

232

EDUCATIONAL INDIA

Vol-XVIII No- 11 and 12

May and June 1952



JL
Tm2, N34ED
NS2. 18.11, 12
127331

631
2.52

(388)

Educational India

A Monthly Forum of Educational Theory and Practice

Vol XVIII
Nos. 11, 12
May & June, 1952

*

EDUCATIONAL INDIA
is officially recognised by
all the D. P. Is. throughout
the Indian Republic for
use in schools and colleges.

*

Inland Rs. 4/8.
Foreign Sh. 9.
Single copy As. 8 or 9 d.

Office :
MASULIPATAM
(S. INDIA)

PRINCIPAL CONTENTS

EDITORIALS

Dr. S. Radhakrishnan
Practical Education
One more examination
Dr. Montessori.

**THE SYSTEM OF EDUCATION IN
ANCIENT INDIA**

Sri R. M. Thakur

DEMOCRACY IN ADMINISTRATION

Sriman R. Srinivasa Iyengar

CAN INSTINCTS BE SUBLIMATED ?

Sri Y. M. Deshpande

**PLACE OF ART, DANCE AND MUSIC
IN EDUCATION**

Sri Ramkishore "Pashan"

**EDUCATIONAL UTOPIA FOR THE
WORLD REPUBLIC**

Sri Prithve Nath Razdan

For Detailed Contents and Special Features see inside.

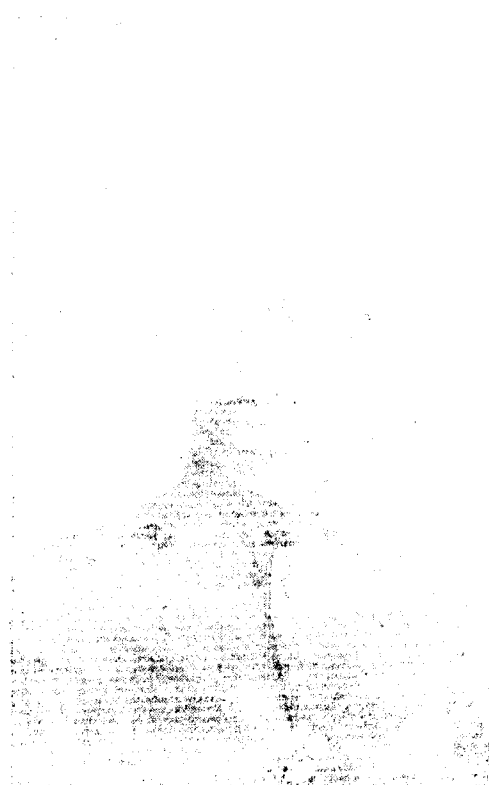


DETAILED CONTENTS

	PAGE		PAGE
THE SYSTEM OF EDUCATION IN ANCIENT INDIA		MADRAS	
Sri R. M. Thakur ...	307	Grant of School fee Concession ...	328
DEMOCRACY IN ADMINISTRATION		Training for B. T. Course ...	328
Sriman R. Srinivasa Iyengar ...	310	Admission to Schools ...	328
CAN INSTINCTS BE SUBLIMATED ?		Training College for Teachers ...	328
Sri Y. M. Deshpande, M. A., B. T. ...	313	Training in Gardening ...	329
PLACE OF ART, DANCE AND MUSIC IN EDUCATION		International Fellowships for Women Graduates ...	329
Sri Ramkishore "Pashan" ...	316	BOMBAY	
EDUCATIONAL UTOPIA FOR THE WORLD REPUBLIC		Physio-Therapy Training School ...	329
Sri Prithve Nath Razdan ...	317	UTTAR PRADESH	
EDITORIALS		Study of S. Indian Languages	329
Dr. Radhakrishnan ...	322	HYDERABAD	
Practical Education ...	323	Osmania 'Varsity Reorganisation ...	329
One More Examination ...	324	Educational needs of Travancore-Cochin ...	330
Dr. Montessori ...	325	ALL INDIA COUNCIL FOR TECHNICAL EDUCATION ...	331
REORGANISATION IN HYDERABAD STATE ...	326	PUBLIC OPINION	
THROUGH DIFFERENT STATES		Srimathi Rukmani Devi on the Training of Children ...	332
DELHI		Mr. Nalini Ranjan Sarkar on Technological Education	332
Swiss Seminar on Inter- National Institutions ...	327	Specialised Training ...	332
Bharat Seva Samaj ...	327	Rajagi's Advice to Parents and Teachers ...	333
Capitation Fees in Colleges Abolition Ordered ...	327	His Excellency Mr. Sri Prakasa on 'Adult Education' ...	333
		FOREIGN CURRENTS	
		Seminar on Education for World Understanding ...	334
		Unesco book on Geography Teaching for World Understanding ...	334

THE INDIAN EDUCATIONAL SYSTEM

AN INDIAN EDUCATIONAL SYSTEM



THE INDIAN EDUCATIONAL SYSTEM
THE INDIAN EDUCATIONAL SYSTEM
OF THE INDIAN EDUCATIONAL SYSTEM

THE INDIAN EDUCATIONAL SYSTEM
THE INDIAN EDUCATIONAL SYSTEM
THE INDIAN EDUCATIONAL SYSTEM

*

Vol. XVIII: Nos 11, 12

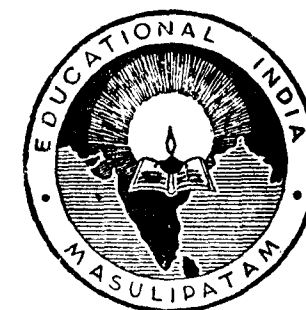
May & June, 1952

EDUCATIONAL INDIA

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

EDITOR :

Prof. M. VENKATARAMAIA, M. A.



EDITORIAL BOARD

M. Venkatarangaiya V. Muthu Aiyar
C. B. Krishna Sastry M. N. Rao
M. Seshachalam,
Managing Editor

**"EDUCATIONAL INDIA" OFFICE
MASULIPATAM**

INLAND
Rs. 4-8-0

Single Copy As. 8

FOREIGN
Rs. 6-0-0

THE NEW AGE INDIAN READERS

By
DUNCAN GREENLEES, M.A. (Oxon.)

Book I: Form I: 0 14 0
Book II: Form II: 1 0 0
Book III: Form III: 1 6 0

WITH
SIX SUPPLEMENTARIES

@ As 6 each

THREE DAYS' HOLIDAYS

- | | |
|-----------------------|-----------------------|
| 1. Part I. Going Home | 2. Part II: At Home |
| A DAY AT SCHOOL | |
| 3. Part I: Morning | 4. Part II: Afternoon |
| 5. RATS | 6. JOINING SCHOOL |

Approved; Vide Consolidated List Pp. 62 & 63, D/ 22-5-51,

FUNDAMENTALS OF BUSINESS ORGANISATION

By
Dr. V. NARAYANASWAMI NAIDU,
M. A., Ph. D., B. Com., Bar-at-law

And
Prof. H. K. DATTA, M. A., B. Com.
ANDHRA UNIVERSITY

A suitable Text-Book for all Commerce Students all over India.

Second Edition]

[Price 11-8-0

M. SESHACHALAM & CO.,
7, Sunkuram Chetty St., G. T. MADRAS

The System of Education in Ancient India

R. M. THAKUR,

Gurukula University, Kanigri

ONE of the features of ancient Indian Education lay in the students living under the roof of their preceptor. This accounts for the student being called Anthevasin, meaning thereby that he is one who stays close to his teachers, i. e. under his roof. Chandogya Upanishad describes the student as "Acharya Kula Vasin" i. e. one who dwells in the house of the Acharya. Thus the usual system of Education in Ancient India, was for the student to live in the house of his Guru, under the latter's personal supervision. A few centuries later, one comes across Brahmans having formed themselves into Parishads. We also find organised public institutions for Education, such as in Takshasila, Mithila, Kunj, Conjeevaram etc. But for a long time the obligation to impart education rested with individual teachers, in whose houses bodies of students assembled and resided. This Gurukula tradition is reflected in the Universities of Oxford and Cambridge to a certain extent, and the residential system in the University Colleges of our country is an imperfect imitation thereof.

The aim of this brief article is to discuss whether the Gurukula System of Education had any advantages to its credit and whether its revival, at least to the extent possible under the present altered environments and circumstances will be desirable.

SPENCER AND MILL AGREED

The object of education has been postulated by various thinkers.

Herbert Spencer expressed his view thus: Education has for its chief object the formation of character. To curb restive propensities, to awaken dormant sentiments to strengthen the perception and to cultivate the tastes, to encourage this feeling and repress that, so as finally to develop a child into a man of well-proportioned and harmonious nature—this is the aim of the parent. In the words of John Stuart Mill, "the object of Universities is not to teach the knowledge required to fit them for some special mode of gaining their livelihood, but to make capable and cultivated human beings, and the common end of all departments of Education is the strengthening, exalting, purifying and beautifying of our common nature and the fitting out of man-kind with the necessary mental implements for the work they have to perform through life."

NOT MERELY MATERIALISTIC

One of the distinctive features of Ancient Aryan Education was that it gave importance both to material and spiritual values. It stood for a well balanced view of life and laid emphasis on Dharma, Artha, Kama and Moksha. The fundamental Vedic conception of the soul was not an airy one, but was broad-based, attaching due significance to man's rights and privileges, freedom of thought, tolerance and humane laws of life. The goal of Education in ancient Bharat was not utilitarian but assuredly cultural. The Smriti writers deprecated the idea that the value of education

should be judged by its pecuniary result. Vishnu says: (who ekes out his livelihood with his Vidya that Vidya does not serve him right).

