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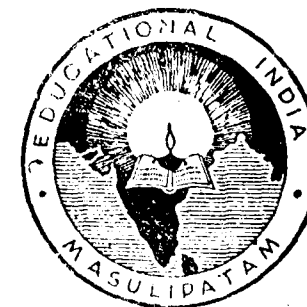
February, 1950

# EDUCATIONAL INDIA

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## EDUCATIONAL AID TO S. E. ASIA \*

Dr. M. S. ADISESHAIAH, M. A., Ph. D.,  
Deputy Director, Exchange of Persons, UNESCO, Paris.

I AM here in your midst representing the Director-General of U. N. E. S. C. O., and have on his behalf, pleasure in conveying to you and the Director-General of I. L. O. rather belatedly, all good wishes for a successful conference. Even as I convey these wishes, I see them being realised. The Report of the Director-General of I. L. O. is an evidence of the fact that the Conference has been documented and prepared at the usual high level of excellence that characterises I. L. O. activities. This documentation and the results of your deliberation will be of value not only to the I. L. O. but also to the U. N. and other specialised agencies.

U. N. E. S. C. O. and, as you heard from their representatives, all the U. N. agencies, look to this Conference with interest. Already at this Conference the question, what can I. L. O. do to help us in Asia, has been asked several times. The Director-General of I. L. O. will no doubt answer this question. But that question is addressed also to the other U. N. agencies and, from

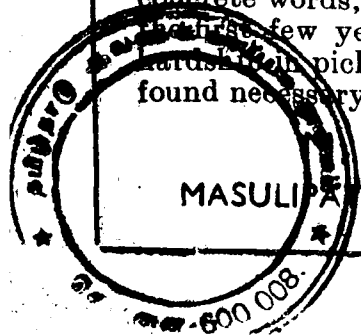
the point of view of U. N. E. S. C. O. and the sister agencies, I would tentatively suggest two of the concrete results which we expect from this Conference. First, you

show the U. N. system how it can develop its normal programme — a programme all too modest and financially limited in face of the many tasks awaiting it—to serve an area about which only too little has been known till recently. Second, this Conference provides valuable raw material for the U. N.'s proposed programme of technical assistance. Alongside of the meetings of E. C. A. F. E. and E. C. L. A.,

this meeting is being held in one of the most significant areas for the technical assistance programme and your deliberations will assist us in the planning and the implementation of that programme. In such a context this Conference has wider significance, not only for I. L. O., but also to other U. N. agencies, for the development of what is now coming to be called the Colombo plan and for the implementation of the system of direct aid to underdeveloped areas contemplated by the Government of the United States.

\* Statement made by Mr. M. S. Adiseshiah as representative of the Unesco at the S. E. Asia Regional Conference of International Labour Organisation held at Nuralia, Ceylon from 6th Jan. to 28 Jan 1951.

It is well that this broader co-operative aspect of the Conference is kept in mind, as the Direc-



tor-General's report points out. There are many issues that are being dealt with by you in which U. N. E. S. C. O. has a deep and abiding interest and an operating programme—an interest expressed by the two way collaboration between I. L. O. and U. N. E. S. C. O. on many issues—workers' education, co-operative education, vocational education and guidance and the international exchange of workers. U. N. E. S. C. O. looks to you in this Conference for guidance on certain parts of our common programme.

The report of the Director General of I. L. O. refers to two priorities in the social investment policy of countries in this region—education and health as distinct from physical investment. In face of such appalling facts as half the world's population being illiterate, and the illiteracy rate in this area ranging from 96 to 80 per cent, the truth outlined in the report that education and health should have the highest priorities take on added significance. U. N. E. S. C. O. seminars on adult and rural illiteracy in the Americas held in Rio in July 1949 and the seminar on rural illiteracy in Asia held in Mysore in November 1949 brought to light the fact that while the major cause for mass illiteracy in this region is the poverty of its people, a not insignificant cause is sociological and technical. The poverty factor can only be met, as the Director-General's report points out, through a concerted attack by all U. N. agencies which would assist Government in this area to increase the level of productivity. Simultaneously U. N. E. S. C. O.'s programme of basic and adult education aims at fighting the sociological causes which have kept the mass of workers in this region illiterate and at providing Govern-

ments with techniques, experts, documentation and other advice for their national mass literacy campaigns.

Such an investment in education and health, the report points out, will exercise a vital influence on the prospective rise in the standard of living of the workers. In the documents before you a statement repeatedly recurs—an adequate standard of general education is necessary for the technical training of workers and for an increase in the productivity of labour. U. N. E. S. C. O. wholeheartedly supports this statement and requests guidance on this point from the point from the experts on labour and employment problems assembled here. What do you consider that essential minimum of general education? Is it possible for you to define it concretely and so point to U. N. E. S. C. O. its responsibility for assisting member Governments in this region to assure this minimum?

The report of the Director-General also refers to the vital importance of vocational education and guidance in any programme of organisation of manpower—a problem in which U. N. E. S. C. O. is closely concerned. The manner in which the I. L. O. has dealt with this problem emphasises the difficulty, and even the danger, of making a hard and fast distinction between general education and guidance and vocational education and guidance. The interrelation between general and vocational education needs little emphasis. The Government of Ceylon is currently engaged not only in expanding its vocational schools but also in reorganising its entire educational system with a view to bringing an increased vocational emphasis into it. For this purpose the Government of Ceylon

has requested the assistance of international organisations and has asked for the services of experts from abroad who would develop this practical and vocational emphasis in its entire educational ladder. Most countries in this region whose educational system have had till recently too great a literacy emphasis and a memory type of training, are engaged in similar programmes of educational reorganisation along vocational lines. To assist governments in this process of reorganisation and development of education including vocational education, U. N. E. S. C. O. sent in 1949 advisory educational missions to three states in this region—Afghanistan, Philippines and Thailand—and during the current year will be sending a mission to Burma. Vocational education and co-operative education along with rural, agricultural and health education also form an integral part of U. N. E. S. C. O.'s programme of fundamental education which is applied in this region under various names—rural education, mass education, basic education and social education. The necessity for dealing with vocational and general education as a unity is further emphasised by the fact that in some countries of this region industrial schools are managed by ministries of education and vocational schools by ministries of labour. The moral is clear: as general education develops a sound vocational emphasis and vocational education is based on a sound system of general education, the tasks of I. L. O. and U. N. E. S. C. O., of national ministries of education and labour, become increasingly complementary.

These considerations apply even more strongly to the interrelation between educational guidance and vocational guidance—a fact taken

into account by I. L. O. in its development of service techniques in this field. To the modern educator guidance is not an extra—not something given away as a parting gift such as a diploma to the pupil when he leaves school. Guidance at all levels in the school system from the top classes of the primary school upwards is just as essential a part of education as the imparting of information. Every teacher guides his student—whether it be a child or an illiterate or half-literate adult—all the time. As most countries in this region are committed to programmes of compulsory primary education for all, the principle of educational guidance needs restatement. Even before the end of the primary school, children must be observed and tested and special information must be provided to them in order to help them to decide what type of post-primary school or training or occupation they should enter and what kind of course they should take there. These decisions, it should be noted, all have for the child some vocational significance and the guidance given cannot be regarded as purely educational, as it does something to help determine the child's general choice of vocation. At the secondary school stage this process of guidance must be intensified and tends to become more vocational in character. The educational component of the guidance process at all levels is then something that must never be lost sight of.

I. L. O. services in the organisation of manpower in this region, especially in the organisation and development of technical training—is of interest to U. N. E. S. C. O. and is a field in which close collaboration is maintained. Complementing I. L. O.'s services in the organisation of manpower for

employment purposes are U. N. E. S. C. O.'s developing services in assisting member Governments, particularly in this region, to survey their national needs for advanced specialised personnel which may be met first through training facilities within the country and secondly through overseas training and study programmes. U. N. E. S. C. O.'s publication *Study Abroad*, copies of which are in your hands, as a world register of all international training facilities provide basic material for specialised manpower planning and organisation. This publication has been made possible by the co-operative effort of the U. N. and specialised agencies, 72 member Governments and territories, and about 5,000 universities, foundations, learned societies, business firms and trade unions in these countries which report an annual award of 22,000 fellowships, scholarships and study grants, representing an annual investment of about 100 million dollars, for study and training of nationals of one country in another. Of particular interest to this region is the fact that 1,290 International awards are annually available to nationals of this region and 7,000 awards are open to Asian nationals along with the nationals of other countries.

