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PRINCIPAL CONTENTS

EDITORIALS

The School as Community — Higher
Education in Bengal — Commercial
Instructors in Schools — Hindi as the
National Language — Social Studies
Seminar in Madras.

EDUCATION FOR NATIONAL UNITY

Dr. G. S. Krishnayya

PLANNING FOR EDUCATION
THROUGH FILMS

R. Padmanabhan

DELINQUENCY IN ITS NACKEDNESS
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EDUCATIONIST

(Contributed)

WRITTEN WORK - HOW TO LIGHTEN
THE LABOUR OF CORRECTION

K. Narayanan

CONTENTS	
	PAGE
EDUCATION FOR NATIONAL UNITY	
Dr. G. S. Krishnayya, M. A., Ph. D., ...	109
PLANNING FOR EDUCATION THROUGH FILMS	
R. Padmanabhan, B. A., L. T. ...	112
DELINQUENCY IN ITS NAKEDNESS IN INDIA	
Prithvi Nath Razdan, (Srinagar) ...	115
R. SRINIVASA IYENGAR—VETERAN EDUCATIONIST	
An Educationist ...	121
WRITTEN WORK—How to Lighten the Labour of Correction	
K. Narayanan, M. A., L. T., M. Ed. ...	124
EDITORIALS	
The School as Community	126
Higher Education in Bengal	128
Commercial Instructors in Schools ...	128
Hindi as the National Language ...	129
'Social Studies' Seminar in Madras ...	130
THE S. I. T. U. SEMINAR ON SOCIAL STUDIES	131
THROUGH DIFFERENT STATES	
DELHI	
Farming in Schools ...	132
Degrees Awarded by Private Bodies ...	132
MADRAS	
Madras Plan for Compulsory Education ...	132
Medical Colleges: Seats for Women ...	133
Education Cess by Local Bodies ...	133
Merger of Scout Organisations ...	133
BOMBAY	
Plan to Improve S. S. C. Standard ...	133
Silver Jubilee of of Balkanji-Bari ...	133
LETTERS TO THE EDITOR	
Nationalisation of Education in Kashmir	
Prithvi Nath Razdan ...	134
PUBLIC OPINION	
Mr. R. R. Divakar on the Development of Hindi ...	135
General K. M. Kariappa's Call to Students to Keep of Politics ...	13
Mr. M. K. Vellode on the Medium of Instruction in Hyderabad ...	136
FOREIGN CURRENTS	
Top-Level Scientists for Industry—Growth of Technical Education in Britain ...	138

Vol. XVII: No. 4

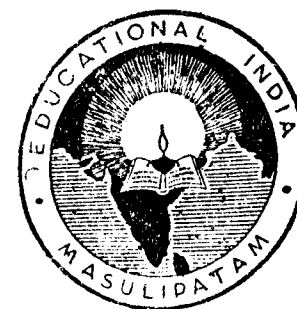
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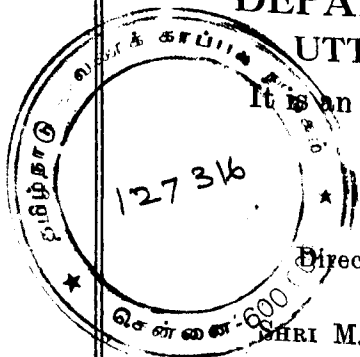
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The Hon'ble
MOULANA ABUL KALAM AZAD,
Minister for Education



Dr. TARACHAND, M. A., D. PHIL. (Oxon)
Secretary, Ministry of Education.

Education for National Unity

Dr. G. S. KRISHNAYYA, M. A., Ph. D.,

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Educational Inspector, Bombay Division and Inspector of
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THE need for National Unity has been stressed for several months and years by India's foremost leaders—Mahatma Gandhi, Pandit Jawaharilal Nehru, Sardar Vallabhai Patel, Maulana Abul Kalam Azad and others. The desperate urgency has been repeatedly emphasized more seriously and more recently. During the last few months the tragic necessity of fostering communal concord and religious tolerance and mutual understanding among the people of various castes and creeds and languages has been brought home once again to one and all in this our beloved land. The demon of communalism must be fought and everything possible should be done to fulfil the great task Mahatma Gandhi has left partially accomplished. A comprehensive campaign for the imparting of national and citizenship education is obviously indicated and the Schools as citizen-makers should begin to play their part in India as they do elsewhere.

The first requisite is information. Knowledge of India's past, her social and cultural development with its distinctive features and chief

merits is indispensable. This should enable the pupils to derive their inspiration for the future from a known and real past. It would also foster a legitimate pride in their country and teach them dignity and self-respect. They should also know the defects and pitfalls of that culture so that they may form a balanced judgement of its real value and discover how to lay the foundation for desirable progress.



Far greater emphasis should be laid on the study of India's present condition, social, economic and administrative. For this, civics or citizenship should be made compulsory and dealt with in a live, practical manner. The unparalleled phenomenon of the birth of a new nation inhabiting a subcontinent and including divergent elements of Eastern and Western religions and cultures should be dealt with in such a way as to challenge the attention and curiosity of our young people and give them a glimpse of the tremendous opportunities for service which lie before them. They should have a helpful understanding of India's terrible problems—poverty,

ignorance, disease, communal rivalries and the like. There is much to learn in this matter from the work of the British Association for Education in Citizenship and the Americanization programme of the U. S. A.

Lest they should become narrow in their patriotism and in order to bring to the solution of India's vast and perplexing problems the experience of the rest of the world—not merely of one or two countries as now—the pupils should be given a bird's eye-view of some of the outstanding tendencies and movements of the day. Nationalism should be tempered with a wider vision and a larger enthusiasm.

Indian education has managed to leave the realm of attitudes, and aspirations severely alone. These must be harnessed to a worthy end—peace and goodwill amongst the peoples of India. Mere intellectual apprehension however is not enough. The emotions must be appealed to and the common past must be dwelt upon. History must be taught in every school in a new way. Not only should the blood and thunder view of greatness be dropped and homicidal geniuses be forced to abdicate their positions of importance in the school histories, but a new spirit should be introduced. To ensure the right approach and the desired quality the books will have to be approved by qualified committees. The example of most western countries suggests that the historians who write for boys and girls should be patriots pulsing with love and pride in the splendid story of their country's past. Besides, the varied contributions of the different communities to India's complex culture should be brought home in a sympathetic manner. The lives of

great men of every province and of every religion, should be taught in all the schools so that appreciation and understanding may take the place of suspicion, hatred or contempt, and so that parochialism may make room for an All-India consciousness. Men who have risen to national fame through service and sacrifice as well as the achievements made possible when people have worked together for a common goal, should be held up as ideals. If History serves only to create fear, jealousy and shame and cannot be used to bring the various groups together to toil for their country's welfare in a joyous and proud comradeship, the sooner it is ejected from the school curriculum the better.

Finally it must be remembered that an ounce of practice is better than a pound of precept and if this is true, opportunities should be provided for children to give expression to their love for their motherland, to engage in activities which train the good citizen and to realize the thrill which comes from effort to serve those in need. The experience of citizenship here and now is the best possible preparation for future citizenship. If the pupil's devotion to this country is not thwarted and choked, and if the sluices are to be opened for the natural flow of his enthusiasm, care has to be taken to see that he has the same outlets as are available to children abroad. The singing of national songs, the veneration of the portraits of national heroes, the celebration of the birth days and anniversaries of the prophets and leaders, sages and saints, the institution of prize contests for the composition of national songs, the writing of national biographies and the planning of suitable programmes to

commemorate the national events and festivals are a few of the many ways employed in the West which might with advantage be adopted in India. The national flag plays a prominent part abroad in most schools and therefore the proper and effective use of the flag is well worth serious thought. All these serve not only the immediate end, but also the remoter purpose of informing the intelligence and developing among pupils a sentiment favourable to national unity and understanding.

Another important lesson which one may learn from English and American schools is their recognition of the value of the more purely social activities as a means of training citizens. Virtues do not grow in a vacuum: they need the stimuli of concrete experiences. Unselfish service, co-operation, toleration and true democracy are ideals which are forced to function only in actual social situations. The curriculum being engrossed with examinable subjects, it is necessary to depend on such extra-curricular activities as School Council, Assemblies, Scouting, Games, Debates, Journals, camps and Excursions to provide the training so invaluable to modern youth. Not only do these activities develop the devices and mechanics of government but also supply facilities for learning the rights and responsibilities, the skills and qualities of good citizenship. Civic conscience and civic intelligence need careful handling. In such matters deliberate and detailed planning will have to take the place of happy blundering. Good things rarely happen: they must be caused to happen.

Justification

This advocacy of a nationalising education should need no explanation when it is remembered that in

a country like India with its innumerable languages, its variety of religions, and its heterogeneous population, nationalism is nothing short of inter-nationalism. The national idealist is confronted with a task not altogether dissimilar to that of amalgamating the different peoples of the continent of Europe. No son of the soil, no son of India can look with indifference on the Indian scene today and desire its perpetuation. The desperate condition justifies desperate treatment. No amount of emphasis therefore on unifying factors and integrating experiences can be reasonably considered unbalanced.