Sree Kalidasa's sloka :

(He who uses his learning merely for his livelihood is called a trader in knowledge.) Manu's injunction is as follows: "Having taken the pupil, in order to lead him to the highest, the teacher shall first of all teach him the ways of cleanliness, purity of body and mind, good manners and morals." The Thaithariya Upanishad gives one of the exhortations to be made by the Acharya to the Pupil, as — Follow Dharma. Dharma stands for law and custom, religion and charity, justice, righteousness, duty, discipline and culture. According to Rabindranath Tagore, Dharma is that principle which holds us firm together and leads us to our best welfare. In the words of a Professor, Dharma means "the development of the inner spirit, adherence to the eternal virtues and disciplining of the body and soul in a way suitable to that end."

Dharma is so called because of its quality of *dharana* i. e. giving support or being the basis. Dharma supports the people and it is also the foundation of the moveable as well as immoveable universe.

HOW A GURUKULA WORKED

The Gurukula system was in every way adapted to achieve the end of education as conceived in the manner above described. It was best fitted to contribute to formation of character, the building of the personality, the preservation of the ancient culture and the training of the rising generation in the performance of religious and social duties. The daily association between

the teacher and the taught was fraught with great beneficial results. The teacher had the advantage of daily watching the intellectual progress and the moral behaviour of his pupil. The constant presence of the teacher contributed in a great measure to enabling the pupil not only to do away with insolence and pride but engendered in them that feeling of reverence for elders, so lacking at the present day. The Thaithariya exhortation to the pupil makes reference to this as well. "Whatever Brahmans are better than ourselves, in their sitting it will not do for thee to breathe". During the whole time of the pupil's life, a deep and solid foundation was laid for a well-ordered and disciplined life. The foibles to which youth is likely to fall a prey to in town life, were avoided by residence with the teacher. The daily routine of a pupil which was enjoined by his Acharya in the latter's abode, was marked by simplicity, endurance, ban on luxuries, a rigid adherence to rules of hygiene and Brahmacharya, in pure surroundings, free from all unhealthy influences and thus assured a health and robust manhood. The Hindu law-givers condemned the practice of stipulating that admission will be made only on payment of certain fees. When the period of education was over, an honorarium was paid to the teacher by those who could afford it. The close contact between the teacher and the taught which was the feature of the Gurukula system made the relationship between them cordial even after the relationship of Sishya and Guru had come to an end.

Sir Walter Moberly, in a recent book he has written on "The Crisis in this University" commented thus on the corporate life in the Oxford and Cambridge Universities:—

"The student, who came in order to acquire learning or a professional qualification found that he had entered into life-membership of a society possessing a remarkable power to enlist his affection and loyalty. To it, he was attached by silken cords and singular tenacity. So then came into existence a new type of community, having many of the qualities of a family; its members regarded themselves as sons of an Alma Mater. This has two consequences. First the teacher's is a pastoral job; to the student, he has a personal and not merely a business relation. He has not only contracted to give a certain amount of instruction but is to be the guide, philosopher and friend of his pupils..... Their (students') University years have been to them a vivid and compelling experience, making an exceptionally deep impression, indeed going far to mould their minds; and it is in the light of that experience that later experiences are interpreted..... They regard their University in Newman's words "as a 2nd home, not so tender but more noble and majestic and authoritative." The Gurukula ideal was in every way suited for instilling all the attributes of what is considered a liberal Education. If as is justly claimed by the Oxford and Cambridge Universities, they sought to turn out each graduate a scholar and a gentleman, that was what was achieved by the ancient Gurukula system. There can therefore be no doubt that that system is a valuable contribution to any educational scheme."

PRESENT SYSTEM

The present educational system in Bharat is defective in certain vital respects. In the formative period of the lives of young men, we can conceive of nothing better

for the development of character, adoption of high moral standards and the expansion of the mind and intellect than the daily contact and association with a proper teacher. Our educational system does not afford any such opportunity. The teacher and the taught are thrown together at certain stated periods of the School or College hours but this hardly enables the teacher to mould the minds of his pupils. Intellectual attainments are of no value, and often dangerous, without character.

As Carlyle put it, "Without hands, a man might eat and could still walk but consider it—without morality, intellect were impossible for him." Many of the students who undergo their studies in Colleges are living away from their parents. They are thus neither under parental authority nor under proper control of their teachers or professors. The result is that the rising generation is falling an easy prey to all sorts of unhealthy influences. The School or College curriculum has not been devised so as to give adequate attention to the glorious Bharatiya Culture, with the result that our young men are fast developing a feeling of scant respect if not of scorn towards the same. The education imparted being secular, there is no scope for our young men to imbibe a passion for religion in its comprehensive sense and all that it stands for. These defects in our present Educational System can be, to a great extent, remedied if the Gurukula system is introduced for a few years at least in the educational scheme, care being taken in the selection of proper teachers. It is only then that it will be possible to restore the ancient Aryan Culture to its former status and to carry to mankind its message of simple living and high thinking.

Democracy in Administration

Sriman R. SRINIVASA IYENGAR,

Srinivasa Tutorial College, Coimbatore

WE are a free democracy today. We are pledged to be a full-fledged democracy in the future. The entire nation is passing through training in democracy deliberately in certain spheres and unconsciously in other spheres. It therefore, goes without saying that our public institutions should be administered on sound democratic principles. Our educational institutions also should be training-grounds in democracy for the citizens of the future. It is the privilege and duty of the educators to inculcate by theory and practice the true import and significance of democracy in their pupils.

DEMOCRACY AMONG STUDENTS

In our state, the framers of citizenship-training had this idea in their minds. There is abundant scope for inculcating democratic behaviour and action in the working of the Games Committees, the Students' Unions, Scout Troops, Red-Cross Groups, Students' Co-operative Stores and Social Service Activities. Principles of Parliamentary practice and procedure may be instilled in the working of the Students' Parliament. Ideas pertaining to democracy and democratic way of thinking, feeling and acting have to be learnt by pupils, and practised by them. Democracy means equality, freedom, social justice proper attitude towards their mates of inferior abilities or social status, faith in the bright future, and spirit of cooperation with the will of the majority.

Pupils in certain schools at least were made to believe that the entire organisation of the school was in their hands, and they encroached upon the legitimate functions of the other constituents of the school that students formed a single component part among the several constituents of the school was forgotten or ignored. The idea of establishing school republics was attempted to be worked out. The sense of realism was absent. It is essential that citizens in any democratic state should be made to realise the limitations and restrictions of their rights and duties. In an infant democracy like ours, adults as well as youths in schools should be made to realise the restraints they have to observe and practise. This caution should be borne in mind in working the several sub-institutions and activities in our educational institutions. Harmony between democratic freedom and school discipline should be cultivated and preserved in the working of the students' and teachers' organisations. Democracy need not upset the sacred relationship between teachers and students. What is initiated in the secondary school stage should be followed up in the collegiate or post-secondary stage. The well-defined clear-cut procedure laid down for the administration of the Games Fund and the Students' Union Funds does not seem to be followed up in the arts and the professional colleges. I do not know if the Games Fund is separately operated upon by the head of the college who should generally abide by the sanc-

tion of the students' committees and should exercise his discretion rarely in sanctioning or vetoing expenditure. Students and teacher-members of the committees should conform to high standards of democratic administration, without resorting to the procedure adopted by our elders, such as, walk-outs and protests against the ruling of the chairman. Pupils should be helped to understand the other man's point of view, come to unanimous decisions, and abide by the inevitable decisions of the majority cheerfully. Any attempt at regimentation of democratic set-up in the administration of schools cannot prove to be successful.

DEMOCRACY AMONG TEACHERS

Teachers have been asserting that they have no voice in the administration of the school. Staff-councils have been ordered to be constituted; and each school has its own bye-laws. But very few schools have been able to form and work the staff-councils. In this case also the limitations of functions have to be understood, and members have to observe restraints in their behaviour. Often the atmosphere of the school is marred by teachers who fail to understand the scope of the functions of the councils. While guidance to the head in the internal administration of the school or other matters on which he may require advice is the primary duty, extraneous topics, should not be brought for discussion. In my opinion, the consideration of the scales of pay cannot come within the scope of the staff-council.

I believe staff-councils in most institutions can only be a farce. Trained teachers of not less than three years service should, in my

opinion form, the electorate to elect the members of the staff council. With a large number of temporary and untrained teachers, the staff-councils for a few years to come, can serve no purpose.

In recent years, attempts have been made to give the headmaster and teachers' representatives seats on the managing committees or on advisory bodies constituted where such representation could not be made on the managing bodies. Certain managements have not as yet given effect to this rule. The intermediary advisory board is superfluous. My personal view is that it is no advantage to teachers to claim seats on the managing committees. There is always the risk that teachers' representatives on the committees might most often compromise the interests of teachers or allow themselves to be affronted at the meetings of the Committees. Teachers, including the head, can preserve in their independence, and assert their rights and views by keeping themselves outside the managing committees. The offer of seats to teachers might be tempting, but it is really harmful.

DEMOCRACY IN MANAGEMENT

I come to a very delicate question. Democracy cannot exercise its wholesome influence on either students or teachers when the managing committees of schools do not function democratically. Inspecting officers have not so far ventured to look into the proceedings of the managing committees, though the constitution of the managing body is one of the conditions to be satisfied by the management for the purpose of getting recognition. There are managements which take notice of and approve or sanction minor matters,

such as, purchase of broomsticks, petty stationery, and teachers' casual leave. There are again managements which leave the entire administration in the hands of the correspondent. The correspondent should be the live wire of the management. But there are instances where the managing committees do not bother themselves about even vital matters affecting the school and the interests of the teachers. By the entire body or sub-committees with delegated functions, the management should look after the appointment of the requisite staff, the framing of teachers' conditions of service, leave-rules, sanction or withholding of annual increments, termination of teachers' services, granting of special leave to individual teachers, introduction of new courses of study, and so on. These are vital matters affecting the life and progress of the institution and should not be allowed to be decided by the arbitrary decision of the correspondents without the knowledge of the managing committees. Both the extreme types of the managing committees are undesirable. The Departments of Public Instruction and the Syndicates of the Universities should codify principles of administration of educational institutions for functioning on a democratic basis by managements. The Rt. Hon Srinivasa Sastri once said, 'It is by no means an easy thing that the managers of a high school undertake. I could wish that there were a public examination which every manager of a high school had to pass on the theory of school management. I am not criticizing anybody; but school management is by no means a matter for amateurs. It is a highly specialised public duty.'