I would like to call your attention to certain aspects of this material on international study and training programmes assembled for the first time in one volume. First, this volume shows that these opportunities are not limited to students, professors and the academic type of persons. Under the technical assistance programme of the Economic Co-operation Administration initiated by the Government of the U. S., under the scheme of workers' scholarships established

by the British Council and under numerous other awards, there are many opportunities open to workers for overseas study and training. Secondly, on the basis of the information in this volume it is possible to assist Governments, industries and other agencies in each country in this region so to plan their manpower programmes that the fullest use is made first of national training facilities within the country and then of international training facilities, especially for specialised personnel. In this connection, may I point out the importance not only of advocating the establishment of new programmes of international training and study but also of making the fullest and most effective use of existing opportunities represented by the 22,000 awards annually available for international training and study, as reported in this volume. It is also possible now to see in what fields there are too many awards, in what there are gaps, and urgent needs, and so develop a more rational programme of overseas training as to meet current manpower requirements in this region and other regions of the world.

In addition to assisting member Governments in this region to meet their needs for advanced specialised personnel through overseas study and training, 'Study Abroad' has a chapter which is the result of I. L. O. work and collaboration showing international training facilities for worker trainees and student apprentices. I call your attention to the very limited number of opportunities for trainees and apprentices of this region as reported in this volume. It is hoped that there will be an expansion in the training opportunities open to Asian nationals and I. L. O. services are

currently engaged in stimulating and promoting this movement in collaboration with U. N. E. S. C. O. Closely related to international apprenticeship and training programmes is U. N. E. S. C. O.'s promotion and stimulation of the international exchange of workers for educational and cultural purposes — exchange of factory workers and trade union leaders between countries and travel abroad of workers for participating in seminars, summer schools and other educational travel projects. Chapter 8 in this volume shows a total lack of opportunities for educational exchange of workers in this region. In so far as this is due to financial and economic causes little can be done about it immediately. In so far as it is due to lack of machinery and organisation, U. N. E. S. C. O. is engaged in deve-

loping such machinery for regional exchange of workers in collaboration with I. L. O.

The concluding sections of the Director-General of I. L. O.'s report outlines the enormity of the task facing the Governments, the I. L. O., and other United Nations agencies in this region and the need for all the component parts working together in full collaboration to make a concerted attack on the problems of poverty, illiteracy and disease facing the Governments of this region. I am asked by the Director-General of U. N. E. S. C. O. to pledge U. N. E. S. C. O.'s assistance in this co-operative task and to express our thanks to Ceylon, its Government and its people, for the opportunity given to us to meet here to make a beginning in accomplishing this task.

## PRODUCTION EDUCATION The Need of the Nation

Dr. K. N. KINI,

Director of Public Instruction, Jodhpur

WHEN only a few people take advantage of the educational system in a country, the good or evil effects of it may not materially affect the nation but when the children of the whole nation will be brought into school, the effects will be considerably magnified; and this is what is gradually happening in India today, as sections of people who were not keen on education for centuries and who were content to follow their traditional *production* occupations are now brought into schools which do not lay any stress on production of utility goods. In short, our present education renders production people un-productive.

More and more children are admitted into elementary and secondary schools where the education imparted is bookish, most of which has no direct bearing on one's living and least of all on the material prosperity of the country. Sons of agriculturists, who would normally work to produce more food and other goods of every-day use to the nation, are taught in schools subjects which have no relation to their parents' occupations and therefore are rendered daily strangers to these production occupations, when they finish schooling. They are anxious to find some employment in an office and are reluctant to go back to till

the soil or engage themselves in any other occupations which produce utility goods. Thus the very agency which educates them has to employ them in transacting work where there is no production of material goods. Thus our educational system is being rendered economically unhelpful, nay even wasteful to the nation.

The products of this education are often offered initial salaries which are far less than the amounts they were accustomed to spending as students. They feel that their education has not brought them an adequate pecuniary return. They are not able to help their parents who have spent huge sums on their education in great expectation that their sons and sometimes even daughters would contribute to their meagre earnings. Consequently, the parents feel disappointed and their sons feel the indignity and the shame of their position.

It is very well for men in affluence to say that education is meant for culture and for citizenship and not for vulgar use to earn a living, but if we closely observe their life and the ladder by which they have attained their present status, it will be found that this very "cultural" and "citizenship" education they received has been transferred by a peculiar favourable chance in life into "lucrative" education be they lawyers, high government officials or successful businessmen. Even when they sought this so called "cultural" education, the real objective was vocational and pecuniary. When they have achieved their ambition of life, namely a safe lucrative career, they proclaim to others that the real objective of education is cultural, much to the chagrin of thousands of less fortunate brethren, especially of the

middle class, who are not able to make both ends meet after their day's hard toil, sometimes in the very offices where the former are employed getting twenty to thirty times their pay. Dis-satisfaction is the mother of evil intentions and the dis-satisfied youths join anti-social elements much to the discomfiture of government and especially the education department. They sow seeds of dis-satisfaction among the youths in schools and colleges and create indiscipline. They also engender dis-satisfaction among workers and cause inefficiency in industry.

Educationists and statesmen should think seriously what changes in the educational structure are immediately called for, which will furnish to the youths training that will fit them to earn a decent independent living and simultaneously provide them culture, a strong character and instruction in citizenship. *The earning motive is the strongest in every individual*, however much one may camouflage it. Every adult is employed the greater part of the day in earning his livelihood. If he does not earn enough, his interest in citizenship wanes, his character becomes weak, and he may even become a social evil and a political danger. *Hunger is the most formidable incentive to crime*. When the country was governed by a bureaucracy not responsible to the people, it could for a time ride rough-shod on people's aspirations and put down dissatisfaction with an iron hand, but in an independent country run on democratic lines by the will of the people, we shall have to find ways and means of meeting the just aspirations of youth and see that hunger does not stalk the land

Basic education of seven or eight year's duration from the sixth year of the child to 13 or 14 years, where he is educated through crafts followed in his own environment by correlating cultural subjects with these crafts is the most feasible way.

Children love to imitate the adults. They wish intensely to produce goods of value to themselves. As they proceed with their studies, the economic advantage accruing to them and to society by the sale of the goods produced by them is the greatest incentive to further education. No difference in ideals is called for between urban and rural children, though the subjects of study may differ to some extent to conform to industries and occupations peculiar to each region. Child nature is the same whether children reside in the towns or villages. Poverty is rampant in the urban areas as much as in the rural. The urge to earn is also of equal intensity in both. The basic plan was introduced last year in all of the urban and rural primary schools in Jodhpur State and no difference in the attitude of the children is discernable on account of the location of their residence. It is proposed to introduce this method in all the middle schools of the State next year, though in some of the schools crafts of lucrative nature are already followed.

In the high schools too, the production motive in education should be continued. Here the youths will be of ages about 14 to 16+. Technical skill based on an understanding of the scientific principles underlying each of the processes involved is to be aimed at here. The youths of these ages are quite capable of comprehending the scientific principles and mathematical and graphical computations

involved. Mechanical shop where wood and metal work including practice on lathe is done should be compulsory for all, in the towns and the villages. Rudimentary principles of civil, mechanical, electrical, automobile, aeronautical and sanitary engineering can be easily taught at high school stage. Specialised trades like metal turning foundry, plumbing and welding, printing, textiles, dyeing and calico printing would be very suitable. Building construction with interior decoration is of special importance. Agriculture, horticulture, sericulture, dairy-farming, poultry, sheep-rearing, weaving, pottery, fisheries, forestry, with courses in the production and repairing of appliances connected with these vocations would be very useful subjects of study in the rural areas. Regional language and English could be cultivated by prescribing books in the respective languages dealing with these crafts and vocations. One of the reasons for the large failures in English is that the topics and themes are not related to students' experiences. Should English texts contain lessons on local occupations with which the pupils are intimately concerned, the results in our public examinations are sure to shoot up to eighty per cent instead of the present 40 to 60 per cent. The largest failures are in English. Also English should be a simple twentieth century prose. The other portions in English should be a taboo at the high school stage. It is also a point for serious consideration of the educationists to decide if English may be an optional language. There are hundreds of students in high schools who do not prosecute their studies higher up and who are reluctant to study English. For them another Indian language may be the alternative to

English. It is wrong to suppose that every high school leaver will take part in international bodies and therefore should know English.

Occupational civics could also be learnt in these languages. Study of Mathematics, Science, art and drawing, commerce and geography related to these vocations or trades would be additional cultural equipment of the youth. The students would have studied enough of Indian history in basic schools, so there is no need again to repeat the course in high schools. On the other hand history of industry and agriculture in the whole world in the regional language would be a stimulating study.

Roughly if half the time of the youths be spent in the practice of the vocation in fields or workshops or both and the other half be given to the languages and the other related subjects and occupational civics, an all round youth, vocationally fit and culturally sound will be produced. He will be able to cater to the skilled trades of the country and will thus be able to take part in increasing the production of consumable and capital goods. The old fashioned idea that only those boys who have been trained in bookish subjects are best fitted to go to colleges and higher technical institutions should be eschewed. The youths who have undergone training in *production education* should be preferred for admission to the universities which again should be completely transformed to constitute themselves into "production" Universities.

