national and on the international plane.

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NEWS AND NOTES.

Madras City Headmasters' Association.
At a meeting of the Madras City Headmasters' Association held on 12th March, at the Madras Christian College School with Mr. K. Kuruvilla Jacob in the chair, the following resolutions were passed unanimously.

1. INTRODUCTION OF ENGLISH IN FIRST FORM.

The Madras City Headmasters' Association recommends to the Government and the Provincial Board of Secondary Education the introduction of teaching of English in Form I in as much as the standard of English acquired in II and III Form classes alone will not be adequate to those intending to take up the bifurcated courses in the High School stage and also for those to discontinue schooling after III Form. The Association strongly feels that for some more years to come the present standard of English should be at least maintained if it cannot be improved especially in the case of those taking up Mechanical Engineering and Secretarial Practice in the High School stage.

2. PROVISION OF HIGHER MATHEMATICS IN HIGH SCHOOL (ACADEMIC) COURSE.

The Association views with disapproval the reported recommendations of the Vice-Chancellors to split up the time allotted for Second Language in order to provide for Higher Mathematics in the High School stage. This would not only complicate the working of the time-table, but will retard the progress of the teaching of Second Language as well as Higher Mathematics. The Association therefore recommends to the Board of Secondary Education to provide Higher Mathematics as an alternative to Elementary Mathematics in the V and VI Form stages. This the Association feels is in line with what obtains in the western countries. The Association feels the necessity for a thorough revision of the attitude of the Board of Secondary Education towards Mathematics, both Higher and Elementary.

3. PHYSICAL EDUCATION.

The Association requests the Government to note the serious dearth of Physical Education teachers and requests the Government to start more Colleges of Physical

Education in order to provide greater facilities for training of a large number of Physical Education teachers.

4. VISUAL EDUCATION

The Association thanks the Madras Government for their kind recommendation to the Government of India, urging the exemption from import duty on visual aids, like Films, Projectors etc. The Association further expresses its appreciation of the initiative taken by the Government in starting a Central Film Library.

5. OTHER BUSINESS

The meeting discussed a report from Travancore regarding the condition of teachers in the state and expressed the hope that the Travancore Government would redress the grievances of the teachers before they were driven to the necessity of leaving the profession.

6. CAMP SITE AT AVADI

The Association agreed to send a deputation to interview Major General Rudra to secure the camp site at Avadi for the use of the School children of Madras City and suburbs.

7. REORGANISATION SCHEME

The Association felt that the members should review the working of the reorganised syllabuses and therefore it appointed the following Sub-committees for collecting information and making recommendations to the Government for modification of the Scheme if necessary.

Basic Craft Committee:

Convenor: Mr. C. Padmanabhan, Headmaster, T.T.V. High School.

Social Studies:

Convenor: Mrs. R. Arulappan, Headmistress, Bantick Girls' High School.

Mathematics:

Convenor: Mr. V. S. Gopalakrishna Iyer, Headmaster, Sir M.Ct. Mathia Chettiar High School.

Elementary Science:

Convenor: Mr. S. Natarajan, Headmaster, St. Gabriel's High School.

Languages:

Convenor: Mr. V.A. Ramachandra Iyer, Headmaster, P. S. High School.

Bifurcated Courses:

Convenor: Mr. T. P. Srinivasa Varadan, Headmaster, Hindu High School.

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