The 1944 Education Act effected an educational revolution in England. Prior to 1944 headmasters appointed assistants, and the governors confirmed. But after the passing of this Act, managing bodies are expected to run institutions on a democratic basis; "persons interested in education" should have a hand in the appointments, and there should be adequate checks to avoid precipitancy. A certain writer called "H" in the London Journal of Education compares in the Dec' 1951 issue two schools A and B, each requiring a science master. The headmaster of school A reported to the governors of the school, the need for a science master; decision to advertise for the post was made; meanwhile, the executive committee questioned the need for an additional assistant; reference to the educational authorities was made; it took several months for the appointment to be made and for the teacher to join duty. The headmaster of school B got the consent of the chairman of the governors to advertise for the post, by the phone; and the approval of the appointment by the various bodies was automatic. The writer of the article concludes that we can have nothing but contempt for school B, and that the school A had upheld, even at the cost of its efficiency the fundamental democratic ideal that what concerns all should be agreed to by all. The management of school A was thoroughly alive to its democratic obligations, while that of school B was oblivious to its democratic responsibilities and brazenly flouted the modern democratic ideals. The essence of the modern interpretation of democracy is that as many citizens as possible should have a say in any decision; for it is obvious that if two heads are better than one, twenty heads are

better than two, and that we have executives and sub-committees to correct the mistakes of the governors of schools.

DEMOCRACY & GOVERNMENT

One undemocratic act of the Congress Ministry was the abolition of the District Educational Councils constituted under the Elementary Education Act of 1920. Though the composition of the Councils was unsatisfactory it exercised healthy check in the assessment and distri-

bution of grants to several aided elementary schools. The Department of Education may be distributing grants justly; but no one knows it for certain. The department's secret methods of sanctioning, reducing or withholding grants should be a thing of the past. For elementary and secondary schools as well, bodies should be created to discharge the functions of sanctioning grants on an equitable basis.

Thus shall we develop healthy democratic administration of education in our State.

CAN INSTINCTS BE SUBLIMATED?

Sri Y. M. DESHPANDE, M.A., B.T.

Wardha

THE solution of this question is very important for educational reconstruction. At present our school syllabus is based upon the firm belief that the purpose of education is the formation of character which is achieved by the sublimation of our instincts and emotions. Games, sports, cultural subjects, cultural programmes are taught in our schools not only for their value in training the body and mind but also for the formation of character through sublimation of the instincts.

What are instincts? - Formerly it was believed that the mind is a bundle of faculties called instincts. Later on this theory was discredited and instincts came to be regarded as an innate mental structure which determines its possessor to prefer certain specific actions in certain specific situations. Further discoveries led to the assumption that instincts are natively conditioned modes of development. They are

not simply inherited patterns of response but are the final organisational activity as occurs, based upon native needs and closely related to the kind of environment and structure.

Sublimation:—Instincts are divided into two groups viz. the lower instincts and the higher instincts. The purpose of education is to sublimate the lower instincts in order to build up the moral character. "Sublimation is the name given to the process of redirecting the instinct from its primitive biological goal to one that is socially and individually uplifting". "Curiosity to pry into useless and undesirable objects may be sublimated into an enthusiasm for wonders of science—or fear of bodily pain may be sublimated to fear of wrong doing or to fear of things that 'hurt the soul'".

The lower instincts must be sublimated through education leading to the formation of good moral character so that in after life they

would be transferred in that ennobled form to other fields of life. This is attempted through games, cultural subjects, group games, dramatics and other extra-curricular activities. We naturally expect an educated man to be morally superior to the uneducated, and a sportsman to possess all the qualities that go under the name of sportsman-spirit in a greater proportion than the average educated person. A sportsman must be a selfless worker, ready to sacrifice his own interest for the interest of the society, obedient to his leader or superior, courteous to the other members of the society, a graceful loser but a fair player, unaffected by success or failure in his undertaking, a natural leader of men exercising group control on a cooperative basis and loyal to his city, State and Nation. Jealousy, injustice, the tendency to form cliques, or to take advantage of the weakness of others, foul play etc. should be foreign to his nature.

Unfortunately no census of virtuousness has been taken, and we are to be guided by our own experience and the experience of others in this case. The common experience does not support the tall claims made on behalf of education and sports. On the other hand we generally credit the uneducated with simplicity and honesty of character. Education more often teaches us to hide our selfish motives under a cloak of high sounding words. The majority of sportsmen do not show any special nobility of character compared to the average educated man. Sportsmen are equally selfish, jealous of the superiority of others, ready to gain their ends by any sorts of means, and more cliquish than others. The majority of sportsmen do not show any effect of their character training outside the play-field.

The educationists who have claimed all these advantages of groups games have given no evidence to prove their statements. No experiments have been made to assess the efficacy of games in the training of character. On the other hand many experiments in psychology make us sceptical about the truth of these statements. It is easy to prove that habits responses learnt through books, teachings, dramas, cultural programmes and subjects, games and sports do not pass to other fields of life where the conditions differ.

All these ideas have been introduced in educational theory and practice as a result of the belief in the sublimation of instincts. Let us take for instance the instinct of self-preservation with its emotion Fear.

The emotion of fear is aroused when the instinct of self preservation is evoked. Fear is aroused by the apprehension of bodily insecurity or bodily pain. "The fear of bodily pain should be sublimated to fear of wrong doing or to fear of the things that 'hurt the soul'. The word 'fear' is a blanket term which covers many different emotions which have nothing in common except the name. "Fear responses occurring when escape is impossible and the fear aroused by loss of balance in ocean water is different from the fear aroused during a thunder storm". The fear aroused by the apprehension to the security of the person is different from the fear of doing wrong. The two emotions differ not in quality but in kind. One cannot be transferred or replaced into the other. There is nothing in common between the two. The responses noticeable in bodily fear are absent in the fear of doing wrong. The co-response of bodily fear is avoidance but

in the other case it is repugnance. The opposite emotion of bodily fear is anger but in the other case it is self-pity. The fear of doing wrong or the fear of things that hurt the soul is not the sublimated form of the bodily fear. A person who is afraid of bodily pain may or may not be afraid of doing wrong. Similarly a person who has subjugated his bodily fears may or may not have moral fears. But one thing is sure. No person who has not conquered his bodily fear can summon up the courage necessary to be positive in his moral behaviour.

The purpose of education is not to sublimate the emotions but the conquest of over expressions of the emotions which leads to the positive capacities. For a man who has conquered his emotion of fear, in the hour of trial, the fear becomes penetrations, vigilance, and iron resolution. This aim can be achieved by training the mind to control the expression and the physical overt reactions under stress of strong emotions. A well controlled emotional organised pattern can be utilised for the formation of charac-

ter when a noble aim, beyond worldly gains, is placed before the child. No person can be inspired to noble actions unless his emotions are under his control to such an extent that he can make full use of them for the achievement of his goal. Previously religion used to serve the purpose of the goal but with prevalent disregard for it, and with the destruction of our emotional worlds which infused us with enthusiasm, educationalist will have to search for another strong goal which should have the power to take an equally strong hold of our minds. Till that time our youth must drift aimlessly.

The natural leaders of men are always better psychologists. Gandhiji knew that the terror of the British Power had a great hold in the minds of the people and unless that fear was conquered, they would not rise for the liberation of their country. His programme of courting jail, civil disobedience, and breaking unjust laws taught the people to conquer their fear of hardships and once that was done thousands went to jail and suffered hardships and lathi blows in the mass-movement.

WANTED HIGH SCHOOL TEACHERS

To make money in spare time writing magazine stories. The following book gives all the knowledge necessary. I also criticise and revise beginner's stories.

PRIMER OF SHORT STORY WRITING

A guide to the Art, the Science, and the Business of story writing and selling. Price Re. 1-4-0, postage extra.

Ask for descriptive leaflet.

S. HANUMANTHA RAU,
Chhoti Dhantoli, Nagpur-1

Place of Art, Dance and Music in Education

Sri RAMKISHORE "PASHAN"

Seiwagram, Wardha

SOME have defined education as a preparation for life. Is it then something different from actual life? Should it be made free from the difficulties and worries of, and training for the actual works of life? Is the boy or girl to be taken as a tender plant and no physical labour put to him or her? Or is he or she only to do mental work and only learn through pencils, pens, papers and models? These are the natural questions that arise in one's mind if one begins to think of education as something different from life itself.

Well, there are various other definitions of education, and some are really very wide. But Gandhiji's definition of education is worth consideration by all. He takes education not as only a means for good life, but as a part of life itself. We cannot separate learning from life, for a man learns throughout his life. Thus in his NEW EDUCATION Mahatma Gandhi includes all—from a child in mother's womb to a man with one foot in the grave.

The education should therefore include all that is required to raise the life of people, all that is included in the culture of the people. Art, dance and music are the things necessary for the harmonious all round development of a man. The life will be dull and the mind undeveloped if we leave out these things from our education, which is a necessary part of our life. This will lead to bad tendencies in our student world, their sense of appreciation being misguided. It is regrettable that all these things have certainly come upon the present generation

because of the defective education so far received and because the films have taken a wrong place in our civilization.

The rhythm, beauty and tenderness of a man's mind comes out in the form of art, dance, music and literature, which, in their turn, systematise the attributes of mind and body. Appreciation and performance of good music, art, dance and literature is a great thing in the life and culture of a nation and goes to make life happy and raises the ideas of the people.