There are some subjects which are fit to be taught in industrial (urban) areas where exist factories which form a natural environment for the study of those subjects, namely textiles (mill) engineering,

metallurgy, chemicals etc. So the urban high schools should teach these subjects and allied subjects. The youths should have opportunities of visiting these concerns and also of having their practical training there. It would be highly desirable to sandwich practical training in factories with bookish subjects in the school by arrangements with industrialists. Russia has developed this form to the best extent possible. America and England have also succeeded to a considerable degree. We should try to introduce this method called "Co-operative method" in U. S. A. It will be highly beneficial to industry because the latter will have a chance of determining who their best recruits of the future will be. Industry should pay the students for the labour they put forth and deduct from their wages for any waste they might incur by carelessness. This method will make the boys always be on their alert. It is in force in Ford Trade School, U. S. A.

One word more about culture. Culture is a continuous process which should be cultivated and developed throughout life. The school only lays the foundation and indicates the way. Grown-ups think that our school and college leavers should be finished products culturally. No. The latter should be regarded as only beginners in the process. Libraries, journals, the radio, cinema and travel and reading and study clubs, should continuously increase the cultural equipment of the citizens and the State should provide healthy opportunities in these matters to all its members. Also it must not be supposed that culture can be got only through literary books. Study of mathematics and science, pure

and applied, industrial and agricultural processes, commerce including banking and insurance, transport systems, domestic and nursing sciences, military science, nay, study of all subjects which are useful materially to man, do impart culture to him. Culture of a person is to be judged by his attitude to his fellow beings and not by the amount of matter he has stored in his mind from literary works — prose, poetry and drama.

While our present urban universities should in an increasing measure provide opportunities for *production education*, or even transform themselves into *production* universities, a new type of university should be organised in rural areas to suit the economic, social and defence requirements of the rural population on the one hand and the nation at large on the other. The rural universities should be pre-eminently universities for the production of food, clothing and shelter and by a system of home guards provide soldiers in times of emergency. The subjects of study should be agriculture, animal husbandry, including rearing of sheep, fowl etc., textiles, forestry, pottery, fisheries, rural electrification, rural engineering, rural building trades, rural home-making, rural nursing and sanitation, etc., based on modern principles of science and technology. Rural education, rural economics, rural sociology, etc., should be also included in the programme. The courses should also be so fashioned as to teach rural people to install small scale industries on modern scientific and technological lines.

One rural university for about a million population or even less should be thought of, so that the

rural population may have easy access to these institutions of higher learning. Education from birth to death should be the motto and every rural citizen should have opportunities of having as high an education as he pleases to acquire and fill any time of his life. Provision should be made for whole-time as well as part-time university studies. The colleges should institute courses to be held from morning till night so as to cater to the convenience of the villagers. It should be possible for them to get the highest degrees and diplomas by accumulating credits which may extend over a period of years instead of in two or three years as in the existing urban universities. The instruction should be imparted in the principal regional language.

Extension education should be a special feature. The results of researches carried on in the universities should be available to the people in their own language, so that they are forthwith benefited.

The University examinations should be internal. Education in rural universities should be free. By a system of university clubs for study and recreation, the rural people should feel that their universities are community centres where they can get intellectual, occupational, and recreational advantages. Then there will be no need for making propaganda to grow more food as we are doing at present. The people will be fully trained on most modern scientific methods to provide food, clothing and shelter to the nation. There will be stability in the country in times of war because the villages will be self-sufficient and self-dependent to a considerable degree.

# Universal Declaration of Human Rights

Sri S. HANUMANTHA RAO, M. A., L. T.,

*Retd. Professor of Politics and History, Hyderabad*

1  
WE are assembled here this afternoon to celebrate the first anniversary of the day, when the United Nations General Assembly approved the Universal Declaration of Human Rights. It is a unique event in the history of Man and in the history of freedom. There have been Declarations of Rights from time to time, like the Magna Carta in England, the Bill of Rights, of the American Constitution and the Declaration of the Rights of Man in France. No doubt they were milestones in the history of national freedom and also, were inspirers of movements for national freedom in other lands. But not one of these was so comprehensive and all inclusive as this Universal Declaration of Human Rights. All aspects of Freedom, Political, Economic, Social and Educational are included in it. And this freedom is held out to all the pupils of the world as their common possession. As human beings, we are interested in understanding the events of history that led to this achievement and also the methods by which, every one of us can assist in the implementation of these human rights, so that world citizenship can become a reality and the Twentieth Century may go down in the history as the century of world Renaissance and world culture.

Apart from this International aspect, the Universal Declaration of

Human Rights, has a special significance to us in India. Our national independence and our constitution-making has synchronised with the work of the Commission on Human Rights and the approval of the Declaration by the General Assembly of the United Nations. If we carefully examine Part III of our New Constitution dealing with Fundamental Rights and Part IV stating the directive principles of our State policy, we can affirm, without any doubt, that all the principles laid down in the Declaration of Human Rights, were embodied in our Constitution. We will be able to discharge our duties as world citizens and Indian citizens, better, if we can imbibe the spirit of the Declaration.

The 19th Century was looked upon as the Age of Democracy, liberalism, the age of scientific progress and the age of increasing interdependence of all parts of the world. But neither political democracy nor economic interdependence checked international rivalries. The doctrine of the nation state reduced international law to the law of the jungle. Our own national poet, Rabindranath Tagore warned us not to imitate the rabid nationalism of the West, which was the breeder of war and national selfishness.

We have witnessed two great world wars in one generation. The misery and destruction that followed in their wake were of an unprecedented magnitude. When the first world war came to a close in 1919, a world organisation was created, called the League of Nations but it failed to produce permanent peace,

as it was based upon the idea, that high politics is the business of diplomats and not the peoples. And America felt that it was better to be out of it. Woodrow Wilson, who dreamed of a New Freedom for the world, died a broken hearted man, perhaps, the penalty of idealists much in advance of their time.

On the Economic and Educational side, however, more useful work was done, by the organs of the League, the International Labour Organisation and the Committee on Intellectual Co-operation. As Sir C. P. Ramaswami Ayyar, India's delegate on the League Assembly in 1927 summarised, the Committee was trying to create a new mental attitude - an International mind. The best mind of the world was represented on this organisation, Dr. Einstein, Dr. Millikan, Dr. Bergson, Dr. Gilbert Murray and Dr. Radhakrishnan, to mention a few that played an important part in the movement for moral disarmament as a prelude to military disarmament. Dr. Radhakrishnan fervently pleaded for educating the rising generation to love humanity and to subordinate State loyalty to mankind. Under the inspiring guidance of Dr. Toynbee, the Royal Institute of International Affairs, London, conducted an objective study of world Problems and Dr. Toynbee published his monumental work, 'The study of History: a philosophy of the rise and fall of civilisations.' But all this cautious approach to everlasting peace was unable to keep pace with the mass frenzy created by the Fascist and the Nazi ideologies. As the present Director General of the Unesco pointed out in his inaugural address, on 10th December, 1948, "If the teacher trains the new generations to intolerance in obedience to a blind and exclusive nationalism, the

diplomat in his turn will be compelled to pursue a policy of aggression." That was what happened in 1939. The second world war commenced in September, 1939. In June 1940 the situation became critical. France was invaded and compelled to sign an armistice. Our great leader, Mahatma Gandhi declared that he did not want Britain to be defeated. The principles which the allies stood for, were stated "as between man and man there shall be social justice .. our aim and motto shall be a nation of free men and women: an international society of free nations."

Under the leadership of President Roosevelt, America was heart and soul with the allies. In 1941 the Atlantic Charter expressed the hope to see established a peace which will assure all the men in all the lands, a life of freedom from fear and want. In 1942 the President stated that the Atlantic Charter applied not only to the parts of the world bordering on the Atlantic but to the whole world. In January 1942, the representatives of 26 nations that were fighting against the Axis oppressors endorsed the programme of the Atlantic Charter. It was Roosevelt that suggested the term 'The United Nations.' In 1944 at Dumbarton Oaks in Washington was drawn up the plan for a new International organisation, called the United Nations. A conference was scheduled to meet at San Francisco on April 25th 1945, to turn the Dumbarton Oaks Draft into the Charter of the United Nations. The sudden death of President Roosevelt removed from the scene, one of the greatest Presidents of the United States and one of the strongest champions of the Democratic faith in the 20th Century.

\* An address delivered to the staff and students of the Osmania University, Hyderabad, India, Nawab Ali Yavar Jung, B.A. (Oxon) Vice-Chancellor, Presiding.

Fifty nations sent 850 delegates to The San Francisco Conference. India was represented by Sir Ramaswami Mudaliar, Sir Firoz Khan Noon and Sir V. T. Krishnamachari—The Charter was finalised and passed unanimously in June 1945 and came into effect in October, 1945. The aims of the United Nations organisation are set forth in the following terms:—

1. To reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small.

2. To promote social progress and better standards of life in larger freedom and to practice tolerance and live together in peace with one another as good neighbours.