Apart from that, it must not be forgotten that if we educate good state citizens, we are also educating good world citizens and that without the former the latter is unthinkable. This view is supported by Prof. J. Rose who says in his *Rise of Nationalism* that "the cosmopolitan who sneers at his country and raves about humanity is like a man who disdains the use of stairs and seeks to leap to the first floor. Such efforts have always failed—Because narrow-minded people can't see beyond their town or country, you do not abolish the organisation of the town or country. You retain the organization and seek to widen outlook. The true line of advance is not to sneer at nationalism but to impart to it a true aim instead of the false aim which has bathed Europe with blood."

It may be added that without a healthy national consciousness no contribution that can be recognised as distinctive and worthwhile is conceivable. One humanity, parting into many peoples, enables it by their competition and their manifold energies to uphold all those hidden powers which are capable of

common development and to fulfil its destiny more abundantly. To quote the sublime conception of nationality expressed by no less a nationalist than Mazzini himself "Every people has its special mission which will co-operate towards the fulfilment of the general mission of Humanity: that mission constitutes its nationality."

Conclusion

To summarize, if the citizens of future India are to live and work as one nation, if they are to strive to increase communal concord and understanding, if they are to lend a helping hand to those less privileged than themselves, if they are to be worthy of the task awaiting them, a sense of national unity and a sentiment of patriotism have to be stimulated and strengthened. The efforts made by Western countries along these lines deserve to be duplicated in India, not to develop a narrow nationalism but a genuine and inevitably broad-based internationalism. This article is a plea for engineering in the realm of emotions,

for the assertion of the superiority of intelligence over instinct and for the displacement of drift by definite direction.

Brotherly love amongst the communities and cohesion for constructive effort are what Gandhiji preached and practised. Though he was intensely religious and loved his country deeply yet no narrow religious or national bonds confined his spirit. Standing on the banks of the Ganges at Prayag on the 12th of February 1948, soon after the unforgettable ceremony, Pandit Nehru said of the Mahatma: "People talk of memorials to him in statues of bronze or marble, or pillars, and thus they mock him and belie his message. What tribute shall we pay to him that he would have appreciated? He has shown us the way to live and the way to die, and if we have not understood that lesson, it would be better that we raised no memorial to him, for the only fitting memorial is to follow reverently in the path he showed us and to do our duty in life and in death."

Planning for Education through Films

R. PADMANABHAN, B. A., L. T.,

Municipal High School, Vellore

OF all the devices that are at the disposal of the modern education, nothing is so conspicuous and convenient as the film. The film, *inter alia*, was originally meant to be a sure source of providing amusement and recreation. But with the lapse of time and improvement in the technique of cinematography it has created new standards of thought and ways of living. In short, it has enriched, sensation-ally, over social and intellectual life

as never before in the history of man. To some extent, it has also replaced text-books and novels which held sway over men's hearts for a long time.

To educators in particular, the film affords vast scope not only in content but in quality and value. It is an effective weapon in the educational armoury to enlighten the illiterate and semi-literate classes on many a subject which cannot be brought home on account of several

handicaps such as the lack of leisure, want of enthusiasm, absence of educational heritage etc. At the same time, much practical benefits could be had by our intelligent appeal to the senses which eliminates the factor of fatigue in reading through text books. By a careful guidance and control of the film, the educator can gain much energy and effective response in boys and girls between the ages of 10 and 18.

The best features of our national life—past and present, could be projected to the children through the newsreels cautiously prepared and exhibited. The discerning education has, at his command a rich variety of topics that may be harnessed to the scheme of visual education through the film. Historical pageants, stories of burning patriotism, the biographies of famous saints such as Ramanand, Kabirdas and Ramanuja and ancient dramas representative of Indian culture and thought in all their correct atmosphere tend, not in a little way, to make the past relive in all their grandeur.

But of course, the films have to be graded, classified and grouped according to age, standard and content by educators who alone have the competency to gauge the psychological conditions of the taught. Other subjects of the curriculum may also be instructed with telling effect such as geography, science, hygiene and civics. In all aspects of the curriculum, the film has, of late, made remarkable progress, particularly in the U. S. A. and Great Britain and in Modern Japan. To give an illustration, a lesson in Geography on the cycle of erosion is, first of all, explained by the teacher in the classroom. Then it is presented by the special charts and finally driven home, pictorially, by a

film on the subject followed by a brief commentary wherever necessary. Similarly, the importance and care of trees and forests as part of our national wealth may be clearly impressed on children by the film. In the same way, the film can be exploited to inculcate health habits and group cleanliness.

Defects of Present-day Films

The present-day films are not, however, without serious defects. They are, in the main, produced in the U. S. A. and the United Kingdom as stated above. Either the Encyclopaedia Britannica Inc. or some motion pictures' society in the film general headquarters monopolises the production of educational films exhibited in India. Thus a film depicting Punjabi life is produced in Hollywood entirely devoid of nature surroundings. The picture is either too full of details or lacks proper details. It is, therefore, very important that films of quality should be produced with the aid of modern experimental psychology and co-ordinated with the curriculum, especially, at the secondary school stage.

Production of Quality Films

Only quality films prepared under the supervision of men of educational standing must be produced in India and exhibited to the schools as valuable adjuncts to classroom teaching. The themes must not, in any case be exploited by the producers for commercial and business purposes but solely and supremely for educational effects. It is, then necessary and incumbent on educators that they should meet the producers half-way and cooperate with them in the difficult task of producing and exhibiting only quality films.

Next to the problem of production, we must consider the question

of preparing approved films. The state and the centre must strictly enjoin that only films approved by the Provincial or Central Board of censors should be put up for exhibition. All the unauthorised films giving harmful and/or incorrect information must be carefully eschewed by the exhibitors. An up-to-date catalogue of such approved films must also be made available to all concerned. As some of the approved films may also be sent for exhibition overseas, it is essential and imperative that the subject matter of such films should be definitely accurate and thoroughly representative of Indian national life.

The Problem of Training in India

We are, then, confronted with the problem of training of the film producers in India. Training and apprenticeship in any walk of life in general and in the technique of visual education through the film in particular has its own salutary effect. It gives a better idea of the educational problems of children and enables the trained technicians to minimise the evils of defective productions. It was only with this view that the Dept. of Information and Broadcasting of the Government of India created the Films Division even though the question of research in visual education was left to technical institutes.

The responsibility of the Universities

The Indian Universities, in general, have not stepped into this welcome sphere of research in film education even in this age of technology. The setting-up of a research department of film technology based on educational psychology would

help educators immensely to make their task less difficult and their profession more popular than heretofore. In this matter, it is gratifying to note that the University of Calcutta alone has set up a teaching institute in visual education through the film. Other universities must fall in line early and establish similar institutes for training technicians in the special task of producing superior educational films.

At the same time, the addition of a studio to a research department or institute in film technology would also be of inestimable value to solving the problem of effective visual education through the film. This sentiment was very pertinently voiced forth by Shri H. M. Reddy, President of the South Indian Film Chamber of Commerce, at a meeting of the Executive Committee held in Madras recently.

Conclusion

When top-class films are produced and exhibited to impressionable school children, they would, considerably, help the education of even backward and defective folks as is proved by the expert investigations in the U. S. A.

The educational film has, therefore, an abiding place in the modern age. It does nothing if not supplement classroom teaching most effectively. It calls forth the best talents to put it on a planned and practical basis and offers a prompt solution to the present day educational ills. "It is, intrinsically, a worthy instrument of the expression of the culture of the people and will be viewed with respect and mighty expectations."

(Copy right)

Delinquency in Its Nakedness in India (Some Suggestions)

PRITHVE NATH RAZDAN, (Srinagar)

DELINQUENCY is a much dreaded calamity of human behaviour and a matter of grave concern to every individual member of society and Nation especially to those who would shape the destiny of its children, its future citizens. In order to nip the evil of delinquency in the bud one must first be able to fathom the very depths from which the roots of this product of maladjustment and emotional dislocation start in particular individuals. One must study its causes in their nakedness before one tries to strike one's death blow to them. It obviously follows then that one should study these causes, despise and irradicate them rather than harden the juvenile culprit to graver maladjustment and further manifestations of anti-social behaviour by unsympathetic treatment. The contributory causes of delinquency, as some one has pointed out, are twofold, local and environmental which in their last analysis constitute (1) dullness, lack of positive intelligence and proper imagination (2) ill-directed emotional home attitudes, behaviour, influence of the friends' circle outside home and the school imprint of a ill-balanced, ill-organised and unwholesome school society with its lack of attractive curricular and extra curricular activities.

"It is generally agreed that delinquency is due to a failure in adjustment: the individual reverts to the moral standards of early childhood, and his repressed instinctive urges are side tracked into anti-social practices.

.....that most of the adult delinquency is due to unconscious mental conflict. The corollary of such a view is that the cure is a resolution of the conflict, a sublimation of the repressed impulses, and a re-integration of the personality.