The NEW EDUCATION of Gandhiji is directly connected with life and therefore all performances that are included in the life are taught to the students. More correctly, the students learn through their own work and performances of life activities. Thus all activities of life, from digging a pit, ploughing, cleaning the floor, urinals and latrines, cooking, gardening, agricultural work, spinning, weaving and driving bullock carts to dancing, singing and playing on musical instruments are all included in this "NEW EDUCATION". In other words this new education or basic education is based on crafts, culture and life itself. This is evidently a most natural education and the students learn things without any strain on mind or nerves or even without knowing that they are learning. They enjoy all these activities, work throughout the day, dance, sing and pray with the same pleasure as they spin, weave, do agricultural work or receive correlated lessons on them.

They get many occasions for cultural, musical, and art performances throughout the year. The main agricultural operations e.g. sowing, transplanting, worship of the bullocks and ploughs, harvest etc., festivals like Raksha-bandhan, Janmashthami, Sarat-purnima, Dashara, Diwali and the Jayanti of great men like Poet Tagore, Gandhiji etc., arrival of distinguished guests at the institution and various other occasions provide them great joy when boys and girls dance, sing or play cultural dramas. For these functions, they prepare for weeks together and thus achieve marvellous harmony and beauty in their deeds.

Then come the daily prayer and weekly prayers where also there are some pieces of music and sublimation. In the morning from 5-30 to 6 they may receive lessons and practice in folk dances, which afford a good means of exercise too. Throughout the day one hears sweet music and lines from bhajans or prayers cited by the students.

This is about the new education or basic education centres. But what about the other schools where only dry lessons, harsh words of the teachers and headmasters and sometimes warning or punishment are the things that the students receive? There is no wonder, therefore, if students of such schools take to bad habits including visiting the cinema houses, repeating the vulgar songs of the pictures and talking about the actors and actresses and doing other things termed by them to be 'romance.' Why not let their energies be developed in a decent and wholesome way? Why should we ignore our cultural heritage and give our students only the rough lessons that the Britishers have bequeathed to us? Why not make the education a natural and happy way of developing a man's attributes, instead of keeping it a source of preparing machine-like clerks only. Let us hope that the society and the education departments will think about this new education and put it into practice.

Educational Utopia for the World Republic

Sri PRITHVE NATH RAZDAN,

Chinikral Mahalla, Srinagar, Kashmir

III

(Continued from the last number)

ADULT EDUCATION

The roots of a full fledged tree gather food from inside the earth and supply it to the stem and its foliage which then sprout, grow and flourish. The roots live because the stem lives; and the stem grows because the leaves live. Each depends on the other.

Some of the roots of a tree may sometimes be rotten and dead; and so may be some of its branches. But healthier the entire roots, the livelier will be the tree.

The full fledged tree of human Society has its roots in its Adults, a few of whom have gathered and systematised all knowledge and are nursing and feeding the youthful mind which improves and adds to

its development leaving the rest for the growing child to find out and add.

To the Philosopher's mind who is a Scientist at the same time, the analogy may appeal only as approximate rather than accurate. But the truth remains that though most of the roots of the tree of Human Society i. e. the Adults are rotten and dead to all intents and purposes, it still lives not because of them but in spite of them and as a natural consequence its trunk,—the majority of the Youth—get under-nourished giving birth to a tender foliage, the children which wither away before they bloom.

No doubt, therefore, that this huge tree of human World would grow to its full stature, if only its roots lived healthier and its stem grew properly with an unshakable bond of faith in its venture. Hence the dire necessity of Adult Education side by side with the Child and the Youth education.

And, as one is intimately connected with the other, it is advisable and judicious nay, imperative therefore, to conduct Child and Adult education at the same place though not at the same time or in a similar manner. Those, who take Adult education in isolation or consider it or the Child education apart from life are gravely mistaken.

Each school, as I have mentioned earlier, should maintain an intimate contact with the parents of their boys and associate them with the school activities. Their basic needs having been supplied at the school Cooperative shops both the teachers and parents will have more free time to form themselves into a happy Social Group to the advantage of all—the educator, educand and the Parent.

The school children being away in their home after their school hours and games both the parents and the teachers will have the school library and the Reading Room at their service. They would enjoy common games, discussions and debates, music and merriment in the school premises as a relaxation in their leisure hours following their strenuous duties at their respective offices or business.

Thus will the Adults be educated for life and livelihood in all its aspects and prepared for a trade and for society.

TRAINING OF TEACHERS

Man, as electricity, follows the path of least resistance. What is true in one sphere of his activity is also true for his educational and other endeavours and Teaching too. This attitude is a predecessor of laziness which brings monotony and dullness in its wake.

Change is the spice of life and exercise its vital life-blood. Hence the need of the training of teachers, keeping the trained staff alive to the current standards of Teaching and educative processes, and bringing the untrained or the weaker ones upto the mark.

Model lessons given by the trained teachers by rotation on every Saturday of the week, which should be half-holidays, should be a regular feature of school activity.

Senior trained teachers may also be required to utilise some of their vacant periods in supervising the lessons of the new entrants and their untrained colleagues, and help them in methods of teaching or the like.

The first Saturday in every month may be used for inter-school

Model Lessons by rotation in every district. This may lead up to quarterly model lessons by selected teachers in a province, half-yearly in a region and yearly ones in All India—each time selection of only the best teachers being made progressively.

The All India model lessons or some of the educational procedures of outstanding merit may then be televised for the benefit of the provinces and the world at large. Other progressive countries of the world may likewise arrange for similar yearly televised lessons for the benefit of others and thus bring teachers of one country in closer contact and actual fraternity with the other for their mutual advantage and world betterment.

In this way, by this selective adoption, suitable to local conditions, the world teachers would deepen their experience, widen their outlook, progress simultaneously everywhere and thus accelerate the realisation of the "Educational Utopia for The World Republic."

By one or two years time the new recruits would be mature enough for entry into the training colleges for the completion of a more thorough and effective training.

Mobile Education:—The cream of the teaching profession—the selected teachers who show their metal in the district-wise or province-wise model lessons and school organisation etc.—may also be assigned the work of pulling up their brethren in the remoter parts of the country under the inspecting authorities of the Department by giving similar yearly model lessons in their schools and holding educational Melas, and for which one or one and a half-month in a year may be reserved for a

whole Province. The staff will form an integral part of their respective schools as well as serve the purpose of a Mobile training SQUAD which may also be in charge of a Moving Library for the benefit of the school teachers to begin with and for the general public later on.

Whereas each school will have a library of its own catering to the needs of its boys, teachers and may be parents also, each district should possess a bigger one for masters, and each province a Central Lending Library to meet the tastes and demands of the advanced members of the profession and the more enlightened guardians.

EDUCATION FOR THE FAIR SEX IN MODERN INDIA

Whereas the educational utopia for the world Republic envisages an untiring, unrelenting, onward struggle for the ultimate attainment of cosmic love and universal brotherhood in keeping with the broader principle of the maintenance, development and progress of the individual characters and characteristics of the respective territorial nationalities of the constituent world countries under their own popular Governments to maintain unity in diversity (not on religious or racial basis which not only spread but also enhance hatred and bitterness, and seriously impair the very charter of human rights with the consequent frustration of the very vitals of the precious human ideals). It also implies the recognition of affording equal opportunity to all irrespective of caste, creed, colour or even the sex in all matters whether educational, social, cultural, economic, religious or political.

"But this should not, in any way, be misunderstood to mean the monotonous equality of all

in spite of their mental, moral or physical make up or calibre, or sex distinctions.

Certainly the fair sex is far more fairer and delicate and tender than its physically stronger counterpart—the Man.

And the Almighty God too has drawn a clear line of distinction between the two. The man is man, and the woman, woman with distinct functions to perform. Each should therefore be allowed to maintain its peculiar individuality side by side with their co-operative work for the common good.

And so, whereas the man (by man is meant the majority of the male population) is born to do a more strenuous job to earn his livelihood and the livelihood of his family and progeny too, the woman (by woman is meant the majority of the female population) is born as the mistress of the home for the more effective race preservation and consolidation of holdings.

Whereas the man is both the creator and destroyer, the woman is the more noble creator and preserver. The former is a weak preserver and the latter too delicate and tender hearted for destruction.

Hence the need for distinct lines of approach in educating the two (two means a vast majority of each) though of course the formation of an elite for the sake of society, as envisaged by the Sargent Report; for purposes of higher education should not be monopolised by the members of either sex, but children who are well above the average in character and intelligence may be picked out equally from both the sexes on the basis of pure merit with adequate provision for respecting the feelings and judgments of those

enlightened guardians who may be willing to pay for the education of their wards otherwise declared ineligible for a free university education.

Whereas the compulsory senior basic education as generally accepted for the male population should be carried on more with an industrial and commercial bias for entry into a trade for life and for livelihood, there should also be a distinct bias for parenthood, mother crafts and domestic science for the fair sex, if we mean that all should go well with the human society. This in turn means that women should get a thorough knowledge of physiology and hygiene; first-aid principles and methods used in cooking; home industries like, laundry work, needle work, sewing, spinning, jam making, fruit preservation, silk worm rearing, poultry farming or the like suitable to the particular localities in addition to a combination of other cultural subjects prescribed for the male section in the senior basic schools, besides leaving them free as boys to change their courses of education and to take up purely scientific or cultural subjects for further advanced study afterwards in case they get definite signs of late development in that direction as has rightly been provided for the interchange of some few cases from senior basic to the higher school courses or vice versa in the post war educational planning too.

“Woman should be considered a self-sufficient Goddess of the home in the company of happy, healthy and enlightened children as of yore in ancient India with man looking to their needs and aspirations, and to his own, and thus contributing his share to the prosperity and happiness of this integral unit of human society.”