The claim of human rights for recognition is reiterated in several clauses in the body of the charter.

The General Assembly is the principal organ of the United Nations. It is said to represent "the open conscience of humanity." The first general Assembly met in 1946. The leader of the Indian delegation was Mrs. Vijaya Lakshmi Pandit and our present Vice-Chancellor, Nawab Ali Yavar Jung was one of the other delegates from India. In February, 1946, the commission on Human Rights was set up, under the chairmanship of Mrs. Roosevelt: a tribute to the part played by women in the world war. It was decided that a Declaration of Human Rights should be the first step and a covenant or covenants, having legal binding force may be drawn up later. This Declaration prepared by an 18 member body, including India is a charter of fundamental rights and freedoms of men and women the world over. This was approved by the General Assembly, exactly an year ago and today, on its anniversary,

sary, we are rendering our homage to the principles of freedom and the dignity of man, embodied in it and endorsed by us, in our own constitution, which will fully come into effect, on the 26th January, 1950.

The Universal Declaration of Human Rights is a short document of not more than three printed pages. It consists of a preamble and thirty articles. The preamble states that whereas recognition of the inherent dignity and of the equal and inalienable rights of all the members of the human family is the foundation of freedom, justice and peace in the world, the General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms.

The thirty articles enumerate the following rights. (1) Right to equality. (2) Freedom from discrimination. (3) Right to life, Liberty and personal security. (4) Freedom from slavery. (5) Torture and degrading treatment. (6) Recognition as a person before the law (7) Equality before the law. (8) Remedy by competent tribunal. (9) Freedom from arbitrary arrest, exile. (10) Right to fair public hearing. (11) Right to be considered innocent until proved guilty. (12) Freedom from interference with privacy, family, home, correspondence. (13) Free movement in and out of any country. (14) Asylum in other countries from persecution. (15) Nationality and freedom to change it. (16) Marriage and family. (17) Property. (18) Belief and religion. (19) Opinion and information. (20) Peaceful assembly and

association. (21) Participation in government and free elections. (22) Social security. (23) Desirable work and trade unions. (24) Rest and leisure. (25) Adequate living standard. (26) Education. (27) Cultural life. (28) Social order assuring human rights. (29) Essential community duties and lastly, (30) Freedom from state or personal interference with these rights.

The proper adjustment of the relations between the individual and the state is the most difficult problem of Politics. The individual is not an end by himself. His fullest personality can develop, not in isolation but in community life. That every one has duties to the community is emphasised in Article 29 of the Declaration. Mahatma Gandhi, one

of the greatest defenders of human rights who ever lived wrote in 1947, to the then Director General of the Unesco, "I learnt from my illiterate but wise mother that all rights to be deserved and preserved came from duty well done. Thus the very right to live accrues to us only when we do the duty of citizenship of the world. From this one fundamental statement, perhaps it is easy enough to define the duties of men and women and correlate every right to some corresponding duty to be first performed. Every other right can be shown to be an usurpation hardly worth fighting for." That was also what the 19th century prophet in Politics, Mazzini declared that life is a mission and duty its highest law.

(To be continued)

## SOCIAL EDUCATION

Sri K. C. VYAS

"It is the true joy of life, the being used for a purpose recognised by yourself as a mighty one; the being thoroughly worn out before you are thrown on the scrap heap; the being a force of nature, instead of a feverish, selfish, little clod of elements and grievances, complaining that the world will not devote itself to making you happy". —G. B. Shaw.

The "UNESCO" Seminar which met at Mysore discussed the problem of Adult Education. The results of the discussion would take time to see light of the day. But they could be only in form of general suggestions in principles rather than solving the problem in a particular set up. It is, therefore, right that India should take up the pressing problem of Adult Education in the best manner and solve it. The way

suggested by the educationist in India of educating adult is through social education.

What is the social education? It is no doubt in a wider sense a comprehensive education for citizenship. It does not merely aim at teaching three R's, but educates the people in various problems they confront in society and life. The political, social, economic problems are posed and answered. The problems of food, diet, domestic economy, hygiene, cleanliness, good habits, manners, eliminating wastage, First-Aid etc., are within the scope of social education. Such education really deserves to be implemented as quickly as possible on all India scale. How could this be done? Has India sufficient sources in money and in educated man power? It not, how to work out scheme of social

education for the millions of uneducated in India.

Social education should along with the Basic education get the first priority in the educational schemes of India to-day. India is passing through great crisis and transformation. All of a sudden in the political field the country is going to change from an autocratic Imperial rule into a self-government Democratic Republic. Does India possess the prerequisite for making democracy a success—an educated population aware of various social, political and economic problems? Yet, India could not accept any other form of Government but democracy. Revolution has taken place in political life of the country in the form of democratic way of life. How shall India meet this change and make it a success?

Emergency could be handled only by radical and quick action. If Social Education is necessary to make the working of democratic institutions successful, it should be introduced immediately all over India for every illiterate man or woman over eighteen years of age. Means have to be found and it is not difficult to get them. In time of crisis like war the resources of the state are harnessed to one aim—Victory. Similarly in India today if democracy has to be introduced with some success, social education must be implemented. Of-course the scheme would require vast resources in money. This, the present economic condition of the country could not bear. Yet the problem and the emergency has to be overcome. This could be done by conscription of every available literate man in the country. People have accepted the principle of conscription for war. Why then could not the same principle be accepted for

better cause and in service of the Country? All education worth its name, must prepare the student for cooperative life with other fellow beings. Man's culture depends upon ever releasing himself from selfishness for a life of service to the community. By conscription an opportunity is provided to the educated there to be socially useful or helpful. Conscription for benefit of society and its members is no compulsion at all. Does not man in society compell himself to certain discipline in life, manners, habits etc. Further, this conscription for social education is an emergency measure only for a short period. No sooner the emergency ceases and every adult educated in the country, the compulsion may be removed. Sometimes it may be asked—why should people not be conscripted in some useful social service for a short time every year? For, once people are acquainted with the joy of a good 'Samaritan' of helping others may continue even after compulsion is removed. Is it always necessary to be a mercenary and a wage earner? Could not one voluntarily help the society to move forward toward better life? It is therefore, not at all wrong to conscript the educated of the country for the cause of social education.

Once the conscription for social education is introduced, how will it be organised? In the first place all the local educational agencies should be properly utilised for social education of the place. The School teachers, educated men and students of higher grades should help in the cause of social education of the local population. This could be done by way of co-operation between village-Panchayat or Local Board, which should bear whatever little expenses necessary in carrying out the activities of social education

## THE TOP SCIENCE ADVANCES

In 1949—Selected

By SCIENCE SERVICE

The ten most important science advances made during 1949, as picked by Watson Davis, Director of Science Service, are:

1. Atomic explosion in Russia.
2. Hormones, cortisone and ACTH brought dramatic relief to sufferers from arthritis and promise to be useful in muscle weakness, kinds of cancer, aging disabilities and even mental illnesses.
3. Use of anti-allergy drugs to relieve the symptoms of colds.
4. Demonstration that dramamine relieves air and sea sickness and other nausea.
5. Non-stop round-the-world flight of Army bomber in 94 hours.
6. Development of guided missiles, although details are still secret.
7. Commercial synthesis of chloromycetin, antibiotic for disease-fighting, first chemical manufacture of such material.
8. Discovery of Stone Age man in Alaska, giving man a greater antiquity in America.
9. Development of fluorocarbons as a new and promising class of chemicals, useful particularly as lubricants.
10. Discovery that lenses transmitting infra red (heat) can be made from germanium metal opaque to ordinary light.

Secondly, the students, teachers, professors in cities and towns should as far as possible work in cities or towns. Only those who have home in the country-side may be sent out, so that question of remuneration does not arise. Those who go from cities will be of two types. Firstly, the students, should be placed under the local school organisation in charge of social education or the Local Board of the place. The city-dweller has to fit in with the local organisation. He should not go with any superior airs or meddle in the local affairs, problems or conditions, without permission about which he has little knowledge. Secondly, the city teachers or professors should be given the work of co-ordinating and supervising the social educational activities; worked out in the place they are assigned. Teachers and professors from cities will be of great help in preparing the report of the work done. The help of teachers, students and professors could be taken during the long vacations. A short preliminary introductory course of social education should be provided to volunteers before they start on the mission.

There seems to be no difficulty in the scheme suggested. What is urgently required is the realisation of emergency and they will have to meet it. If one is compelled for baser needs to work for living, eat and rationed food, pay taxes, cuts in income, why should there be opposition for conscription for a noble cause of serving those who did not get opportunity of learning. It would be foolish on the part of the literate or educated to think that they could make any great headway—towards better life without educating majority of the people. It is, therefore, necessary both from

selfish point of view and for higher cause to exert utmost and tide over the crisis for implementing true democracy.

## NOTICE

All communications concerning Editorial to be addressed to :—

The Editor,  
'EDUCATIONAL INDIA,'  
Fort Road,  
MASULIPATAM.