It is with this end in view that I shall endeavour to cite some actual instances and trace the prevalent causes which lead to or will most certainly lead to Juvenile and thence to adult delinquency, truancy, lying, vagrancy, stealing, open rebellion against authority and society, sex offences, suicide and so on and so forth if the earliest signs of all or any of these tendencies are not sympathetically and yet shrewdly dealt with and properly sublimated in useful channels.

I. HOME INFLUENCE

a) *Early seeds sown*:—A man was once called at home by his friend whom he had given time. The man asked his four or five year old child to tell him that he was not there. The innocent child looked out of the window and said, "Babuji says, he is not here."

The innocent child got a reprimand and perhaps a thrashing for speaking the truth and was perplexed at this because he did not understand what his crime was or that his uncle wanted him to speak a deliberate lie. In this way parents sow the seeds of untruth and positive lies in their children and so is the case with criminal races.

Bad company outside home gives just the same results and should be discouraged.

b) *Lack of sympathy at home:*—
 "Ah my father...r...r....., Ah my father—r...r...r...r..." is a silently piercing cry of grief in undertones which attracts my attention while walking home late towards the evening along an unfrequented out-of-way road. Considering it a cry from a professional beggar I leave the small boy alone and move on. These suppressed shrieks manage to travel through the air again and echo in my ears. They pull the strings of my human feelings and produce tender tunes of human sympathy. "After all he cannot be a professional beggar, for if he were, he could have selected a public place instead of that solitary lightless electric pole away from the bustle of the city. He must be a poor village boy who has lost his way." I argue with myself: "Poor wretch will die of cold there. Let me at least lead him to the mosque ahead which is quite comfortably warm for him. He can spend his night there and go to seek his companions tomorrow" I say to myself and move back to enquire from him.

"Well lad, what are you doing here and why are you weeping? Have you lost your way?" I ask. "(weeping) I had earned a rupee by selling matches during the day. I ran and lost it on the way," he replied.

"What then. It is not a great thing. You have lost it and you can earn more next day. Go home. Come on I shall put you on the right path."

"I have no father. My uncle..." was the pathetic reply. And he stayed on there perhaps for the whole night for fear of his harsh uncle.

Obviously therefore, it shows that there was none at his home

from whom he could expect any sympathy and so unless and until he could manage to secure this rupee somehow by hook or by crook he could not and would not go home. This would certainly lead this ten or twelve year old boy to beg, borrow or steal or to shield himself from the mentally unbalanced onslaught of his irritant uncle by inventing a number of lies or else by running away from this wretched home.

c) *Nature cure reinforces grand-father's love and both of these together overcome Father's Hate:*—

Mr. A. is another boy who is harshly treated by his father because he has a step mother. But this harsh treatment of the unsympathetic father is neutralized by the affection bestowed upon the boy by his grand-father who meets his needs. In spite of all this, however, boy begins to hate his father and this attitude of hatred grows and raises a storm of severe conflict in the boy's mind. He resents the stern discipline imposed by corporal punishment under which he groans and which robs him of self esteem and disintegrates his personality. He rises in revolt, steals some money from his rich grand father and escapes to Punjab. His grand father follows him but does not find him anywhere and returns. The boy exhausts this money, accepts a shopkeeper's service per necessity for some time, feels pangs of separation from his loving grand-father and returns. Surely it was due to the punishment of starvation etc. which he got as a natural consequence of his crime together with the magnetic attraction through the cords of real parental love which bound him to his grand-father that attracted him

back home where he now lives as a very useful member of society.

d) Evil effects of careless handling and over-anxiety on the part of parents:—

Unlike Mr. A Mr. B is yet another boy adopted by his rich uncle who was a bachelor. He was one of the two sons of his rich father. His real father and his adoptee lived together in a joint family though they had their own separate businesses. Mr. A behaved well while collecting money from his uncle's clients and did not misappropriate it. He began to be fondled very much and actually rolled in wealth at home. The temptation was little too much for his tiny little school boy's brain. Once he got a chance to steal a few hundred rupees from his uncle and ran away to Amritsar. Anxious for the welfare of his adopted son his uncle followed him and succeeded in bringing him back after he had exhausted the stolen money. The temptation not being removed, and encouraged by his successful first attempt and by which he feels he comes into lime light at home, this sort of stealing, running away and being brought back got repeated a number of times. This was followed by sexual misdeeds at the poor clients' houses who could not pay their instalments in time and small thefts at other rich relatives houses. The boy never got punished directly or as a natural consequence of his misdeeds at school or outside because of the influence his father could wield till he got hardened to it because of his successful first attempts in this anti-social direction. He became a notorious delinquent and what is strange escaped punishment every time.

II. SCHOOLS SHAPE THE DESTINIES AND CHARACTERS

Effects of the lack of accommodation and proper fencing of School buildings:—Who can deny that most of the primary, middle and even high school buildings in our country are just very insufficient for the accommodation of their boys more so when they want greater freedom of movement in the open in the recess period. And where large compounds are attached with these buildings, these are not properly fenced all round. Naturally therefore the boys are let loose to go wherever they wish in the recess periods. At certain places they wander on the road side, smoke in the lanes and do all sorts of things. In others they form groups to play cards in a shameless manner in open spaces away from the notice of teachers. Many play truant and do not return to school. In a few cases, sometimes in such schools it is seen that some conscientious teachers go out into the lanes to goad back boys along after the recess periods are over. Sometimes those vagrant groups of boys evade them and hide here and there. This pulls their weight towards bad company and invention of all sorts of lies to escape even mild reprimands or punishment for want of home task the next day. These in return blunt their imagination and sense of self regard and thus they degrade. The situation worsens if false attendances are marked to show undue favour to these absconders or the like. No school whether private or Government should therefore have any right nay, nor even the freedom to admit more than the number of boys whom they can conveniently accommodate and recreate in the school premises throughout the whole school day time.

if we mean to improve and build the character of our boys.

b) Loose punishments:— There can be no denying the fact that loose discipline in schools is degrading both for the boys and the staff where as authoritarian, repressive discipline imposed from above produces either cringing, cynical automatons who will lie with impunity for fear of punishment as a defence mechanism against any of their wrong doings consequent on inferiority complex that they develop or rebellious youths (from those who have a strong self-assertive instinct) who manifest their revolt against authorities by anti-social behaviour as lying, stealing and destroying things wherever they can. All these contribute their share to delinquency.

All discipline should be automatic and self-imposed — a whole hearted contribution of boys and teachers alike if it is intended to develop the individual personalities of boys and thus build up their character.

The various factors which have been the root cause of loose discipline and could easily be avoided in various schools are given in the following:—

1. The practice of lining up late-comers in the school halls everyday and punishing them loosely in front of the boys makes the late-comers to stay out and wander outside the school till they come in stealthily afterwards. The loose ridiculous punishment becomes a mockery, removes its gravity and seriousness whereby the entire school suffers and the boys lose all sense of shame and self-respect.

2. The authority of Boys' councils in certain schools has assumed undue licence in so far as

they are allowed a holiday or a half holiday at the point of threatened approach to leaders (who I am sure more often than not, not only do not know anything about these threats but also would not agree with the boys if they really approached them) as a defence mechanism for their demand. Sometimes they are allowed to pass their judgement and also administer corporal punishment at the same time to the other boys who naturally resent it and either rise in revolt against the authorities or pay truants. And as the Boys' councils (especially in the colleges) take up any and, for the matter of that, every matter in their hands, it would be in the fitness of things if a body of tried educationists of the country were set up to form a common all-India constitution for Boys' councils.

3. A proper limit or proportion of daily home task given to boys should be maintained not only in the same subject but between one subject and another as otherwise the task becomes repugnant and negative on the one hand and brings into conflict the boys and teachers on the other. In other words the school work should be interesting and easy to bring the boys into greater attachment with the school. Besides, there should be co-operation between the home and the school teacher as otherwise the boys develop divided loyalties and hence dual personalities which come into clash with each other and bring forth perverted mentalities. As a consequence the victim builds up abnormal attitudes and seeks to deceive both by inventing all sorts of lies. The teachers fall in his estimate as he feels they hold no comparison to his superior cunning. In this way he learns his first lessons of defying their authority and indulging in vagrancy.

And if, in addition, the school curriculum is not interesting and flexible to cater for the needs of both the intelligent and dull boys alike they begin to develop a complex of hatred for the school, play mischiefs of all sorts and inculcate a distaste for all things connected with it.

4. Backward boys to begin with, try to keep pace with their other class-mates and when they are encountered with failure in their genuine first attempts, they get frustrated. Their self-assertion receives a set-back and they crave for help from a sympathetic teacher. On receiving this sympathetic help, things may improve. But if he is ridiculed by the class or reprimanded by an emotionally unbalanced teacher his repeated failure may paralyse his self-assertion and make him introverted in which case he may brood over things and indulge in day dreams which may in turn lead him to commit certain crimes later on. Hence the necessity of sympathetic teachers at school and mentally healthy parents at home.