EDUCATING PUBLIC OPINION REGARDING THE SCHOOL AT WORK

Last but not the least is the question of emulating the spirit of healthy competition and educating public opinion, regarding the inside as well as the outside working of some progressive schools of the country in the school premises, on the play ground or gymnasium on the regattas in the lakes or rivers, on the bathing or swimming tanks, up on the mountain peaks or out in the country-side, wherever the curricular or the extra-curricular activities of the school are carried on.

Each such school could arrange, at its own expense with advantage the filming of some of its outstand-

ing school activities whether in the class room or out in the fields, lakes or mountains and then displaying them in the important centres of learning in the country so that others as well may be enthused to pick up what is best and suitable to their environment in order to improve their own methods of procedure or conditions of work, if any improvement be needed there, and thus increase their experience or improve their outlook and so enhance the values of their educative processes.

If the films are really valuable and attractive both in content and methods of approach, there is no doubt that the generous public will come to their aid and relieve them of their financial embarrassments.

TO KEEP IN TOUCH WITH *The Latest Developments in Educational Methods* READ

"SHIKSHA"

The Quarterly Journal Published by the
DEPARTMENT OF EDUCATION,
UTTAR PRADESH, ALLAHABAD.

It is an excellent educational guide to teachers
as well as to the general public

Chief Editor :

DR. I. R. KHAN,

Director of Education, Uttar Pradesh, India.

Managing Editor :

SHRI M. L. SRIVASTAVA, M. A., B. SC., L. T., PES.

Annual Subscription Rs. 7/- - Single Copy Rs. 2/-

NOTICE

All communications concerning Editorial be addressed to :—

The Editor,
'EDUCATIONAL INDIA'
Haveli Road,
MASULIPATAM



EDUCATIONAL INDIA
MASULIPATAM, May & June, 1952

Dr. Radhakrishnan

ON behalf of "Educational India" and the teaching world we extend to Dr. Radhakrishnan our heart-felt greetings on his uncontested election to the office of the Vice-President of the Indian Republic. As an educationist, as a thinker and as a statesman he has few equals in India of today and there is none who combines in himself so much of philosophical knowledge and so much of practical wisdom. As a teacher of Philosophy in general and of Indian Philosophy in particular he attracted the praise and admiration not only of his students in the different Universities where he adorned the chair of Philosophy but also of great thinkers and scholars both in the East and the West. He won laurels as an administrator by holding the position of Vice-Chancellor for a number of

years in the Andhra and the Benaras Hindu Universities. No Indian Scholar enjoyed the unique honour of occupying like him the chair of philosophy in the University of Oxford.

HE is one of the finest and most eloquent of our orators in the English Language. As a writer he has produced books on philosophy which reveal a profound knowledge of ancient and modern thought and an insight into the real problems of contemporary life. In his style and language there is an indescribable beauty, grace, simplicity and vigour. He is an internationalist and he has lectured to learned audiences in several countries of Europe, America and Asia. He did commendable work as India's representative on the League of Nations Committee on Intellectual Cooperation and on UNESCO in which he held a responsible position.

HE has always held aloft the banner of his country wherever he went. And if today the international world holds India in great estimation it is due to a considerable extent to the successful efforts made by him to bring a better knowledge of India's philosophy and thought to the scholars of different countries. Very few anticipated that he would be a great success in the field of diplomacy. It is now recognised that as India's ambassador to Soviet Russia he brought about a close understanding between the two countries which is bound to enhance

the importance of India as a bridgebuilder between the East and the West and bring the cold war to a speedy end.

THE election of Dr. Radhakrishnan—the great scholar, teacher, writer and philosopher—to the office of Vice-President is a recognition of his unique qualities as a statesman. We however venture to say that his statesmanship would be of greater service in India's cabinet as a worthy colleague of Pandit Nehru. Next to Pandit Nehru he is the one man that can inspire confidence among all sections of the people in the country. It is our hope and wish that his services as the shaper and maker of India's policy would be fully utilised in the years to come.

Practical Education

THERE is a small note in one of the Madras dailies stating that The Kumba-

konam Government College has taken out a batch of twelve students under the leadership of one of the lecturers to a village ten miles off to open a training camp to combat illiteracy among villagers during the summer holidays. The camp is to work for forty days and it will attempt to liquidate adult illiteracy by methods popularised by Dr. Laubach. This is the real education of which students are in need and those who have been talking of practical education will feel gratified at a step like this.

THIS training camp is doubly welcome from the point of view of College Students. It will have the great advantage of bringing them into close contact with the people of the country and give them an understanding of the problems with which they are faced. Much of the educa-

THE ANDHRA TEACHERS' FEDERATION

CIRCULAR

The next annual conference of the A. T. F. will be held in the M. H. School, Eluru on the 25th and 26th under the Presidentship of Sri D. S. Subrahmanym, Principal, C. R. Reddi Municipal College, Eluru. Hon' ble Dr. M. V. Krishnarao has kindly consented to inaugurate the conference.

This being the first conference to be held after securing Government recognition, and the first when the Hon' ble Education Minister is coming to inaugurate, Teachers from all parts of the Andhra Pradesh are requested to gather in large numbers to take part in its deliberations and make the conference a success. Arrears of affiliation fees, if any may kindly be paid. Please enlist members and collect donations, which can be handed over to me at Eluru. Resolutions to be moved in the conference should reach me before 20th May, 1952.

— B. Y. SOMAYAJULU,
Secretary.

tion received in schools and colleges is of a theoretical character and there are many who complain that it is divorced from the realities of life. Speaking recently at the annual conference of the Madras Teachers' Guild, His Excellency Sri Prakasa the Governor observed: "The great fault of our education is that we do not take much cognisance of life as it is lived and it is time that you and I who are interested in education try to co-ordinate that which we should learn and teach in schools and colleges with the life that is lived and that ought to be lived." One way of bringing about this co-ordination is to establish through camps like these closer contacts between students and the public. Incidentally it gives opportunities for the students to do useful work during the holidays. As it is, most of them waste their time and grow idle during vacations. A remedy for this is camp work of the sort undertaken by the students of Kumbakonam.

THE step is also welcome from the point of view of the people in the rural areas. They are illiterate as well as ignorant. To remove this illiteracy through regular adult schools run on ideal lines is a costly undertaking for which government has no finances. The wealth of our country consists in the large number of her population and the large amount of energy and strength that they possess. It is this wealth that has to be fully

utilised. In the present case the energy of students is being utilised to eradicate illiteracy and ignorance. A systematic method of organising the work of students on these lines will result in real uplift of the masses. All those who speak of practical education will do well to show interest in experiments like these.

OF course in the Wardha Scheme of education as conceived by Mahatma Gandhi a good deal of emphasis has been laid on this although in actually working it out there are serious defects. Pandit Nehru and the Food Minister Mr. Munshi have also been referring recently to the need of our students taking to work of this sort and to the need of organising a "land" army for improving agriculture. But the Kumbakonam camp is a practical experiment in this direction and we commend it to the notice of all educationists.

One More Examination

OUR educational system has become notorious for the exaggerated importance it attaches to examinations. In no other country do examinations dominate the schools and colleges to the same extent as in India. Every one has referred to the evils arising out of this. But all this remains a talk. Instead of examinations being reduced in number or in rigour they have been showing a tendency to increase.

A RECENT notification of the Department of Education in the Madras State says that pupils from private study shall be admitted in Forms III or II in Secondary Schools only after an examination conducted by the District Educational Officer and that a fee of Rs. 3 will be levied from each candidate for the examination. There will be four papers—each of one hour's duration—in the regional language, English, general knowledge and Elementary Mathematics.

THE notification does not say whether all candidates will be assembled in one centre for taking the examination or whether each Secondary School will be a centre for the purpose. For boys and girls of the age of 10 or 9 to travel to a centre and sit for the examination like this is putting them to too much of an undesirable kind of strain. To make them answer written papers is to ignore the psychology of children of that age. But those who have blind faith in examinations have no time to consider all this.

THIS will produce all the evils which in practice affect all examinations in our country today. Teachers will come forward to coach the examinees for these examinations and unduly exploit them. All sorts of nefarious attempts will be made to find out questions in advance. Other scandals that often appear in examination halls will make their appearance here also.

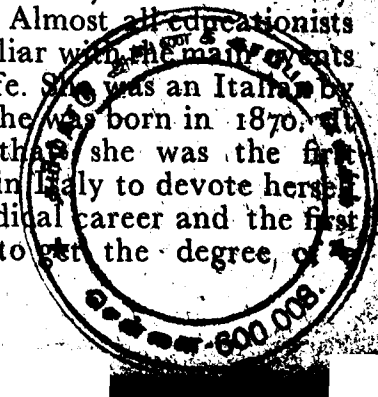
Influence and money will play their part in determining the results of this examination.

ALL this is the outcome of distrust of headmasters of schools. It is true that there are headmasters who are corrupt and who admit pupils from private study without carefully finding out whether the pupils deserve admission or not. But the remedy for it is to teach the headmasters what their responsibilities are and to punish those who are negligent or dishonest. For district educational officers to take the whole burden on themselves is to cast a slur even on honest headmasters.

AFTER ALL the number of pupils seeking admission from private study is comparatively small. There is no need for a new examination to deal with them.

Dr. Montessori

IN the passing away of Dr. Maria Montessori the world has lost one of the greatest educationists. For more than fifty years she dedicated herself to the study of methods of child education and her researches have profoundly influenced the educational systems of every country. Almost all educationists are familiar with the main elements in her life. She was an Italian by birth. She was born in 1870. It is said that she was the first woman in Italy to devote herself to a medical career and the first woman to get the degree of



Doctor from the University of Rome.