## EDUCATIONAL INDIA

MASULIPATAM, Feb., 1950

Progress of Education  
in 1949

THE Standing Committee of The Central Advisory Board of Education met in the first week of January at Cuttack and considered five reports on the progress of education during the year that had closed. These reports related to the progress of technical education, the modified overseas scholarships schemes, the scheme for the award of scholarships to students belonging to the scheduled castes, the central education development schemes and educational development in the Provinces.

AS regards Technical Education, the proposal for the creation of a Central Board of Examinations in pursuance of the recommendations of the All-India Council for Technical Education has been deferred pending the views of the University Commission. The scheme for the

strengthening of the existing engineering and technical institutions has been approved. Grants and loans have been sanctioned for the nine institutions which had received them in the previous year. The Government of Bengal have promised to make over free of cost a site measuring over 1200 acres of land at Hijli for the location of the Eastern Higher Technical Institution. The personnel for the running of this Institution will be recruited in the United Kingdom before February 1950. A considerable amount of equipment has been obtained from German reparation stock and from the surplus stores available with the Director General of Disposals. The institution will be placed under the management of a Board of Governors. The Western Higher Technical Institution is proposed to be located at North Kurla camp site, Bombay. To ensure uniform standards of technical education in the country, a joint Committee of the Inter-University Board and All-India Council for Technical Education has been set up. This committee is expected to lay down the general principles to be observed in regard to courses in engineering and technological subjects at the Universities. The development plans of the Delhi Polytechnic Institute had to be held in abeyance as the estimated expenditure was far too heavy. The high-voltage engineering laboratory in the Indian Institute of Science was gradually taking shape. Proposals are also under

consideration for the further expansion of the activities of some departments of the Institute so as to provide for research in gas turbine and facilities for advanced instruction and research in aeronautical engineering and the air-craft industry and in electrical communication engineering.

AS regards the overseas scholarship schemes, they have been modified in consonance with the recommendations of the Roy Committee. The main objective in sending students under the new scheme is to provide training in subjects in which facilities are not available in India with a view to improving the standard of instruction and research in the country itself, so that it may become progressively unnecessary to depute students for foreign training. It is now proposed to send only (1) scientists and technicians with established reputation to keep abreast of latest developments by visiting laboratories and industrial concerns, (2) younger teachers from the universities and other educational institutions who will be given further advanced training with a view to improving the standard of the institutions where they are already working, and (3) comparatively younger men who require longer periods of study and training abroad in order that they may become specialists in the subjects for the further specialisation of which facilities do not exist in this country. The further implementation of these schemes has

Dr. Shapley given high Indian  
Science Honor

BY SCIENCE SERVICE

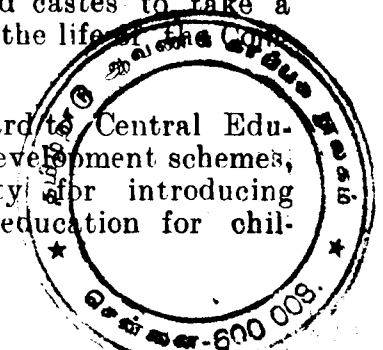
Dr. Harlow Shapley, director of Harvard Observatory, has been elected an Honorary Fellow of the National Institute of Sciences of India.

Only four persons in the world besides Indians were so elected this year by the Institute, a non-governmental agency comparable to the National Academy of Sciences in the United States.

The three Honorary Fellows elected from other countries were Prince Louis de Broglie, French physicist, Hans van Euler, Swedish chemist and George Tishler, German botanist.

been slowed down owing to financial stringency. As far back as 1944 Government began awarding scholarships to students of the Scheduled Castes and this scheme has been now extended so as to include Aboriginal and Hill tribes. These scholarships are tenable in India and have been awarded on merit to students pursuing studies in various technical courses, 1178 students out of 6000 applicants having been selected. This scheme will be continued for a further period of five years. This alone will help the Scheduled castes to take a full share in the life of the community.

WITH regard to Central Education Development schemes, the necessity for introducing compulsory education for chil-



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dren of the age group 6 to 14 with- in a period of 16 years has been urged by the Kher Committee. To implement this recommendation the Central Government made a provision of fifty lakhs, but owing to the subsequent economy measures of the Education Ministry the amount had been reduced to 13.5 lakhs. For the liquidation of adult illiteracy by the provision of social education a scheme for a ten year campaign has been drawn up. It has been recognized that in the implementation of this scheme the Provinces should receive a considerable measure of help from the central Government. A provision of one crore of rupees was made in the Budget for 1949-1950, but it had subsequently to be reduced to 62 lakhs. The Central Institute of Education under the administration of the Education Ministry has made good progress during the year that has closed. The proposed Central Institute of Psychology could not be proceeded with owing to shortage of funds and will be started for the present as a wing of the Central Institute of Education. A second batch of teacher-trainees in arts and crafts and music and dancing has been admitted to Vinay Bhavan, Shantiniketan. Training classes in basic education were started for the first time in July 1949 in the Jamia Millia. Considerable grants have been made to the Universities of Delhi, Benares and Aligarh.— A printing press at Debra Dun

for transcribing Braille books in uniform Indian Braille type was under contemplation and may become a *fait accompli* by July 1950. The organisation of the National Academy and the inauguration of the Academy of Karnatik Music at Madras, were other achievements during the past year. The creation of National cultural Trust for the preservation of India's cultural heritage had to be postponed for financial reasons. The Education Ministry is keen on promoting cultural contacts with other countries of the world for the appreciation of Indian culture. In consultation with the diplomatic representatives it has been decided to arrange industrial and art exhibitions, and to exchange publications, students, professors and teachers. The establishment of an Indian Council of cultural Co-operation for strengthening of the cultural ties of India and the other countries of Asia and the Far East was under contemplation.

AS regards the work done in the Provinces, it is interesting to note that a great fillip has been given to the advancement of basic education. 84 new basic schools have been started, the government training schools were converted into basic training schools and two privately-managed basic schools have been started. The gradual extension of basic education is sought to be achieved by the opening of new basic schools and the conversion of the existing pri-

mary schools into basic schools. Teaching of Hindustani was started in 12 Government Middle Schools and fifty High Schools were chosen for the introduction of bifurcated courses.

THIS record of educational progress during the year 1949 shows that several valuable schemes have had to be held in abeyance and the full measure of adequate pecuniary aid could not be given to others owing to financial stringency. We are still far from regarding education as the first charge on the revenues of the state. It is only with the release of ampler amounts for the implementation of the new schemes that the new era of education can be transformed from a dream into a reality.

#### The Aims of University Education

THE inauguration of the Indian Republic on the 26th January 1950 marks it as a Red letter Day in the annals of our country. It is also noteworthy as the greatest triumph of constitutional agitation carried on for more than half a century by the Indian National Congress. The voluntary surrender of power made by the ruling race is also a political phenomenon which is altogether without parallel. Our new status imposes on us very great responsibilities. Eternal vigilance is always the price that has to be paid for freedom. The challenge to the statemanship of

the nation has to be faced with courage and in a spirit of adventure. The crisis should not find us weighed down with a feeling of frustration or hampered by a defeatist mentality.

IN the context of our new-won freedom the academic problem has assumed new shapes. We have now a wider conception of the duties and responsibilities of the Universities. They have to provide leadership in politics and administration, in the professions, an ever-increasing demand for higher education, literary and scientific, technical and professional. By the vigorous and wide application of scientific knowledge the country has to be assured of freedom from want, disease and ignorance. The pioneers of civilisation who are to bring about this great upheaval are to be trained in the Universities which are "the sanctuaries of inner life of the nation." The great need today is for leaders of intellectual analysis and imaginative insight.

THE true purpose of education is to provide a coherent picture of the universe and an integrated way of life. The ideal to be kept steadily in view is the imparting of knowledge not divorced from culture or wisdom, *ijnanam vijñana sahitam*. Here we must also bear in mind that our ideal has to be accommodated to our social order. Now the social order which we are aiming at has been defined in the preamble to our Draft constitution as a "sovereign Democratic Republic

which will secure to all its citizens *justice* (social, economic and political), *liberty* of thought, expression, belief, faith and worship, *equality* of status and of opportunity and to promote among all *fraternity* assuring the dignity of the individual and the unity of the nation."