III. CINEMA

Instances are not wanting in our city, and what is true here can be true elsewhere also, of well dressed fashionable collegiates stealing cups and plates from their own homes and selling them in order to buy their cinema tickets. The majority of these collegiate delinquents belong to the middle classes of our society and have developed their cinema mania from their adolescence. Some of these cinema goers develop sex perversions also. Cinema going for educative purposes in childhood is all right where only educative films are shown under the auspices of the education Departments. A film or two of religious

or moral pictures for recreation may be seen during a year by children with their parents but love cinemas, in their early adolescence at least should scrupulously be avoided if we mean to save them from evil influences in their later lives.

IV. OVER-SENSITIVENESS AND SUICIDE

An employed young overseer—the only son of a rich superintendent had grown over sensitive as a result of too much love that had been bestowed on him throughout his life. His mother had died. Perhaps only once in life, on 2nd April, six months after his marriage he was rebuked by his father for his so-called misbehaviour. The over sensitive mental structure of the 21 years youth under the stress of its severe mental conflict and emotional strain due to an unusual set back to an intensely self centered ego, which he had received, could not countenance this and he committed suicide along with his unfortunate bride.

Hence the absolute necessity of hardening the boys to the realities of life from the very childhood and training them in the art and science of social attitudes and contacts.

Acquisitive Instinct : Earn, save and Social-Service cure:—The desire to inherit, acquire, collect and hoard is inherent in man. Boys may be guided to develop hobbies of collecting and pressing different kinds of flowers; obtaining different kinds of stones or fossils; preparing albums of photos and cartoons etc., preparing files of some important newspaper articles on special subjects; collecting stamps and coins of different countries and of different times, preparing their own small extra reading diaries and so on and so forth. In this way they will be able to establish and own educative pro-

perty without expending any money and through their honest independent efforts.

Similarly they may produce some useful and saleable articles in their craft classes to earn their pocket money. They may also prepare simple magic lanterns and slides to illustrate some of the topics of their class room or general information lessons and arrange shows where groups of senior boys may appoint their own cashiers, door keepers, organisers on co-operative lines. This would certainly give them an all round training while learning and earning at the same time and first lessons in the technique of life which would prepare them to adapt themselves to the more complicated environments of bigger and wider society. And if they are encouraged to save part of their earnings or of their pocket money as an economy measure in money boxes, as some suggest for their own future use or for helping the poor they will not only learn to "lay something by against rainy day" but own something which they would call their own and certainly guard and respect. This in turn would make them secure and self reliant and teach them respect other people's property and become compassionate. This will remove the temptation of stealing from the poor to compensate for their poverty, and make the rich inhibit such an anti-social behaviour at the time of need and thus induce them to give up depending entirely upon their parents or others for money which they used to get so freely and spend

so lavishly in their childhood, in a careless and slovenly manner.

Thus will their aggressive attitudes against society be resolved and the stress of their adolescence relieved.

To further resolve these evil complexes and redirect their pent-up energy in useful channels in schools, Boys' Councils, Science Clubs, Hobby Societies, Literary Associations, various physical activities, indoor and outdoor games could be established, arranged, organised by the boys for the boys in the ordinary and annual contests and programmes of which they could appoint their own office bearers and organisers and other workers as the need arose. This would give them necessary training and insight into the various needs and preliminaries of social contacts, the knack of responding to the exigencies of the time and quick decisions besides learning the art of accommodation and timely adjustments and thus resolve their mental conflicts. Occasional trips to the far off country side or climbs over some neighbouring mountains with their own self-sufficient equipments for a couple of days or more would bring them face to face with some of the realities of human life and arouse their human compassions, valour and the spirit of social service besides feelings of independence and interdependence and thus pave the way to fit them in the greater patterns of human society. Thus could the undesirable complexes be removed, mental conflicts resolved and pent up energy redirected and sublimated in useful channels.

"In democratic India the educational system should aim at producing self-respecting and useful citizens."

R. Srinivasa Iyengar—Veteran Educationist

(Contributed)

WITH the beginning of the current school year Sri R. Srinivasa Iyengar, in his 30th year of headmastership, retires from the teaching profession. He started his career as a teacher in June 1916 in the National High School, Nagapatam, and became headmaster of the Victoria High School, Papanasam in February, 1921. He left Tanjore district and joined the Sarva Jana High School, Peelamedu in July, 1926. All these 39 years, he has been a dynamic personality, evincing unbounded zeal in all educational work and making the influence of his personality and views felt in the educational world.

As headmaster of the Victoria High School, Papanasam, he was a pioneer in certain spheres of education. He held that even under the deadening influence of the educational system under alien rule it is possible for each school to have a soul, a spirit, an individuality and a uniqueness that must be all its own. Reacting to the campaign of boycott of schools during the years of non-cooperation, he framed, in concurrence with the management, the School Self-Government Act and inculcated in his pupils democratic spirit and behaviour. The celebration of National days, the all-round diagnosis of pupils' faculties, physi-

cal, intellectual, aesthetic, moral and spiritual, the patrol-system in the class-room and the handicrafts exhibition formed the mainspring of his activities. He will be remembered as the first headmaster in Madras



province to present pupils for the S. S. L. C. examination for answering in Tamil such non-language subjects as History of England, Chemistry in 1926; and he established that pupils acquired easy mastery of information-subjects without strain and that the standard of English would not be adversely affected if proper steps were taken to utilise the time saved by the mother-tongue-medium for extensive reading of

English. He conceived his educational mission to be to put into practice the ideals of national education as propounded by Dr. Besant, Tilak, Dr. Rabindranath and Lala Lajpat Rai. National Education again is, for him self-realisation, as religion was to Swami Vivekananda. National education is not a fixed commodity, the quality and quantum of which could be measured and defined in an exact manner; its essence is its variability, adaptability to the changing needs of the times. Its basic aim is National efficiency based on the all-round development of each individual child. Hence national education

can be fostered only in an atmosphere generated by a living personality with an innate understanding of the requirements of national efficiency and a capacity and genius for organising and directing the wild nature of youth along channels of National genius and culture towards national efficiency. To give body and soul to national education as he conceived it, a headmaster required utmost freedom: and he was lucky that he enjoyed the greatest freedom all the 30 years to shape the body, mind and soul of his pupils according to his ideas of national education.

He was an elected member of Tanjore District Secondary Education Board for three years, and was honoured with the Presidentship of the Provincial Elementary Education Conference held in Madras in 1924.

In July 1926, he joined the Sarva Jana High School, Peelamedu with a great reputation behind him. He spared no pains to promote its efficiency and popularity. He continued his educational experiments with greater intensity and had developed a technique of his own in the matter of administration, organisation and supervision, the technique varying from time to time to meet the changing exigencies of the situation. He has portrayed his difficulties in his definition of 'school traditions' in one of his annual reports. "School Tradition" is an undefined and indefinable thing, to be visualised by the dream of an educational artist, to be brought into play so as to be sensed by the staff and students in an atmosphere of struggle, understanding and misunderstanding, requiring perseverance to give form and shape by continuous reiteration with courage and conviction of sound educational maxims; and yet its

nature and form will remain, in the end, elusive of exposition and explanation. He has sketched his educational work in a number of articles contributed to educational magazines. Sri C. Rajagopalachariar wrote to him on the Silver Jubilee of his headmastership in 1946, "You have done *great work*. How I wish I had done as *good service* these 25 years." Sir C. P. Ramaswamy Iyer wrote in the Visitors' Book of the school in August 1948: "Mr. R. Srinivasa Iyengar has been long known to me for the freshness of his ideas and his anxiety to serve the best interests of his students in the scholastic, physical and moral spheres. He has been responsible for the introduction and implementing of many new ideals which have subsequently been adopted in the educational world." His reputation was, by the grace of God, kept sustained till the end.

His work in the field of scouting was unique. He was secretary of the Tanjore District Scout Council and later of the Coimbatore District Scout Council, Camp Commandant at the famous Provincial Jamboree of 1925, Assistant Commissioner, Rover Leader, Headquarters Commissioner for Rural Scouting, etc; Not only his school scouts attained a high standard but distinguished themselves at the provincial moots and rallies; he organised training camps in both the districts for patrol-leaders, cubmasters, scoutmasters and rover leaders. He edited district scout gazettes, bulletin and an All-India Scout Diary. He served in the provincial executives of the Boy Scout and the Hindustan Scout associations and in the executive of the All-India Council of the Hindustan Scout Association. He conducted an intense campaign against officialdom and imperialism

in scouting and for nationalising the movement. He wove scouting into the fabric of the school curriculum, made the scout law the school law and worked out the patrol-system in the school organisation. He had anticipated the present citizenship-training in his school.

An outstanding part of his life-work has been his contributions to the daily Press and the magazines all over India. His writings cover a wide field, and reveals 'eternal vigilance' as the maxim of his life. He would not find peace of mind till he had typed his article on a current topic and sent it to the press. Dr. A. Lakshmanaswamy Mudaliar wrote to him that he never missed reading his articles in the daily press or the weekly and monthly magazines. He has expressed his views on almost every aspect of education and maintained an independent outlook. It requires courage of a rare type to predict in September 1942 Churchill's unfitness to handle post-war reconstruction problems and deal with India chivalrously, plead in 1944 for independence as against Dominion Status, criticise the Congress acceptance of Lord Wavell's offer or agitate to throw out the Governor's Bill to the Annamalai University Act during the Advisers' regime. The Rt. Hon. V. S. Srinivasa Sastriar used to compliment him, saying that he had done as much work as a full-time member of the Servants of India Society.