SHE was a great success in her profession and she devoted a good deal of attention for fighting for woman's rights and privileges. It was in 1906 that she turned herself to the study of child education. She set up a kindergarten in one of the poorer quarters of Rome and made use of all her scientific knowledge to develop what she called a system of scientific pedagogy. She started several training courses and held her first International class for teachers in 1913. From almost all countries in Europe teachers came and learnt her system. The system became popular and it is said that since 1913 nearly forty international training courses in Montessori method were held.

DURING the first world war she started a College for teachers in the United States. She returned to Italy later, was first encouraged by the Fascist dictator Mussolini but was later on persecuted by him. She was forced to close her Schools and leave Italy. She then went to Spain and finally took refuge in England where her lectures were popular.

SHE visited India a number of times and during recent years she started a School at Adyar where teachers were trained in her system. During the second World War she and her adopted son were interned in Madras as enemy aliens. But during the period of her internment she

conducted her training courses and nearly a thousand teachers were trained in her method.

HER system is famous for the emphasis it places in the development of the child's individuality in every possible way. The child is taught to look after itself. Special attention is paid to physical training and to work in the garden and open air.

REORGANISATION IN HYDERABAD STATE

Mr. Phoolchand Gandhi Hyderabad's Education Minister, has drawn up a scheme to re-organise the Education Department in the light of growing educational needs of the State and the necessity for cutting down administrative expenditure wherever possible without impairing the efficiency of the Department. On the other hand the object of re-organisation was to increase the efficiency.

The posts of Divisional Inspectors of Schools created as intermediary officers between District Inspectors of Schools and the Director of Public Instruction may be abolished. These posts were similar to those of Revenue Commissioners which were abolished immediately after police action. Before police action, the State was basically divided into districts for administrative purposes but three or four districts formed a sector called "Subas" under a Revenue Commissioner. With the abolition of these posts, more schools are to be opened. The exact amount to be saved by effecting re-organisation would be known only after the scheme is fully worked out and approved by Government. It is estimated that it would not be less than about rupees five lakhs.

THROUGH different STATES

DELHI

SWISS SEMINAR ON INTERNATIONAL INSTITUTIONS

The University of Geneva, Switzerland, proposes to open a Seminar on International Institutions, conducted in English, from July 14 to August 9, 1952, according to information received by the Ministry of Education, Government of India.

The Seminar will include 20 lectures by members of international institutions and by qualified professors, 20 discussions between the lecturers and students and 12 visits to international institutions led by members of the same and including interviews. The following institutions are on the programme of the Seminar: International Bureau of Education, International Committee of the Red Cross, International Labour Organization, International Union for Child Welfare, United Nations Organization, World Council of Churches, World Health Organisation, etc.

The students of the Seminar may join in the excursions organised by the Summer Courses in Switzerland and in France. Registration fee is 100 Swiss francs.

During July 14 to October 4 the University of Geneva will also be conducting four sessions of their 61st Summer Course in the French language. Further information is available from the Secretary of the Summer Course, University of Geneva, Switzerland.

A Summer School on the theme "Building a New World" will also be organised by the University of Fribourg, Switzerland from July 14 to August 23, 1952.

BHARAT SEVA SAMAJ

"A Bharat Seva Samaj" was inaugurated in Delhi in March last to co-

ordinate welfare activities of the various private agencies, help them to improve their organisation and programmes, provide opportunities for individuals to engage themselves in social service, and to bring to all these efforts, active assistance of the State.

The meeting held in the National Planning Commission's Office, was addressed by representatives of important social welfare agencies and prominent citizens of Delhi.

The Planning Minister, Mr. Gulzarilal Nanda, explained the constitution drafted for the Samaj by the social service panel of the Planning Commission.

The meeting was presided over by Mr. Radha Raman, M. P. who said the function of the Samaj was to arouse public enthusiasm for various programmes of social welfare.

CAPITATION FEES IN COLLEGES ABOLITION ORDERED

The Government of India have asked the State Governments to take steps to abolish capitation fees in all educational and professional colleges with effect from the next academic year, it is authoritatively learnt.

They have also asked the State Governments to see that this was done unreservedly without being hedged in by conditions of reciprocity.

Colleges in some States are charging capitation fees in respect of students, coming from other States for higher studies, particularly in technical subjects medicine, agriculture and sciences. The Government of India are understood to have received representations from students protesting against the levy of such capitation fees and urging them to intervene in the matter.

The Government of India are understood to have drawn the attention

of the State Governments that the levy of such fees was contrary to Article 15 (1) of the Constitution which laid down that the State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them.

The Central Government it is learnt had abolished such fees in all the institutions administered by them and had asked the State Governments to follow suit.

MADRAS

GRANT OF SCHOOL FEE CONCESSION

The Government of Madras have decided that all their non-Gazetted employees as well as employees of all Local Bodies in the State, drawing a pay not exceeding Rs. 300 per month will hereafter have to pay no school fees for their children studying in Elementary and Secondary Schools up to and including third form.

The Government have also decided that the children of non-Gazetted employees and employees in the Local Bodies getting Rs. 300 and less per mensem studying in High Schools, Forms IV to VI, will have to pay only half-fees.

This concession will not cover Library, Athletic and such other special fees levied for particular purposes.

TRAINING FOR B.T. COURSE

In connection with the deputation by District Boards or Municipal Councils of candidates for training for the B. T. course at their cost, the Government of Madras have passed an order accepting in general the suggestion of the Director of Public Instruction that in view of the superior attainments, both in English and regional language, of the B. As. they should be preferred to B.Sc.s. subject to the condition that, where the numbers of sections in the higher forms in the schools warrant training of B.Sc. candidates as well as for the teaching

of science subjects in the schools, candidates with B.Sc. degree may also be selected for this training.

ADMISSION TO SCHOOLS

The Government have ordered that pupils from private study should be admitted in Forms III or II in Secondary Schools only after an examination which should be conducted by the District Educational officer concerned.

The subjects for the examination will be regional language, English, general knowledge, and elementary mathematics. There will be one paper of a duration of one hour in each of the above subjects but there will not be more than two papers each day. The examination for admission to Form III will be on the basis of the contents of the syllabus for Form II and for admission into Form II, the examination will be on the contents of the syllabus for Form I. A fee of Rs. 3 will be levied from each candidate for the examination.

The Government have also ordered that such admissions to Form III be regulated from 1952-53 and that from 1953-54 onwards, admission of students from private study in either Form III or Form II of a Secondary School should be made only with reference to the results of the examinations.

This action has been taken on the recommendations of the State advisory Board of Secondary Education, and in view of the reorganisation, which has been effected in the system of secondary education in the State and the introduction of new courses of secondary schools with emphasis on organised craft, social training and social activities.

TRAINING COLLEGE FOR TEACHERS

It is understood that a new Teachers' Training College will be opened in Kurnool in July this year to serve the needs of the Rayalaseema area. Provision will be made, it is

added, for admitting 75 candidates (50 men and 25 women). This will bring the total training colleges in Madras to 15.

TRAINING IN GARDENING

The Honorary Secretary of the Agri-Horticultural Society, Madras, writes that the Society, will start a course on gardening from July 1. The course will last for 12 months. Applications must be made on the prescribed form, obtainable from the Honorary Secretary of the Society, before June 5. Eight candidates will be admitted to the course and will receive a monthly stipend. Four more candidates may be deputed by district boards, municipalities, etc.

INTERNATIONAL FELLOWSHIPS FOR WOMEN GRADUATES

The International Federation of University Women offers for 1953-54 six Fellowships of a \$1,000-1,500 each, for women graduates for research abroad in any scientific or cultural subject. Applicants must be between the ages of 24 and 55, and should have done research in their particular field of work and published the results in recognised scientific or literary journals. They must submit a clear-defined research project, which does not require preliminary training in method before the project can be carried out.

Application forms may be obtained from: Mrs. Raksha Saran, Secretary, Federation of University Women, 13, Haddows Road, Madras 6, on payment of annas four.

Applications together with Re. 1 in cash must reach by May 15, 1952.

BOMBAY

PHYSIO-THERAPY TRAINING SCHOOL

An agreement has been entered into by the Government of India with

the World Health Organisation for the provision, under the technical assistance programme of the services of two physio-therapists and equipment to the value of about 5,000 dollars for the establishment of a permanent Physio-Therapy School and Centre for the training of physio-therapists at the King Edward Medical Hospital, Bombay.

According to the agreement, the Government of India with the help of the Bombay Government and the Corporation of Bombay will make available additional staff and provide for an annual expenditure amounting to Rs. 33,000 for the maintenance of the school on a permanent basis.

UTTAR PRADESH

STUDY OF S. INDIAN LANGUAGES

Acharya Narendra Dev., Vice-Chancellor of the Banaras Hindu University said that compulsory learning of at least one Southern language by students in Northern India would bring about the people of the North and the South nearer and strengthen the Indian nation.

The Socialist leader who was speaking at the inauguration of the Secondary Education Committee, appointed by the State Government, of which he is the chairman, said that the languages of Northern India had been recognised as the lingua franca and thus the people in this part of the country had given something for the cultural progress of the nation. Now it was their duty to receive something from the south to enrich the common culture of the country.

HYDERABAD

OSMANIA 'VARSIITY REORGANISATION

To implement the decision to reconstitute the Osmania University

as a Central University, the Government of India have set up a committee consisting of Mr. C. S. Venkatachar, Secretary, Ministry of State (Chairman), Mr. Humayun Kabir, Secretary, Ministry of Education, Mr. M. S. Bhatnagar, Joint Secretary, Ministry of Finance, Mr. Damodar Reddy, Secretary, Finance Department, Government of Hyderabad, Mr. L. N. Gupta, Secretary, Educational Department, Government of Hyderabad, and Dr. Syed Hussain, officiating Vice-Chancellor, Osmania University (Members).