*Democracy* implies that full scope should be afforded for the unfettered development in body, mind and spirit of every individual with his specific nature. The basis of democracy is the belief in the inherent worth of the individual, in the dignity and value of human life. It is a negation of totalitarianism and an assertion of individual worth. It is also to be borne in mind that education is not something imposed from without or super-added from above, but as the word itself implies, something drawn out from within the individual. Cognition, feeling and will are the three aspects of the human mind and education in all its stages must aim at the consentaneous development of all of them. Also in every well-planned and well-ordered educational system opportunities should be provided at every level to the pupils for the exercise of their reflective powers, artistic abilities and practical work. It is at the Secondary School stage that there will be good opportunities for studying the aptitudes and predilections of young boys and directing them to different kinds of vocational training suited to their individual bias. Education has also to take note

of the three types of existence, the natural, the social and the spiritual, and has to be correlated to the needs of all the three. Natural Sciences and technology will cater for the needs of man in relation to things or nature. History, economics, politics, social psychology and anthropology are necessary for a general understanding of our environment and of human institutions. The study of language and literature, the fine arts, philosophy will enable man to understand his inner aspirations and ideals, the demands of his spiritual existence. No one side should be over-emphasised to the detriment of another. Education must look to the whole man. Again it should not content itself with the adjustment of the individual to society. It must break ground for new values and make them possible. Democracy also implies that its institutions must be flexible and capable of adaptation to the changing needs and conditions of men.

**S**Ocial justice is the foundation of states and our endeavour must be to create, with education as a potent instrument, a society exempt from the evils which it is within human power to banish. We cannot tolerate a society in which a considerable number continue to live in poverty, disease, hunger and ignorance. We must try to raise standards of life in all the strata of society and towards this end increase na-

tional productivity by the larger use of scientific discoveries and technical applications. In our country today there is a notorious maladjustment of the products of education to the needs of the times. There is a glut of art and law graduates and an inadequacy, if not a paucity of teachers, administrators, scientific researchers and the like. We must try to develop agricultural and technological education and concentrate on the rehabilitation of our villages. At the same time we must take due note of the defects of exclusively scientific and technical education and to ensure correct social vision cultivate social studies and research. Above all, training for leadership is one of the central aims of university education.

**T**HE next watch-word in the Preamble of the Draft constitution is *Liberty*. In this connection it is imperative that universities and institutions of higher learning must enjoy complete autonomy and must be free from state interference. And all education must be liberal, free from the shackles of prejudice, ignorance and unfounded belief.

**O**UR next ideal is *Equality*. "Education is the great instrument of social emancipation by which a democracy establishes, maintains and protects the spirit of equality among its members." We must allow freedom of conscience to every person in the sure belief that others like ourselves are competent to work out

their own salvation. Equal opportunities must be afforded to every individual and to every young person education must be imparted to the extent that he can profit from it and of a character best designed to assure the maximum development of his nature and personality. Equal opportunities at the same time do not mean identical opportunities, for the determination of opportunities must bear some relation to gifts and interests. Communal disparities must be set right and special attempts should be made to raise the cultural level of the scheduled castes and backward communities.

**F**OR the promotion of *fraternity* extra-curricular activities are of immense value and have great potentialities. We must break the back of the indiscipline which is rampant in the institutions for higher learning. Out of the mass of individuals who have enrolled in a college we have to build a community. The introduction of the residential system will help greatly in the conversion of the college into a community centre. For the building up of this corporate life it is essential to work for the promotion of culture—culture which implies alertness of the intellect, responsiveness to beauty, humane feeling, social enthusiasm. The crying defect of the education that has been imparted for over a century in India is that it did not provide the students with a knowledge of their own culture. India has a distinct culture of her own in spite of its being a congeries of

peoples with marked differences of temper, tradition and belief. This culture which is distinctly Indian has had a continuous existence from the prehistoric civilisation of Harappa and Mohanjo-dara, through the brilliant Vedic period and the research of the truths of the Upanishads by Buddhism through the cultural union of the Aryan and the Dravidian brought about by the Mathacharyas, Sankara, Ramanuja and Madhva, through the later ages of Islamic and Christian influence down to our own times. The most important feature of this culture is its insistence on the supremacy of spiritual values as central to good life and the social order. *Conscious self-discovery and contact with the divine is the grand end and aim of human life, belief and conduct, rites and ceremonies, authorities and dogmas being but ancillary thereto.* This self-discovery is attained by a complete mastery of self and through toleration and universal love. Education in the institutions of higher learning must aim at providing the student with a knowledge of this culture. For the dissemination of this culture it is necessary to treat the main outlines of the history of India and the great epics which embody this culture and communicate it to the lives of the people.

**FINALLY**, fraternity is to be reached not only at the national but also at the international level. Through the speed

of transportation and communication and economic independence the world has become today a small neighbourhood. We must secure recognition and acceptance of the world through cultural co-operation which is possible when we realise that all cultures are but dialects of the one language of the spirit. Rigid and narrow Provincialism whether based on caste, creed or community militates against international fraternity. Educating for world citizenship must be made a part of every person's general education. Universities must provide for the study of the different aspects of international affairs, such as the nature and development of the different civilisations and cultures, nationalism in its relation to internationalism, the tensions that lead to wars and the international organisations striving for collective security and the peaceful solution of international problems.

**I**N our January issue of *Educational India* we pleaded for a proper appreciation of the aims of collegiate education is a corrective to and as an auxiliary to the eradication of the malaise in higher education today. The above clear and comprehensive enunciation of the aims of University education we owe to the report of the University Education Commission. The chapter of the report that sets forth these aims bears the impress of the scholarship, the wisdom and the felicity of diction of Dr. S. Radhakrishnan.

## DELHI

### ALLOCATION OF FOREIGN EXCHANGE TO STUDENTS

The Government of India have decided that all private students proceeding abroad at their own expense, either to soft currency or hard currency areas, should when applying for foreign exchange, furnish to the Reserve Bank of India, along with other requirements, a certificate duly signed by a Magistrate or the District Officer concerned to the effect that they have made all satisfactory arrangements for financing themselves for the total period of their stay abroad.

This is in amplification of the decision announced earlier in the Press Note issued on December 24, 1949 according to which private students proceeding to U. S. A. and other hard currency areas were asked to submit such certificates.

### AGRICULTURAL RESEARCH NEED FOR PROPER PLANNING

A committee to review the research programmes of the Indian Council of Agricultural Research with a view to placing them on a planned basis and to assigning priority among crops for purposes of research and development was decided to be set up at the meeting of the Governing body of the Indian Council of Agricultural Research which concluded its deliberations on Jan 11.

Mr. Jairamdas Daulatram, Minister for Food and Agriculture, suggested that in view of the importance of agriculture in India's national economy and also because of the large number of problems that confronted the research workers, it would be desirable for the I.C.A.R. to re-examine its activities in research field and to have a clear objective in the planning of research in different parts of the country particularly, in relation to the major problems. He suggested that the Council should have a plan for assignment of priority in the crops on which research was to be undertaken and secondly, there should also be assignment of priority in regard to the pro-

## From Different States

blems on which research should be directed.

The Governing Body decided to set up a committee with the Secretary, Central Ministry of Agriculture, as Chairman, to consider the question of planning and co-ordination of agricultural research, to concentrate effort on the more immediate problems and to examine the present difficulties in working and to suggest remedies.

### F. R. C. S. EXAMINATION

The authorities of the Royal College of surgeons, England, have agreed to hold the primary F. R. C. S. Examination at the Calcutta Medical College provided there are at least 25 candidates. The examination will commence on April 13, 1950. Intending candidates are required to pay a fee of Rs. 550 and complete the requisite form which may be obtained from the office of the Principal, Medical College, Calcutta.

Further particulars may be obtained from the office of the Principal, Medical College, Calcutta.

## MADRAS

### SHIFT SYSTEM IN SCHOOLS

Government confirmed the draft of an amendment to the rules under the Madras Elementary Education Act, 1920, relating to the introduction of the shift system in elementary schools.

The amendment provides that in the case of schools where the shift system has been adopted with the approval or at the direction of the Director of Public Instruction 3½ hours in one session, either in the forenoon, or the afternoon shall constitute a full school day. The session shall have five periods of 40 minutes each with an interval of ten minutes at the end of the second or the third period. In such schools, the school work shall be in two batches of nearly equal strength for six days in a week, one batch working in the morning and the other in the afternoon session. Ordinarily each batch will work in three

morning sessions and three afternoon sessions in a week alternately.

#### PRESERVATION OF MANUSCRIPTS

A plea that the Government of India should institute a full-fledged department for the conduct of a manuscripts survey of India analogous to the Archaeological survey of India was made by Dr. V. Raghavan of the Department of Sanskrit of the University of Madras.

Dr. Raghavan declared that research scholars felt this survey should have top priority and that the Government should bring it into existence immediately.

Dr. Raghavan remarked, "The schemes of the Central Government for a National Museum and a National Library for India may bide their time, but the constitution of a full-fledged manuscripts survey of India cannot brook delay."

#### APPOINTMENT OF ELEMENTARY SCHOOL TEACHERS

Consequent on the abolition of the system of separate schools for Boys and girls the Government have ordered that the need for observing communal rotation for appointment of teachers in elementary schools for men and women in District Boards should be dispensed with.