He feels that he has lived a very active and useful life without

having had a moment's rest all these 30 years. He conceives the function of a robust intellectual to study public questions and offer his opinions on them without fear or favour in the larger interests of the nation, and hopes to exercise this function during his retirement. He has not availed himself of even half the quota of eligible casual leave in any year, and has taken on other leave. The vacations and holidays gave him more work than rest. He is proud of the fact that the institutions with which he was associated have prospered progressively; and he is still more proud of finding many of his old pupils as industrial magnates of this generation and almost everyone of his pupils in prosperous circumstances. It was given to him the great privilege of exemplifying in his daily life high devotion to duty and impart for thirty years the great moral and spiritual truths and the patriotic utterances of our national leaders as they were made, at the Morning Prayer Assembly. Teaching is a noble profession; for here alone, he used to say "we can put our spiritual life into our work and feed our own spiritual life from our work." He constantly reminded himself of what Matthew Arnold wrote about his father Dr. Arnold:

"And thro' thee I believe
In the noble and great who are gone:
Pure souls honoured and blest
By former ages—souls tempered
with fire,
Fervent, heroic and good,
Helpers and friends of mankind."

WRITTEN WORK

How to Lighten the Labour of Correction

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A. Labour of Correction

BREATHES there a teacher, who to himself has not sighed, "Correction work is tedious and laborious!" But it must be stressed at the same time that the correction of English Composition exercises is very important. To lighten the excessive labour of correction the teacher should see that the pupils do not commit mistakes, and more especially that the pupils do not repeat the mistakes they have already committed. For this the teacher may well adopt the following suggestions.

B. How To Lighten It.

1. Oral Composition to precede written.

Prof. Clapp, in his paper on *The Amelioration of Conditions of the Teaching of Composition*, before the National Education Association at Chicago, in July 1912, pointed out that the excessive labour of theme reading, so generally complained of, could be considerably lightened by the use of exercises in speaking, and declared that the results would be better because the technique of writing would be more carefully handled. The Illinois Association conducted an experiment as a result of which Clapp's statement was found to be well borne out by facts.

For example, as Mr. Ryburn rightly says, the pooriness of the English essay is often due to a real lack of ideas and also to an insufficiency of training in orderly and clear expression of the ideas. In remedying these deficiencies the aid of oral composition should be

judiciously invoked. The method to be followed is that of discussion. The teacher must question the boys, get the thoughts of the whole class upon a particular topic, and with the help of the class arrange the thoughts in proper order on the blackboard. Thus the matter difficulty is minimised to a great extent, and the method difficulty to some extent at least.

Again during the course of the lesson the pupils commit some mistakes, and these are corrected. Thus the pupils are prevented from committing many mistakes while writing. Pupils also come across good expressions which they can well use in their written exercises. Thus oral composition also helps towards clearness of expression.

In fine, there is much to gain if the topics dealt with orally are reserved for written work later on.

2. Individual Correction.

This is no doubt the ideal method. If the teacher corrects a boy's note-book in his presence, the boy easily understands where he has gone wrong, corrects the mistake and never repeats it. But this method of correction entails a great deal of time. Under present conditions it is a counsel of perfection. Even then one should aim at applying it to particular members of the class, especially backward pupils.

3. Self-correction.

"Teachers, who merely pepper their pupils' exercises with entries of the correct form over the mistake, are ordinarily thinking more of impressing the inspector than of teaching their pupils English. A correc-

WRITTEN WORK

125

tion which is not impressed upon the offender just wastes time; and the most impressive kind of correction is one in which the pupil finds out the correct form for himself, and then enters it in his exercise book and commits it to memory." (Wyatt) The teacher should lay the burden of the task upon the pupil. As Prof. Adams puts it, the teacher's business is not to save the pupil trouble, but to make him take trouble.

The labour of correction can be lightened by the use of symbols such as 'R' for 're-write', 'C' for 'capital letter', 'S' for 'spelling mistake' and so on. If a definite set of symbols for mistakes are used the pupil can easily recognise the kind of mistake and can correct it without further assistance. The pupil should write out the correct form several times; and the teacher should periodically inspect the exercise books to see if the correction made is correct.

4. Book of common errors.

The teacher should enter the outstanding errors of each composition exercise, in tabular form, with the names of pupils vertically on the left, and the types of mistakes horizontally on the top. By a look at the vertical columns the teacher is able to notice the frequency of each kind of error in his class, and a glance at the horizontal columns reveals the types of mistakes which are favoured by particular pupils. Common errors, often repeated, should be given most careful attention. Pupils should be drilled in correct forms, so that it may not be necessary to correct the same mistake repeatedly. All this should be done before distributing the corrected note-books.

5. Selective correction.

Selective correction i. e., dealing with a particular type of mistake only is sometimes valuable. With

young boys no great stress should be laid upon the correction of mistakes other than those due to carelessness since the great aim is to encourage imaginative work and fluency of expression.

For example, grammatical mistakes are considered heinous and therefore heavily penalised. Unfortunately the largest number of mistakes, and perhaps the most lamentable, are likely to be grammatical. Hence correction work should be so planned that the grosser and more tangible forms of errors—the grammatical mistakes—are dealt with first. Instead of wholesale attack on all and sundry with no fruitful results, it would seem the path of wisdom first to deal with grammatical errors which are most damaging. When these have been eradicated, and in fine have become taboo, others of a less serious type can be taken in hand and dealt with.

6. Group correction.

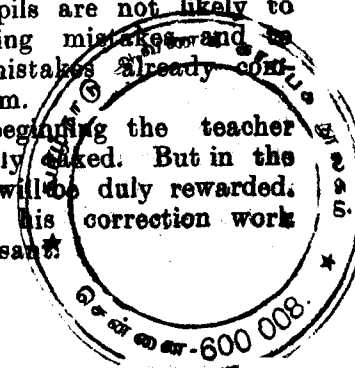
Let us suppose that the class is divided into two groups A and B for purposes of correction. The teacher corrects the exercises of pupils belonging to Group A; the rest he values and marks. Next time he corrects the exercises of pupils belonging to Group B; the rest he values and marks.

C. Conclusion.

If what has been suggested be properly interpreted it will follow that the problem of the correction of exercises will solve itself in several ways. Correction work will be made effective. Pupils are not likely to commit glaring mistakes and to repeat the mistakes already committed by them.

In the beginning the teacher will be heavily taxed. But in the long run he will be duly rewarded. He will find his correction work light and pleasant.

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NOTICE

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Fort Road,
MASULIPATAM.



EDUCATIONAL INDIA

MASULIPATAM, Oct., 1950

The School as Community

THE danger in the country to-day arises out of the frequent repetition of catch words and slogans without caring to understand their inner content and without proper efforts being made to put into practice the ideas for which they stand. This danger has overtaken the plan of basic education. There is too much talk of it. Some basic schools have also been started. But these schools differ very little from those of the traditional type. In many cases the main difference consists in a few spinning wheels and handlooms being displayed in them. It is therefore necessary that educationists should remind themselves of the spirit underlying basic education and start basic schools which really embody that spirit.

BROADLY speaking, basic education is education obtained through participation in activities instead of through books and the activities in which the pupils have to participate are not restricted to

spinning and weaving or to some craft or other but they extend and ought to extend to the whole field of community life. The school becomes a community in miniature and all the activities characteristic of the wider community are to be found in the school. The pupils in the school have to live more or less in the same manner as the grownups in the larger society and it is this that makes education received in them basic in its essence.

FROM this standpoint it is a misnomer to speak of basic education as a preparation for life. It is the living of the life itself. One stage of life is not to be looked at as a preparation for the next stage. Each stage has an intrinsic importance and worth of its own. Simply because old age happens to be the last stage in human life we ought not to consider all other stages as mere preparation for it. In the same way life in school is an earlier stage of life of an individual and he automatically passes from this stage to the next one when he leaves the school.

THERE is however one great difference. In the wider community there are many undesirable features existing by the side of desirable features. The surroundings and habits of the people may be wanting in cleanliness. Certain sections of the community may not have an intelligent appreciation of the needs of the other sections. The whole social system may not be based on what we consider to be the proper ideals of right and justice. There may be communal bitterness, economic exploitation and the abuse of political power. But it is the ambition of those who are at the helm of affairs to eradicate all

these evils now affecting society and reconstruct it on what they consider to be the essential principles of right and justice.

THOSE who stand for basic education in its true spirit are anxious to transform schools into ideal communities. It is their hope and their faith also that if for a period of ten or eleven years pupils live in such communities the wider society also will become an ideal one because it is these pupils that will later on constitute such a society. It may take a generation or so to achieve this purpose but it can only be achieved by transforming schools into centres of the ideal kind of community life. It is not by reading books on ideal communities that such communities come into existence but it is only through giving opportunities to boys and girls to lead such a life in schools. This is the root idea of basic education. We have therefore to ask ourselves whether basic schools have become such ideal communities. If they have not become and if there is no indication of their becoming such communities they have to be considered failures.