A resolution on the subject published by the Ministry of States in the Gazette of India dated May 3, 1952 says:

"The Government of India, have in consultation with the Government of Hyderabad, decided that, in view of its central location in the South, its experience and tradition, the Osmania University should be utilised to the best national advantage and it should be converted into a Central University and run on the same lines as the Banaras, Aligarh and Delhi Universities are. They further desire that it should be developed as a university with Hindi as its principal medium of instruction. The university will thus be enabled to play a useful part in developing the national language in the South and promote closer cultural relations between the North and the South".

The following will be the terms of reference of the Committee.

To submit detailed proposals to implement the decision to reconstitute the Osmania University as a Central University of the teaching and affiliating type with particular reference to the following.

(a) Main provisions relating to the constitution and control of the university and the relationship of the university to the Central Government and the State Government.

(b) The financial responsibility of the Central Government and the State Government respectively.

(c) Which institutions should be maintained by the university and which should be regarded as affiliated institutions.

(d) Due protection of the interests of local students in the matter of admission to institutions maintained by the university; and

(e) The terms and conditions of service of those members of the staff of the university or of institutions to be maintained by the university who are at present enjoying the status and rights of Government servants.

The Committee shall report to the Government of India within two months from the date of its first meeting.

EDUCATIONL NEEDS OF TRAVANCORE-COCHIN

In a memorandum submitted to the Indian Finance Commission, Swami Atmananda, former President of the Cochin District Congress Committee, has suggested to the Commission that a special annual grant-in-aid of Rs. 120 lakhs should be given to Travancore-Cochin State to meet certain special educational needs.

Swami Atmananda has asked for the special grant-in-aid on the ground that the teachers in Travancore-Cochin are the most ill-paid in the whole of India and because the State is woefully lacking in facilities for technical education, it was necessary that the pay scales of teachers should be improved and technical education should also be made available. The normal revenue sources of the State would not be sufficient to meet any increased expenditure, he has stated.

All-India Council for Technical Education

The All-India Council for Technical Education, which held its seventh session at Calcutta on April 12 under the chairmanship of Mr. Nalini Ranjan Sarkar, appointed a sevenman committee to present to the Planning Commission a programme for the five-year plan for technical education and training in India.

This Committee will meet the Planning Commission and will suggest the scope and extent of further development in the field of technical education taking into account the existing facilities.

The Council approved generally the recommendations of the Eastern Regional Committee on Technical Education. It also approved a proposal for the establishment of a school of architecture in Madras.

RS. 6 LAKHS GRANT TO A. C. COLLEGE

An important recommendation of the meeting to the Government was for the grant of financial assistance to various technical institutions. This included a sum of Rs. 6.7 lakhs to the Alagappa Chettiar College of Technology, Madras, a sum of Rs. 1.54 lakhs to the Department of Chemical Technology, Bombay University, and Rs. 34,000 to the Department of Radio Physics and Electronics, Calcutta University. An interest-free loan of Rs. 2.5 lakhs to the College of Engineering and Technology, Jadavpur, West Bengal, was also recommended by the Council.

Later, the Council received the report of the Joint Committee of the Inter-University Board and the All-India Council of Technical Education and accepted the suggestion that the first degree in engineering course in all universities should be of four years' duration integrated with practical training of not less than six months. The Council appointed an expert committee to investigate the problem of technical

education at the pre-university level. With a view to making available to students from all over India, the benefits of the Higher Technical Institute, recently established at Kharagpur, the Council recommended special concessions in the form of free places and scholarships for deserving candidates from other regions.

FIVE-YEAR PROGRAMME

The Council also recommended that the Planning Commission, in drawing up a programme for the next five years, should keep in view the needs of such projects in technical education as were undertaken by State Governments with due approval of the Central Government entitling them to contribution from the block development grants.

The Government's decision to allow adjustment for both excess and deficit in making grants to technical institutions as against the previous practice of reducing them in order to incorporate savings from unspent balances was welcomed by the Council.

The Council placed on record its appreciation of the services of Mr. N. R. Sarkar, who on the expiry of the second term of his office, would retire from the Chairmanship of the Council next month.

**Have you subscribed for
EDUCATIONAL INDIA**

which alone gives the
Progressive View Points in
Indian Education?

Send in Your Order To-day

Annual Rs. 4-8-0

'Educational India' Office,
MASULIPATAM

PUBLIC OPINION

SRIMATHI RUKMANI DEVI ON THE TRAINING OF CHILDREN

Addressing the Parents' Day Celebrations of the Besant Theosophical High School, the Arundale Training Centre and the Kalakshetra at Adyar, on the 18th April, Srimathi Rukmani Devi urged the need for making the home the centre of education and influence.

She said that they had always been conscious of the West, but unfortunately not conscious to the requisite degree of the East. She had just returned from a visit to Indo-China. She found that in the East there was as much a treasure house of knowledge and experience as in the West. The way the children were trained for citizenship in every Japanese home was unique. Real education, she said, was in the home and in the environment, it was continuous. They should not judge the capacity of children merely by examinations; they had to impart all-round education to include every aspect of life. She expressed the view that though great films had been produced in India, they were not using this medium rightly. Some of the films were even doing harm to children. Good taste was the essence of education. They should educate children more by example, she added.

Mr. NALINI RANJAN SARKAR ON TECHNOLOGICAL EDUCATION

Mr. Nalini Ranjan Sarkar, West Bengal's Finance Minister, said on April 10 that only a comprehensive system of technical education could stimulate the industrialisation of the country.

Mr. Sarkar, who was inaugurating the first meeting of the Eastern Re-

gional Committee of the All-India Council for Technical Education, said the Council was trying to co-ordinate the development of technical education in the country as a whole, keeping in view the particular needs of the various regions.

It was hoped that through the expert advice available on the Council, suitable courses of training would be evolved which would be found useful by technical employees and that an apprenticeship training scheme industry could also be put into effect.

The need for bringing about closer co-operation and liaison between industry and educational institutions had assumed considerable proportions of late. Mr. Sarkar said, and if the process of turning out engineers and technologists capable of being fully harnessed to production work was to be hastened Government Industry and educational institutions would have to co-ordinate their work.

SPECIALISED TRAINING

Various State Governments, and public trusts had of late, evinced enthusiasm for creating additional facilities for technical education but he felt that it might be necessary for a few of these institutions to divert their enthusiasm towards the training of young men in such special branches of engineering and technology as were considered necessary for a planned industrial growth.

Mr. Sarkar referred to the Committee the problem of industrial training of engineers at the end of their academic careers. He said that facilities for such training were still inadequate in most centres.

RAJAJI'S ADVICE TO PARENTS AND TEACHERS.

Presiding over the Annual Day of the Gujarati Bal Mandir, Madras, at the Ashok Talkies Mr. C. Rajagopalachari Chief Minister, advised the parents and teachers to handle children softly and gently, as they would a flower.

"If we have misfortune, we must have joy and if we have joy, we can defeat our misfortunes. To see smiling children is happy and this would defeat our misfortunes. Children are like flowers. Just as the flower is the soul of the tree, the child is soul of the nation. Nobody will cut a flower. If you are given a flower, you must handle it gently and carefully and softly. In the same way, you must look after children softly and gently. Children may do some fault or mistake. But, the parents must treat their children gently."

"I am saying this to the mothers and the teachers also" Mr. Rajagopalachari said and added, "teachers are notorious for being cruel to children. It is very wrong if teachers are cruel. Do not imagine that you can squeeze knowledge out of pressure. You have to put something into them. You cannot even squeeze knowledge by pinching the ears. (laughter)"

Mr. Rajagopalachari added: "I see all the children appreciate me, if teachers are cruel, children will call them bad. But if teachers are kind, children will call them good. There are Bal Mandirs not only here, but in many other parts of the country also. They should be kind and gentle and bring happiness and joy to children. I will consider the work of the Bal Mandir good or bad by what children say. I have to go to their homes and see whether they wish to go to Bal mandir or not. If one or two object, it does not matter. But if ten children object, it will be very bad. But if children say that they will go to Bal Mandir than stay at home, it would be good. There is no use of the teacher asking the children to say 'I will go to the Bal Mandir'.

HIS EXCELLENCY MR. SRI PRAKASA ON 'ADULT EDUCATION'

His Excellency the Governor, Mr. Sri Prakasa, said to day that missionary zeal was necessary to spread the idea of social service. Only then could it be real and great. The social worker must aim at making every man self-reliant and self-confident, he added.

The Governor was replying to the joint reception given in his honour by the Guild of Service and the Madras State branch of the India Conference of Social Work at Rajaji Hall.

"There is another aspect of social work also" His Excellency observed, "which we all would do well to ponder over. We have declared ourselves a sovereign Republic and have given every adult the vote. We have declared every one has equal right in the matter of selecting his government and his representative in the legislature. In this we have presumed that every one understands what he has to say and do. Unless the social worker took this thing on hand and taught every adult what his duty is by his family, his society and State, this Republic of ours will not fulfil the purpose for which it has been established. Another aspect of the problem of social service is this. In Assam I found the Missionaries doing splendid work. There is something for us to emulate in Free India. With the departure of the British, Missionary enterprise has become less, perhaps due to the feeling that they are not wanted. We have not got such efficient institutions here as the Missionary institutions. If they finally decide to leave this country, we must be able to fill the vacuum with able workers. If we can imbibe their intense devotion for helping our fellowmen and women, then, I think, social service would mean something real, and something great. There are in this State many self-sacrificing men and women doing service. What I want to emphasise is that the missionary zeal is necessary to spread the idea of social service".

Foreign Currents

SEMINAR ON EDUCATION FOR WORLD UNDERSTANDING

An international seminar on the best and most active methods of education for citizenship in the world community is being organized by Unesco this summer for primary and secondary school-teachers, as well as professors of normal schools.

The seminar, which will take place in the Netherlands in July and August, will be attended by between 70 and 85 participants.