### BOMBAY

#### NATIONAL INSTITUTE OF SCIENCES

The Council of the National Institute of Sciences elected at its meeting four eminent foreign scientists as its honorary fellows. They are Prof. Debye, Professor of Chemistry, Cornell University, Prof. M. Von Laue, Professor of Theoretical Physics at Berlin University, Prof. Erwin Schrodinger, Professor at the Institute for Advanced Studies in Theoretical Physics at Dublin, and Prof. M. Seigbahn, Professor of Physics at the University of Uppsala in Sweden.

The following 15 Indian scientists were elected as ordinary fellows: Dr.

D. P. Antia, Dr. F. C. Auluck, Dr. P. L. Bhatnagar, Dr. K. Biswas, Dr. J. P. Bese, Dr. R. N. Chaudhuri, Dr. V. M. Ghatage, Dr. Hansraj Gupta, Dr. T. J. Job, Prof. R. S. Krishnan, Prof. M. I. Nath, Dr. H. C. Ray, Dr. M. R. Sahni, Dr. A. Srinivasan and Dr. R. S. Vasudeva.

#### SEC-HEADMASTERS' CONFERENCE

The fifth session of the Bombay Provincial Secondary Schools' Headmasters' Conference was held at Nasik on the 24th and 25th of December 1949. Over 150 delegates from different districts of the Province attended the session. The session was presided over by Mr. Jinhabhai Desai, Headmaster of the C. N. Vidya-Vihar, Ahmedabad.

Mr. M. T. Vyas of Bombay delivered the Inaugural Address. He appealed to all Headmasters to strengthen the Federation of Headmasters' Associations so that it may speak more loudly and effectively than it does at present. Headmasters must be able to educate Government and this they can do only if they become experts at their job, really interested in their work and united. They must be active throughout the year and devise plans to admit new light and air of democracy into their schools. Another important duty of Headmasters is to look after the interests of their colleagues. It is in their prosperity, co-operation and satisfaction that the success of the Headmaster and the school lies. They must also satisfy the parents by showing that their children are receiving education of the right type.

### WEST BENGAL

#### INSTRUCTION THROUGH FILMS

The Films Section of the Government of India has planned to promote education through entertainment with the help of its informative and instructive productions. Chosen reels of the Films Division, with a duration of approximately 60 to 70 minutes, are to

be shown to school children. Immediately after the show the children are to be required to write their impressions of the reels shown to them in the form of a composition which is to be valued by a specially formed committee and the writer of the best essay is to be awarded a suitable prize.

Under this scheme, children are to be given an opportunity to observe images and recollect emotions besides express their literary talents.

#### INDISCIPLINE IN CALCUTTA COLLEGES

A conference of all the Principals of the Calcutta Colleges was called by the Vice Chancellor of the Calcutta University, Mr. C. C. Biswas, on January 18 to consider the "disturbed situation" in some Calcutta colleges and the continued infraction of discipline by teaching staff and students. The conference took serious notice of breaches of discipline by some members of the teaching staff and asked all college administrations to uphold any disciplinary action taken against any teacher and "not to do anything rendering it ineffective or infructuous". It was also decided that any teacher or student against whom disciplinary action had been taken should not be entertained by any other college.

### U. P.

#### DIPLOMATIC STUDIES

The Diplomacy and International Affairs Department of the Allahabad University is holding an all-India diplomatic studies convention early in February this year. The object of the convention is to afford a meeting ground for all those engaged in the study of international affairs or diplomacy in the various universities and those connected with the promotion of diplomatic and cultural relations between India and other countries.

### EDUCATIONAL REFORM IN U. P.

Accepting the recommendations of the Committee appointed to enquire into the working and administration of the Government aided schools the U.P. Government have decided to introduce certain reforms of a democratic nature. Under the new rules, the Managing Board will have Teachers' representatives. The maximum strength of a Managing committee will be 15, of whom three persons interested in the type of education imparted in the institutions shall be nominated by the Government. Government have taken powers to supersede the Board for the dereliction of its duties and functions. The appointment of teachers will be made by a Select Committee in which the head of the institution will be an 'ex-officio' member. Government have also provided for an Arbitration Board to look into the teachers' grievances. In short the managements will in future be more democratic, more representative and therefore more vital and will have to care more and work for the interest of teachers.

### MYSORE

#### CHILD EDUCATION CONFERENCE

The Indian Council of Child Education will hold its third annual conference in Bangalore on April 8. Dr. M. V. Gopalaswami will be the Chairman of the conference which will hold its session for four days.

The Indian Council of Child Education was started in 1944 with Mrs. Sarladevi Sarabhai as President and Dr. V. N. Sharma as General Secretary with the object of encouraging latest methods in child education and bringing together those working in the field.

The Working Committee of the Council meeting here decided to organise a regional council for Mysore State and also appointed a local reception committee to make arrangements for the conference.

for him to put in some concentrated study on his particular subject before he starts, as he will then gain much more from the expedition than if he were a complete novice.

The country is really explored on scientific lines, and a large area is

have gone to Finnish Lapland and Newfoundland, while in 1948 an uninhabited area of Northern Quebec, in Canada, was chosen. This year the young explorers have gone to Northern Norway, and 10 young Norwegians, who have joined them as guests of the



Climbing round a difficult corner, young members of the British School Boys Exploring Society are on their way to the base camp during their expedition to Newfoundland. Every year the Society organises an expedition to a different territory, and between 80 and 100 take part.

mapped in detail by those boys who are keen on surveying. They learn to map the country under instruction of officers lent by the Royal Engineers of the British Army. Others study the flora and fauna, and geological formation. Photography and cinematography are also included.

Each year the expedition is to a different territory—several expeditions

Society, will share the rigours of the expedition.

#### Useful Data Collected

Each year the scientific results have been quite considerable. For instance, in 1947 the survey party made a detailed map in uncharted and difficult country of an area of 20 square miles, and many specimens of rocks, flowers, inse-

## Orissa Secondary Teachers' Conference

### RESOLUTIONS PASSED

At the Provincial Secondary Teachers' Conference at Sambalpur on 31-12-49 and reiterated by the Ganjam District Secondary School Teachers' Conference held at Chatterpur on 21-1-50.

1. This Conference regrets that in spite of the clear declaration of the Hon'ble Premier on the floor of the Provincial Legislative Assembly on 19.3.49 that Government have accepted the principles of equalisation of pay-scales of Government and Non-Government S. S. School teachers they have not given effect as yet and insists on the Government to implement the said assurance as early as possible.

ots and birds were collected for the British Museum in London. Their findings, which are carefully and scientifically written up by each party in the form of ornithological and botanical reports, hydrographical surveys, entomological and meteorological reports, provide useful data in their respective fields of research.

Surpassing the value of all the facts obtained, however, is the immeasurable effect on each individual boy of the experience of meeting hazards, discoveries and disappointments under tough but organised conditions. There is no doubt that each boy returns to school or university, factory bench, farm or office, broadened in mind and toughened in body with his sense of responsibility and initiative, his spirit of determination, courage and tolerance, and his ability to serve in a team developed and strengthened.

It is because these are the qualities which education in Britain tries to develop in all its young citizens today that the British Schools Exploring Society and the authorities are prepared to give all boys a chance to share one of these holiday expeditions.

## CORRESPONDENCE

2. This conference urges upon the Government to give an early effect to the formation of the Provincial Secondary Board to take up the management of all types of non-Government Secondary Schools of the Province.

3. This Conference urges upon the Government to give an early effect to the unification of the Education Code of the whole Province.

4. This Conference feels that the difference in the pay-scales of Pandits of the same qualification as Head Pandit and Second Pandit is unreasonable and requests the Government to remove this difference by awarding the present scale of the Head Pandit to other Pandits as well.

5. This Conference feels that for the efficiency of the teaching in non-Government schools the standard staff of Government schools should be made the standard staff for all non-Government schools.

6. Resolved that the Government be requested to take into account the total services put in by the Secondary grade teachers in middle schools and high schools in fixing their pay in the revised scale.

— DAYANIDHI PATNAIK,  
Secretary.

## The Karnatak Sec. Schools Head Masters' Conference 5th Session at Hubli on 22-1-50

### SOME RESOLUTIONS PASSED

1. Inasmuch as, since the Introduction and Implementation of the New Pay-scales, the Expenditure has immeasurably increased, this Conference of Karnatak Head Masters requests the Government to increase the percentage of Grants given at present to non-Govt. Aided Secondary Schools to 50 per cent in the case of Schools in Urban Areas and 66-2/3 per cent in Rural areas, as Maintenance Grant on the admitted expenditure, as also Physical Education Grant, and 80 percent as Dearness Allowance Grant.

2. In view of the fact that Service in Non-Govt. Secondary Schools is non-pensionable, this Conference requests the Govt. to introduce the Provident Fund Scheme that is in vogue in Non-pensionable Govt. Service such as the Railway Service wherein the Provident Fund rate of contribution is 16 pacs in the Rupee.