THIS is what Mahatma Gandhi had in his mind when he placed before the country his ideal of basic education. He said "Education covers the entire field of life. There is nothing in life however small, which is not the concern of education. You should bear in mind that this primary education would include the elementary principles of sanitation, hygiene, nutrition, of doing their own work and helping their parents at home." The ultimate aim of basic education according to him is to create a society, "a juster social order in which there is no unnatural

division between the 'haves' and the 'have nots' and every body is assured of a living wage and the right to freedom." And all this is to be achieved by the school becoming the ideal community and the pupils and teachers leading ideal lives and having ideal relationships among themselves and with the members of the under community in the neighbourhood.

A REALISTIC picture of what the school as the ideal community will be like is drawn by Messrs Derasari and Shewak Bhofray in their pamphlet * on Community Life in Schools. Though it is small in size it is highly suggestive and the practical illustrations which it gives—and some of them are worked out in great detail—enable educationists grasp fully and completely the lines on which the community life in school is to be organised. According to them the school is a social unit. It ought to work on the basis of creative cooperation and give children opportunities for actual cooperative work in their day to day life. The activities that have to be organised in a school are of different kinds. In organising them the point of view of the individual pupils, of their class in schools and of the school as a whole has to be kept in mind. The activities may and should consist of religious, social, political, socio-religious and seasonal festivals, the observance of excursions, the observance of birth days and anniversaries, and of special days like Parents' Day, School Day etc. There are other activities which will bring the pupils into intimate contact with their neighbourhood. How all these help in making pupils ideal citizens is

* Office of the Educational Adviser to
Bombay Government 1950.

explained and all suggestions are of a highly practical character. It is to be hoped that pamphlets like these will transform the basic schools into real community centres.

Higher Education in Bengal

WEST Bengal has become a problem province in the country in more than one way. The partition has affected it in a most adverse manner and it is still experiencing its evil consequences. Higher education in the province has been as adversely affected by the new set-up as any sphere of public life. There are many who consider that it is facing a deep crisis to-day.

ONE feature of this crisis is the fall in the financial resources of some of the leading private colleges in the city of Calcutta. Till recently they had nearly 30,000 students, on their rolls and the income they got from fees enabled them to carry on their work in a fairly efficient manner. Now there is a great fall in the number of candidates passing the matriculation examination. It is expected that in the coming year there would be a further fall. If this happens admissions to the colleges would surely go down and their finances would become depleted. The consequences would be serious especially at a time when the prices of building materials, furniture, college apparatus and of every thing else needed to maintain fair standards of efficiency have gone up as they have actually done by 400 per cent and more.

THE scheme introduced by the West Bengal Government to put an end to the over concentration of students in Calcutta and dis-

perse them throughout the province has produced a similar effect on Calcutta colleges. This is not to say that there is anything unsound in the plan for dispersal but only to point out that it has contributed in its own way to intensify the crisis in the city. It is still not known how the colleges in the mofussil would be affected by this new policy.

ANOTHER problem affecting higher education is the difficulty created in securing the services of the right kind of teaching staff. The salaries paid usually to college teachers are lower than those in many other walks of life. Apart from this the increasing price level has reduced the purchasing power of these salaries even when the city and dearness allowances are taken into consideration. It now appears that fewer first class people care to accept positions on the teaching staff of colleges. This is sure to lower the standards of teaching. There is also a tendency it is said for college teachers to accept part-time jobs. They are compelled to do this because of the high cost of living.

THE time therefore has come for the Government of Bengal and of India to bestow serious thought on the critical phase through which higher education is passing in Bengal and immediately devise ways and means to improve the situation.

Commercial Instructors in Schools

ONE of the changes brought about by the reorganisation of Secondary education in the Madras State is the removal of commercial subjects like Typewriting

and short-hand from the school courses. This has resulted in a large number of commercial instructors being thrown out of employment. It was a discouraging and disheartening reply that the Education Minister of the state gave to an interpellation on this subject in the Legislative Assembly. He stated that no scheme for absorbing them into any of the government departments was under consideration. The utmost that he was prepared to do was to give instructions to local bodies to employ them as typists clerks etc. This should have been done long ago. One of the saddest defects of the new schemes of reform that governments are undertaking today is that they do not consider the effects produced by their schemes on persons who become unemployed in consequence of them. It is the moral duty of Government to consider this aspect. This ought to be a part of all planning. Moreover it is desirable that all departments work in cooperation in matters like these. It would not have been a difficult task for government itself to absorb some of them as typists and clerks in their own departments. This however has not been done. It is desirable that attention is paid to aspects like these when schemes are drawn up in future.

Hindi as the National Language

AS was expected Acharya Tandan the new president of the Congress pleaded for the wide use of Hindi as the national language of the country. He said: "I believe that this part of our constitution will work like magic in bringing about the unity of ideas and developing love among the regions. The

great cultural work which the Sanskrit language did in the past, is going to be excelled by Hindi—In enthroning one of their sister languages as the official language of the country, the provincial languages will themselves grow in dignity and happiness and gather strength by the development of their own literature." One need not accept the rationalisation behind the views expressed here. It is too much to claim for Hindi the place which Sanskrit had in the past. And it is equally unconvincing to say that Hindi will lead to the development of other regional languages. Hindi has been made the official language of the country and independently of arguments like these it has to be learnt. The difficulty today is that State Governments especially in the South have not come to any decision as to what policy should be immediately adopted so far as the teaching of languages in schools is concerned. It is this suspense that has to be removed.

THE only decision that may be considered to be right is to substitute Hindi for English in schools and colleges by frankly and unhesitatingly accepting the position assigned to the Hindi in the new constitution. English may be learnt as a third language because of the value it has in the international world. There does not seem to be any chance of its retaining the position as the medium of instruction in Universities. Under these circumstances it is best to give up all wavering and to proceed in a business like manner to adopt the medium of instruction to the requirements of the new situation. Decision should no longer be postponed.

'Social Studies' Seminar in Madras

SOcial STUDIES' as a fresh subject has come to stay in our Secondary Schools. It comprises Sociology, Economics, Political Science or Civics, Geography and History. It has now taken the place of our Geography and History. The content deals directly with human relationships. The subject was first introduced in U. S. A., then in Canada, Australia and England. Recently it has been introduced in the Madras State.

THAT the older syllabuses in History and Geography were not holding the interest of their pupils, nor preparing them for intelligent and informed citizenship in a rapid evolving social order is one of the reasons why schools in Britain have taken to this subject. Dr. Miss J. Forrester who is well informed on this subject says that "where Social Studies have been well taught the pupils have responded with enthusiasm."

NOW the South Indian Teachers' Union is to be congratulated for having organised a seminar on Social Studies at Madras from the 30th September to the 2nd October with a view to critically review and evaluate the experience gained in the teaching of the subject during the last two years and more. The Seminar was well attended by eminent educationists and teachers actually handling the classes. It was opened by the Director of Public Instruction and attended by the Minister for Education among others.

THE Seminar went into four sectional groups discussing on 'Test-

ing and Recording,' 'Practical Activities', 'Teaching Methods and Equipment', and 'A Critical Review and Evaluation of the Subject'—thus covering all the aspects of the subject. The findings of the different committees were put before the general conference and decisions were taken. It was also decided to redraft the syllabus by a committee appointed for the purpose.

THE unqualified success of the Seminar is due in no small measure to the indefatigable energy put forth by the President and the Secretary of S. I. T. U. and the convener, Rev. D. Thambuswami.

WE are sure the Department of Education in Madras would give due consideration to the findings of the conference, and effect in the syllabus the necessary changes sought for.

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The S. I. T. U. Seminar on Social Studies RECOMMENDATIONS

Committee on Critical Review and Evaluation

There is clear evidence to show that the present syllabus in Social Studies needs revision for the effective realisation of the aims set forth. The Section Committee, therefore, resolves to recommend that the Committee constituted by the S. I. T. U. with powers to co-opt members from the different areas of the Presidency be appointed to re-draft the syllabus for favourable consideration by the Government.

In the matter of revising syllabus, the following principles should be borne in mind:—

1. For the Middle School forms a list of comprehensive topics with references to sources and suggestions for Practical Activity be given in broad outline, leaving freedom for individual schools to choose topics from among them and build up their own courses of study, suited to their special environment.

2. For the High School Forms there should be a common syllabus which emphasises the study of the Geography of India and the History of India in world setting.

3. Current events can be discussed within the comprehension of the class.

4. In respect of topics relating to Religion, the lives of Religious Leaders should be taught so as to promote mutual respect.

Testing and Recording Committee

The conclusions arrived at by that Committee are as follows:—

1. In as much as activities find a place in Social Studies, there ought to be evaluating and recording and assessing the activities, with a view to guiding the pupil, assessing attitudes and abilities if possible and suggesting solutions.

2. In order to give sufficient time for planning and recording of pupils' activities in social studies, teachers teaching social studies should not have more than 15 hours of teaching work and the strength of each class should not exceed 30.

3. Guidance is necessary to assess and record the personality traits of pupils. A standard form of record should be indicated, leaving to the teachers discretion to make such additions as may be found necessary.