3. (a) Inasmuch as Managements of Non Govt. Secondary Schools, are not in a position to pay Pension to their Employees after retirement, and in view of the fact that the Moneys accrued to their credit on Account of Provident Fund being inadequate for their maintenance on retirement, it is quite necessary and expedient that these should have some other provision; this Conference therefore, requests the Government to make it obligatory on the Managements to introduce, in addition to the Provident Fund Scheme now in vogue, a Scheme of Gratuity or Life Assurance for the benefit of their Employees.

(b) In the case of the said Gratuity Scheme it should be equal to an aggregate sum of at least Twelve Months' Pay of the Salary the Employees are drawing at the time of their retirement.

(c) In the case of Life Assurance, it should be an Endowment Policy of the Face Value of Rs 2000/- or a Sum approximately equal to the Gratuity the Assured would have got had there been such a Scheme, whichever is higher.

(d) In order to encourage and induce the Managements to introduce such a Scheme for the benefit of their Employees, the Moneys paid on account of such Gratuities, or the Life Assurance Premium paid, be made admissible for Grant-in-aid for Maintenance Grant.

4. While appreciating the Government of Bombay, to retain English in Std. VII (former Std. III) as a Class Subject, this Conference requests the Government that in the interest of the Pupils, and for the better study of the Subject it is quite incumbent and essential that the Study of English should be made compulsory.

5. In view of the fact that the Constituent Assembly has resolved that English should continue as the Language of administration, Law-Courts, etc at least for a period of Fifteen years, and also in view of the fact that the Universities' Commission has recommended that English should continue as the Medium of Instruction at the Collegiate Stage for Fifteen years, this Conference feels that a Five years' Course (Std VII to XI) for the proper study of the Subject (English) before the S. S. C. Examination will be found inadequate to give the Pupils a thorough grounding and necessary standard of attainment in the Subject, required to follow the University Courses as well as for Service-purposes; this Conference therefore, recommends to the Government that English should be taught for at least Six years in the Secondary Schools (i. e. from Std. VI to XI) before the S. S. C. Examination.

6 The Executive Committee of the K. S. S. Head Masters' Association for the year 1950-51, be constituted as under, viz.

1. President:—Rev. E. C. Reddy, Principal, Beynon Smith High School, Belgaum (Ex-Officio)

2. Secretary:—Sjt. R. V. Koppikar, Principal, New English School, Hubli, (Ex-Officio).

#### Members:

1. Sjt. S. B. Potdar, Head Master, B. K. Model High School, Belgaum.
2. Sjt. B. A. Mundas, Head Master, M. H. School, Gokak.
3. Sjt. G. A. Jambigi, Head Master, Basaweshwar High School, Bagalkot.
4. Sjt. V. H. Nagahalli, Head Master, P. D. J. High School, Bijapur.
5. Sjt. V. R. Koppal, Head Master, R. L. S. High School, Dharwar.
6. Sjt. S. V. Kalmath, Head Master, M. H. School, Gadag.
7. Sjt. S. G. Bailur, Head Master, Bhadrakali High School, Gokarn.
8. Sjt. C. S. Ooman, Principal, St. Thomas High School, Honavar.

Hubli,  
22-1-50 }

R. V. KOPPIKAR  
Secretary

### Andhra Teachers' Federation 10th Annual Conference

The tenth annual conference of the A. T. F. combined with the Eleventh annual conference of the Visakhapatnam District Teachers' Guild was held on the 24th and 25th Sept. 49 in the City High school, Visakhapatnam under the distinguished presidency of Sri R. Suryanarayana Rao, B.A., M.L.C. About 300 delegates attended the conference. Sri N. R. Raghunadhachariar President of the V. D. T. Guild welcomed the delegates. Sri C. Balakrishna Sastri, President of the A.T.F. observed that the adoption of the scales of salaries recommended by the central pay commission is the urgent need of the hour. He suggested that Elementary Education may be changed into the basic type, the craft being utilised for making provision for hereditary occupations. He appealed to the teachers to strengthen the Andhra Teachers' Federation.

Sri V. L. Narasimham, Secretary of the Federation in his report observed that during the year 1948-49 two special sessions were held and that the executive met nine times. The Balance sheet was read out and approved. There was a deficit of Rs. 19-5-9. He appealed to the teachers to contribute liberally towards funds of the Federation.

Sri P. Jogayya, joint secretary of the ATF traced the history of the Federation from the time of its inception. He exhorted all graduate teachers to subscribe at 1 Re. per head and the other teachers at ½ Re. head.

The office bearers for the year 1949-50 were then elected. Vidwan G. J. Somayaji of the Andhra University then delivered a lecture on

'Linguistic Chaos'— He declared open the Educational Exhibition.

The conference met again at 2 p. m. Sri M. Subba Rao, Chairman of the Reception Committee welcomed the delegates. Sri R. Suryanarayana Rao delivered the presidential Address. He dealt at great length on the Reorganisation of Secondary Education, the medium of Instruction, the Andhra Standards Committee and the National Cadet Corps.

Mr. Duncan Greenlees delivered a speech on "The teaching of English." He preferred the translation method. He was followed by Sri R. Sarveswararao and Sri G. V. Chidambara Rao.

Sri A. Satyanarayana answered some points raised by Mr. Duncan Greenlees. There was an interesting Educational film show. Sri A. L. Narayana Rao proposed a vote of thanks and the evening session came to a close.

### Visakhapatnam Teachers' Guild 11th Annual Conference

The eleventh annual conference of the Guild was held on the 25th September '49 in the city High School Visakhapatnam with Sri N. R. Raghunadhachariar in the chair. Sri A. L. Narayana Rao, Secretary of the V. D. T. Guild in his report mentioned that there are 33 teacher assns. affiliated to the Guild and that the total membership was 695. The balance sheet of the Guild showed a balance of Rs 264-0-7. He thanked the reception Committee of the 1948 Vizianagaram Conference for the princely donation of 1036-3-4 to the funds of the Guild. He also thanked the various publishing companies for donating to the funds of the Guild.

Resolutions which have been communicated separately were unanimously passed. The Office-Bearers for the year 1949-50 were then elected.

Sri M. Subbarayudu addressed the delegates. Sri R. V. Gopalum made a speech on "The position of Languages." There was a symposium on "Social Studies," in which Sri P. Suryanarayana and Sri B. Yegnesam took part. A committee consisting of three members with Sri P. Suryanarayana as convener was formed for examining this problem in detail.

In the evening the opening session was held with Sri R. Suryanarayana Rao in the chair. Sri R. S. Ramachandra Rao retired Headmaster then offered to devote his whole time to the cause of the Guild and the A. T. F. Prizes were then distributed.

Sri R. Suryanarayana Rao in his closing remarks compared the Elementary Education in India with that obtaining in Japan and remarked that in all Japanese villages the best building was that of the Elementary school, whereas the reverse was the case here.

Sri V. Venkata Rao recited verses thanking one and all. Sri T. Narasinga Rao proposed a hearty vote of thanks to the President, the speakers and delegates.

#### PRIZE WINNERS

(1) Janab M. M. Hussin's Gold medal for the best thesis in English on "The position and scope of languages in the Secondary schools." Sri R. Someswar Rao Vizianagaram.

(2) Sri M. Subbarao's Gold medal for the best Thesis in Telugu on "The position and scope of languages in Secondary Schools".

Sri R. V. Gopalum, Kasimkota.

(3) Silver Peacock: -Rolling trophy to the best school in the Exhibition: Board High School, Yelamanchili.

#### Institutions:—

- I Prize. Certificate of Merit. B. H. School Palakonda.
- II Prize. „ M. G. M. H. School, Visakhapatnam.
- III Prize. „ B. H. School, Narasannapeta.

#### Teacher's Teaching Aids.

- I Prize. Certificate of Merit. Sri Bh. Kameswara Rao, Yelamanchili.
- II Prize. „ Sri M. Sambasiva Rao, Narasannapeta.
- III Prize. „ Sri S. Someswara Rao, Yelamanchili.

#### Students Handicrafts.

- I Prize. Rs. 5-0-0. Miss I. Pramela, M. R. College High School, Vizianagaram
- II Prize. 2-8-0. S. Maheswara Rao, Visakhapatnam.
- III Prize. 2-8-0. P. Jagannadha Rao, Palakonda.

#### Middle schools:

- I Sheik Pentu, Kasimkota. 2-8-0
- II M. Ammani „ 2-8-0

#### Special certificates:

- Basic Training school, Vesakhapatnam.
- N. Venkata Rao, City High School, Visakhapatnam.

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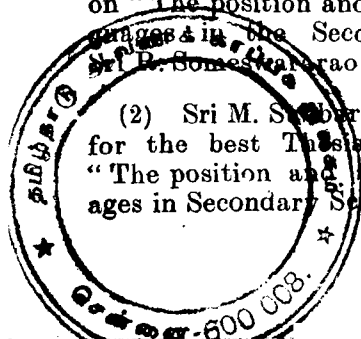
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