4. Due importance may be given for practical activities at the time of promotion.

Tests in Social Studies

There ought to be a judicious and harmonious combination of the New Type and the Old Type Tests in order to eliminate limitations of the New Type and to get the benefit of the Old Type Tests.

In the Middle School stage, the New Type questions may predominate and that in the High School stage, questions requiring answers in sentences or paragraphs may be greater.

THROUGH different STATES

DELHI

FARMING IN SCHOOLS

Bombay's example of introducing farming as an extra curricular activity in educational institutions has been recommended as worth emulating by other State Governments, in a circular being issued by the Central Ministry of Agriculture.

Such a move, it is pointed out, apart from making school children agriculture minded will increase food production and help the "Grow More Food" campaign to some extent.

Every school volunteering to come under the Bombay scheme will be offered a plot of land to cultivate vegetables and food grains. The expenses on the farm will be met by the school management, but technical help will be available free from Government. Materials, such as implements and seeds, will be made available at cost price and marketing facilities will also be given. The produce will have to be sold at cost price to school children. The profit motive will be totally eliminated.

Batches of students and teachers will have to work at least for one season under the direction of the Director of Parks and Gardens or other officers deputed by him.

DEGREES AWARDED BY PRIVATE BODIES

A number of private educational institutions have represented that though they did not, for various reasons, seek Government recognition in the past their standards are in fact equal to those of recognised institutions. In order, therefore, that students holding degrees or diplomas from these private institutions should not be barred from Government service merely because the institutions are not recognised, the

Government of India have set up a committee to examine the standards of degrees and diplomas awarded by these institutions and to recommend how far any of them can be equated with the degrees and diplomas awarded by universities and boards established by law. Dr. Tara Chand, Secretary, Ministry of Education, will be the Chairman of the committee.

The Committee will begin its work by October 9. All State Governments have been asked to intimate to the Minister of Education the names and full particulars of such private educational institutions functioning in their respective areas, whose degrees and diplomas may be considered as equal in standard to those of universities and boards for purposes of recruitment to Central Government services.

MADRAS

MADRAS PLAN FOR COMPULSORY EDUCATION

The Madras Government are considering the question of introducing free and compulsory elementary education throughout the State within 10 years. Mr. K. Mahava Menon, Education Minister, told a questioner in the Assembly.

Replying to supplementaries, Mr. Menon said, it was a fact that Government had deferred extension of their scheme of compulsory elementary education for the last two years. He attributed the reason for this to the present financial stringency.

He said, Government were, however, going ahead with their scheme for converting the existing elementary schools into Basic schools. At the present rate of progress, all elementary schools in the State would be functioning as Basic schools in 15 years.

MEDICAL COLLEGES : SEATS FOR WOMEN

Answering a question asked in the Assembly by Mr. A. Salam, Dr. T. S. S. Rajan, Minister for Public Health, stated that not less than 20 per cent of the total number of seats available for students of the State in the Medical Colleges had been allotted for women candidates. Altogether 69 women candidates were admitted against a total number of 313 seats available in all the Medical Colleges. The Communal G. O. was applied in the selection of all students in each region and not separately for men and women candidates.

EDUCATION CESS BY LOCAL BODIES

The Madras Assembly passed a Bill enabling local bodies to levy an education cess in their jurisdiction for the expansion of elementary education.

The Bill, which amends the Madras Elementary Education Act, 1920, specifies that a surcharge on property tax will be leviable by local bodies up to a maximum of five percent of the annual value. A surcharge on land cess, up to a maximum of three annas in the rupee on the annual rental, may also be levied.

Mr. K. Madhava Menon, Education Minister, told the Assembly that Government would also make a contribution of Rs. 53 lakhs to local bodies towards their elementary education funds. The contribution depended upon the rates of surcharge levied by them individually. He added, besides this amount, Government might make further grants to local bodies under other heads.

MERGER OF SCOUT ORGANISATIONS

The merger of the Hindustan Scout Association with the Boy Scouts and Girl Guides Association will take place on November 6. This was announced by Dr. Rm. Alagappa Chettair, President of the Hindustan Scout Association, at

a public meeting held in Rajaji Hall, on 24th Sept. in connection with the annual meeting of the Provincial Council of the Hindustan Scout Association.

Dr. Alagappa Chettiar urged the Government to sanction proposals submitted by the Scout Association for the appointment of Scout Organisers in the districts under District Boards.

BOMBAY

PLAN TO IMPROVE S. S. C. STANDARD

The system of secondary education and the standard of S. S. C. examination are proposed to be improved by the S. S. C. Examination Board.

The Board which met in Bombay on Tuesday, discussed at length the urgency of the problem and appointed a committee to go into the question and suggest ways and means to achieve the object. It is stated that many members were critical of the present system of education and urged immediate improvement.

The Board also set up another committee to consider the question of opening new centres for the S. S. C. Examination. Among the new centres proposed are: Amalner, Bhusaval, Bulsar, Petlad and Kumta.

By another resolution the Board decided to increase the number of prizes at the examination.

SILVER JUBILEE OF BALKAN-JI-BARI

The Silver Jubilee of the Balkan-ji-Bari, the premier children's organisation in India, will be celebrated on an elaborate country-wide scale for a period of seven days, from October 29 to November 5.

An influential executive committee headed by Rani Maharaj Singh has been set up in Bombay to chalk out the programme and conduct the celebrations.

Disclosing the details of the celebration programme at a press conference Mr. Homi J. H. Taleyarkhan, Chairman of the Publicity and Propaganda Com-

Letters to the Editor

Nationalisation of Education in Kashmir

Sir,

The Kashmir Government has decided to stop their aid to private schools, except three of them. Out of the so many others in Srinagar they proposed taking six high schools under their control, namely Central High School, Islamia High School, National High School, Hamdania High School, Hindu High School and Imamic High School, so that they may have at least one Govt. High School in each of the wards of Srinagar.

Some of these schools totally refused coming into the Govt. fold, some accepted to join under certain conditions while others of the mushroom growth type welcomed the idea.

No doubt there is absolutely no place for Government aided denominational schools which spread inter-communal hatred any where in the world much less in free India committed to secularism; though of course, progressive schools of the first type run by big mill-owners or others independently of the Govt. aid are to be welcomed provided they are non-political in nature.

In a democracy there is no difference between the Govt. and the people. And so, though the Kashmir Govt.

(Continued from preceding page)

mittee, said that it would be the first children's week ever to be observed on such a scale at any time in the history of the country.

It would begin on Sunday, October 29, with a mass procession of children dressed colourfully. They would make their way on foot and in a variety of contraptions ranging from prams to camel carts to Azad Maidan, where the procession would terminate in a mammoth meeting. The Prime Minister, Pandit Nehru, has been invited to address the rally.

must needs be congratulated on taking the direct responsibility of providing more and more facilities for educating the people, they have to be conscious of and grateful to the aided schools which have done yeo-man service in educating the masses so far. They must be amply rewarded for that. Hence in recognition of and compensation for their past sacrifices, their previous services of grades should be taken into account guaranteed by their qualifications; and to facilitate matters they should be considered to have been the Govt. employees from the very beginning and to have been lent to those private organisations. The pension contributions at 1/4th of their total salary so far should be given a set off against the compensation due to them for the property which the Govt. is taking along with the schools, the teachers who are retiring now or within a period of ten years being given a proportionate gratuity.

These schools to which the Govt. intend taking over may be divided into three or four categories A, B, C and D on their own merits of being the oldest, most famous, well established and so on. Accordingly the staff which the Govt. is taking from them may be allotted a fixed number of posts in each of the respective Govt. grades e.g. (1) gazetted post i. e. grade I; grade II; grade III; grade IV etc., guaranteed by their service as well as their qualifications and their own grades.

The staffs of these schools who are below 55 years and middle past at least with long experience should be taken into service as there are such teachers working in the Govt. Education Department as well; others above 55 years age being given some gratuity or pension as mentioned above.

SRINAGAR, }
17-9-'50

PRITHVE NATH RAZDAN.

PUBLIC OPINION

Mr. R. R. DIWAKAR ON THE DEVELOPMENT OF HINDI

Addressing the Annual Convocation of the Dakshina Bharat Hindi Prachar Sabha, Mr. R. R. Diwakar, Minister of State for Information, advocated the development of the Hindi language as the *lingua franca* of India. Emphasising that the encouragement of Hindi could not adversely affect the interests of regional languages he said, "If we look at Hindi with suspicion or with fear or indifference, we shall suffer irretrievably and we shall also make Hindi suffer because then it will have to go without our contribution."

Mr. Diwakar refuted all suggestions that Aryan culture and Dravidian culture still existed as distinct entities in India. "Our culture to-day is Dravido-Aryan and Aryo-Dravidian", he said. "To boast in terms of racial purity this way or that, is to state a distinction without a difference."

PLACE OF ENGLISH

Though I cannot conceive of English as *lingua franca* of India, I must say that we must continue to take advantage of it as an international medium. For years to come, English will have also to be our main source of world thought, of international contact and of keeping in touch with all global scientific progress. I can imagine, however, a day when our scholars will keep in direct touch with all human progress through the respective languages which register such progress and directly transfer it instantly to our *lingua franca*. But till then, it is necessary for the most advanced of us to be capable of thoroughly understanding English and of expressing our highest thought in that language. This is no doubt a very high place of privilege that one nation can give to the language of another nation. But I think English deserves that place and has earned it by

merit. To-day if I agree to give this position to English, it is not because it is the language of our erstwhile masters nor because it is the common medium to-day of the educated in India, nor because so many of us can use it with ease and facility. It is entirely because it is a bridge between us and the world. It is through this bridge that we peep into the workings of the minds of many nations and it is mostly through this medium that we express ourselves to the world.

REGIONAL LANGUAGES

The Constitution has also recognised 14 regional languages. The directive given by the Constitution in its Article 351 clearly says that the forms and styles used in Hindustani as well as in the other languages of India should be assimilated by Hindi in order to enrich it. It should also be the medium of expression of the varied and mixed culture of India. It can be clearly seen here what role Hindi has to play if it is to follow the Constitution. Hindi, written in Devanagari characters, is sought to be made not merely a State Language or an official language; the Constitution envisages that it should be developed as a common language for the whole of India without interfering with the role that the regional languages will have to continue to play.

Recently, the University commission as well as the Inter-University Board have considered the question of the medium of instruction in the University Stage. If India wants to have studies as well as exchange of students and professors as between the Universities, it would be necessary to have a common medium of instruction at least at the post-graduate stage. If once English is ruled out as the medium of instruction in schools as well as in colleges, the place of Hindi as such a medium will have to be seriously con-

sidered. Opinions may differ as regards the emphasis to be laid on the regional languages *vis-a-vis* Hindi, but it is inevitable that one language of intercourse should be developed for all higher educative purposes as also for all all-India purposes, and for the internal exchange of thought and communication.

GENERAL K. M. CARIAPPA'S CALL TO STUDENTS TO KEEP OFF POLITICS

The Comm. in-chief, who was addressing students of the Poona University, deplored the tendency of students to set aside their books and dabble in politics and also the indiscipline displayed by many in the student world. Their duty was first to acquire knowledge and to equip themselves fully for the serious problems that would confront them in future. If they dabbled in politics they would certainly do harm to themselves and to the country, he said.

The General however regarded Indian youth as second to none in intelligence. But there was a great need, he said, to more students from dissipating their energies to things which did not immediately concern them. Once they graduated from college they were free to choose politics as their career if they so desired. But it was wrong to bring politics in university life, he added.

General Cariappa invited students to give serious thought to army careers, but pointed out that the army could now entertain only the very best talent. Gone were the days when only the comparatively dull but physically fit boys were offered to the army by their parents, he said. Today India wanted to build the best army in the world, and he had no doubt that it was possible to do so, provided Indian youth showed a sense of appreciation of the qualities needed in the army. Apart from education and physical fitness, they included mental alertness, discipline, loyalty and high morale.

MR. M. K. VELLODE ON THE MEDIUM OF INSTRUCTION IN HYDERABAD

Inaugurating the first meeting of the reconstituted Senate of the Osmania University, Mr. M. K. Vellodi, Chancellor of the University, said that he agreed with the view of the University Commission that Universities should become autonomous bodies.

Referring to the medium of instruction in the Osmania University, the Chancellor observed that for several years, Urdu had been adopted as the medium of instruction in the University. There was a persistent demand that immediate steps should be taken to change it to Hindi, Hindi having been declared the national language. It was doubtless their duty to see that prompt steps were taken to encourage the study of Hindi. In South India, he knew that genuine efforts had been made in the past and were being made to-day to popularise Hindi, but ever since the provision was introduced in the Constitution of India making Hindi the national language, there was persistent agitation in certain quarters against what they called imposition of Hindi on the South.

In Hyderabad, he said, Urdu had not only been the language of the University, but also the language of all educated people. To expect Hindi to take the place of Urdu overnight was to expect the impossible. "I do not, for a moment, suggest that we should take very drastic steps to introduce Hindi, but it would be a folly to ignore the fact that this presupposes the existence in large numbers of teachers who are well learned in Hindi".

Mr. Vellodi said that in any case he felt that they should not, in the name of Hindi, do anything to lower the standard of education imparted in the Osmania University.

FOREIGN CURRENTS

Top-Level Scientists for Industry *Growth of Technical Education in Britain*

WHAT is the best way to train scientists for industry? Should they be educated in special departments of established universities, at special technical universities or colleges with a lower status?

Some countries in Europe, as well as the United States, have answered this question by setting up institutes of higher technology to supplement technological education at the universities—the "Technische Hochschule" in Germany for example, or the Massachusetts Institute of Technology in Boston, the United States. In Britain, the job of supplying industry with toplevel experts in applied science has hitherto been left to the appropriate departments of the universities, while technical colleges throughout that country have supplied general and specialised technical education at a lower level.

Rising Demand

Since World War II, however, the demand for scientists in Britain has been rapidly increasing—the continuous expansion of research department in industry, the widening field of Government research, and the consequent need for more science teachers, are some of the reasons. In 1946, the number of qualified scientists in the United Kingdom was estimated at 55,000 and it was expected that the demand would rise to 90,000 by 1955. As a result of expansion in the relevant departments of the universities, this rising demand has been met, although there may for a time be a shortage of chemists and chemical engineers, and a surplus of biologists and agri-

cultural scientists. There is still however, a serious shortage of science teachers in the schools.

In the view of the Advisory Council on Scientific Policy, which has issued its third Annual Report, it is Britain's duty to employ in the higher posts a larger proportion of scientific and technically qualified administrators, as is done in other industrial countries.

Keen Debate

"We recommend," says the council, "that the immediate need should be met by the expansion of existing university departments of applied science and that, as a long-term policy, colleges of applied science similar to the Imperial College of Science and Technology should be set up with suitable governing bodies of their own, but closely welded into universities, and providing education up to honours degree standard in both fundamental and applied science." That was a year ago, when the proposal was followed by keen debate throughout Britain. But the Council has stuck to its guns, and repeats the proposal now.

It is not surprising that the Council's proposal for what amounts to separate "Universities" of applied science should have stirred up a strong controversy. It touched a tender spot in national susceptibilities: pride in the world famous university system, which has been fighting a valiant rearguard action against vocational education behind a screen of mortar-boards and gowns for over 50 years.

Compromising on some points by establishing departments of engineering and other applied sciences the main defence line has nevertheless been maintained, and the proportion of "arts" students to scientists jealously guarded. "If an academic society is overweighted by the presence of large number of undergraduates whose time is devoted to acquiring purely technical skills, its real business will be king about ultimate *Times* pointed out endangers."

Unpleasing Alternative

Faced with the unpleasing alternative of rival "universities" teaching only applied science, and possibly granting their own degrees, however, the older universities have been stoutly pressing their claim to teach more and still more technicians.

To the average don at Oxford few concepts could be more unnatural or repulsive than that of a youth bent on some subject such as industrial chemistry, and surrounded by others learning and imparting the molecular reactions of hydrocarbons. At the old universities, these men would at least have the opportunity of associating, with others who knew that the Greeks had their own atomic theory, of discussing the monads of Leibnitz or the music of Mozart.

Classical View Challenged

But it has not gone unchallenged. "Having taken honours and research degrees in a British university and in a German Technische Hochschule"

wrote one correspondent of *The Times*, who had clearly been deeply stung, "I would offer my experience at both places to help in an assessment of their relative value to the engineer. At the university I deliberately sought the society of arts students. But... I opined that 'The Garden of Proserpine' and 'The Forsaken Garden' contained the finest exposition of the Second Law of Thermodynamics, barring none, not even that of Kelvin, Clausius, and Carnot, I was greeted with a frigid stare—whether of disapproval of Swinburne or ignorance of Clausius, I never rightly knew.

"And the German Technische Hochschule? There was no lack of German engineers who were prepared to read anything from Goethe to Shakespeare, from Racine to Cervantes. And the conclusion? The essentials of the full life are acquired in the home and at school. It is too late to start the process at university or Technische Hochschule. For the purpose of development, both will serve equally."

The debate continues, not without bias. But, at any rate, the Council on Scientific Policy, which advises the United Kingdom Government on all matters of this kind, seems to have decided that both things are needed—general universities and scientific technical colleges—as in so many other countries. And that is a compromise which will satisfy all and none permit the controversy to continue indefinitely while action is taken and the situation put right.

CURRICULUM MAKING

"It is essential that every community contemplating the revision of course of study or the re-organization of curriculum develop a philosophy of education. This is not an attempt to be pedantic in the matter. It is the only way in which consistent curriculum thinking can be attained."

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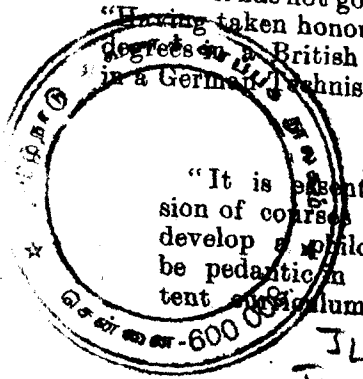
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