Two seminars of the same kind have already been held by Unesco, one in Canada in 1950 on the teaching of Geography, the other in France last year on the teaching of History—two subjects which offer particularly effective means of developing international understanding. It was considered necessary, however, to supplement their work by a study of how active methods of teaching pre-school activities and social life at school can contribute to education for citizenship in the world community. This is to be the first major task of this year's seminar.

Moreover, the seminar will stress the importance of making students understand Human Rights and the need to make them fully respected. The activities which teachers and professors can carry out in schools and institutions of learning represent one of the most effective means of achieving the ideals proclaimed in the Universal Declaration of Human Rights. The second major task of the seminar will be to consider how these activities can best be conducted.

UNESCO BOOK ON GEOGRAPHY TEACHING FOR WORLD UNDERSTANDING

"A Handbook of Suggestions on the Teaching of Geography," has just been published by Unesco, in English, in its series of publications for teachers, entitled "Toward World Understanding".

The book, which offers a wide range of suggestions on syllabuses, teaching methods and practical aids to teaching, was written by N. V. Searfe, formerly Head of the Geography Department at the Institute of Education, London University, and it incorporates suggestions made by experts from Turkey, the United States, Brazil, the Philippines and France. It supplements a booklet published by Unesco, early in 1950, as basis for discussions prior to the seminar organized by Unesco in the summer of 1950 at Montreal, Canada, and attended by experts from 23 nations, on "The Teaching of Geography as a Means of Developing International Understanding".

The book is divided into four main sections: geography and international understanding; some suggestions on syllabuses and teaching methods; aids to teaching; conclusion. There are appendices on the education and training of teachers "in the belief that international understanding can be taught by internationally minded teachers"; on specimen examination; on designs for a geography workroom or laboratory; and offering a bibliography, a list of documents and sources, and a list of participants in the Montreal seminar.

Addressed to teachers of geography in both primary and secondary schools and to educational authorities in all parts of the world, the book recommends teaching methods based on the knowledge and experience of educators from many different countries.

(Approved as a Non-detailed Text Book for Forms V & VI
by the Madras T. B. C.)

A DUTY TO PERFORM

Shall we keep our boys and girls ignorant of the basic issues that affect our day-to-day life? Will the teaching of History, Geography, Arithmetic and Science alone be sufficient, in this fast-growing world of ours, to make them practical-minded citizens of the future? Is it not, therefore, a duty cast on our educationists to see that students acquire an intelligent understanding of the terms like Labour and Capital, Employers and Workers, Wages and Prices, Government and Taxes, Banks and Money, Imports and Exports, Rent and Interest, etc., which figure so largely in our life to-day? Will not an elementary knowledge of these vital factors give a better finish to their secondary education?

ROW & WREN'S WORK, WEALTH AND WAGES

Pages, 103. 2nd Edition. Price, As. 12.

will give your students this all-too-necessary equipment. In the words of *Careers and Courses* for February, 1952, "besides equipping the young reader with an elementary knowledge of economics the book instils in him or her the desire to work and be a useful citizen. It condemns the idea of making money the principal goal of life. It is work rather than money which requires more devotion".

"The book reads like a story" and would make "a very instructive supplementary Reader in Class X or XI of our High Schools" observes the *Education of Pakistan* in its issue for December, 1951.

K. & J. COOPER—PUBLISHERS

BOMBAY, 4

Sole Selling Agents for South India:

The Christian Literature Society for India,
Park Town, MADRAS

The Textbook That was Wanted

(Approved for Class Use for Standard VI and Form I by the Madras T. B. C.)

Cooper's English Course, Book I

ADAPTED & REVISED

BY

Rev. D. THAMBUSAMI, M. A., L. T., B. D.,

Principal, Kellett High School, MADRAS

Pages, 160.

Price, Re. 1.

COOPER'S ENGLISH COURSE, BOOK I, is a self-contained

3 IN 1 TEXTBOOK

since it contains Reader, Composition (Oral and Written based on pictures) and Grammar. It combines the best features of the textbooks of experienced masters of English like P. C. Wren and Henry Martin and is also the outcome of the Publishers' long and intimate touch, for over fifty years, with the peculiar needs and handicaps of an Indian pupil trying to learn a foreign tongue like English. What is more, the book has been specially adapted and revised by Rev. D. Thambusami, an experienced Principal and educationist of Madras, to suit the requirements of the new Madras Syllabus in English.

Attractively got-up and well illustrated, COOPER'S ENGLISH COURSE, BOOK I, will be found eminently suitable as a textbook for Form I.

K. & J. COOPER—PUBLISHERS

BOMBAY, 4

Sole Selling-Agents for S. India:

THE CHRISTIAN LITERATURE SOCIETY FOR INDIA,
Park Town, MADRAS

THE TAMIL READER THAT EVERY SCHOOL SHOULD PRESCRIBE

(Approved by the Madras T. B. C. for class use)
vide Con. list page 106, D/ 7-5-52

LEELA TAMIL VACHAKAM

By

T. S. UMAPATHY, M. A., L. T.,

Headmaster, C. Abdul Hakim Hindu Muslim High School, Madras

EDITOR:

Vidwan M. V. VENUGOPAL PILLAI

Book I—Part I 0 14 0 Book I—Part II 0 10 0

Book II—Part I 1 0 0 Book II—Part II 0 12 0

Book III—Part II 0 14 0

This set has been carefully prepared as per the latest syllabus by an eminent and esteemed author and edited by one who has several years of experience in text-book preparation and authorship.

PUBLISHED BY:

M. SESHACHALAM & CO.,

7, Sunkurama Chetty Street, G. T. MADRAS

వల్లి వాచకము

VALLI VACHAKAMU

(1951 Syllabus)

BY

CHINTA DIKSHITULU, B. A., L. T.

Form I: Part I 0 14 0

 : Part II 0 10 0

Form II: Part I 1 0 0

 : Part II 0 10 0

Form III: Part I 1 2 0

 : Part II 0 10 0

Approved: Con. List Page 127 D. 7-5-52

M. SESHACHALAM & CO.

MASULIPATAM

::

MADRAS

Latest Approved Text-Books for Madras State

♥ **THE NEW AGE INDIAN READERS**

By: Mr. DUNCAN GREENLEES, M. A. (Oxon)

Forms I to III and (IV & V under preparation)

♥ **SOCIAL STUDIES** (సాఘిక శాస్త్రము)

By: Prof M. VENKATARAMAIA, M. A.

Forms I to VI

♥ **GENERAL SCIENCE** (సామాన్య శాస్త్రము)

By: N PADMANABHA SWAMI, B. A., L. T.,

AND B. PATTABHIRAMAYYA, M. A., L. T.,

Forms I to VI

♥ **SULABHA GANITAM** (సులభ గణితము)

By: S. V. RAMADAS, AND P. GOPALAYYA

For Forms I to III

AND

By: Mr. K. VENKATA RAO, AND K. S. PRAKASA RAO

For Forms IV to VI

♥ **COMPOSITE MATHEMATICS** (సమష్టి గణితము)

By: S. V. RAMADAS AND P. GOPALAYYA

For Forms V & VI

♥ **SAHITYA LEELODYANAMU** (Telugu)

By: Mr. CHINTA DIKSHITULU

Forms IV and V

♥ **RAJA BHASHA** (Hindi)

By: Sahityaratna K. SUNDARARAMA SARMA, M. A., M. ED.

Forms I to III

AND

RASHTRA BHASHA (Hindi)

Forms I to IV

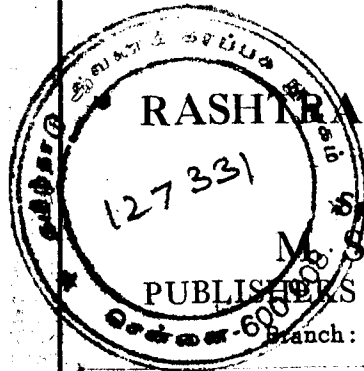
Specimens can be had from

M. SESHACHALAM & CO.

PUBLISHERS

MASULIPATAM

Branch: 7, Sunkurama Chetty St., MADRAS-I



The
SOUTH INDIAN TEACHER

IS
THE OFFICIAL JOURNAL OF
The South Indian Teachers'
Union

*It is therefore the Journal of the
Teacher*

AND

No Teacher should be without it

Annual Subscription Rs. 4/-

Apply to:

The Journal Secretary,
320, High Road,
Triplicane, MADRAS

Adarsha Jivaniyan

Hindi Non-Detailed Text

*

BY

Sahitya Ratna

KOTA SUNDARARAMA SARMA

M. A., M. O. D., M. ED.

Price Rs. 1/-

*

Publishers:

M. SESHACHALAM & CO,

MASULIPATAM.

Educational India

A Monthly Devoted to Indian Education

EDITED BY

Prof. M Venkatarangaiya

EDITORIAL BOARD

M. Venkatarangaiya C. B. Krishna Sastry

M. Seshachalam V. Muthu Iyer

M. N. Rao

Educational India is published on the 1st of every month. But a Double Number is issued for May and June. Complaints for non-receipt of the Journal for any month should reach our office not later than the 10th of the month.

Subscriptions may date from any Number, but the year commences from July. Back numbers too will be supplied if available. The annual subscription, *always payable in advance*, is Rs. 4-8-0 Inland and Rs. 6/- Foreign, and it may be sent by Money Order or by Postal Order. If sent by V.P., Registration charges will be extra. Cheques will not be accepted unless the Bank Commission is added on to the subscription amount.

When Subscriptions expire an intimation will be sent along with the last number with which the subscription expires. Unless a renewal is received previous to the publication of the following issue, the Magazine is discontinued. All remittances are payable to the Manager.

Advertisement Rates are furnished on application. The payment for advertisements is strictly in advance, except where approved accounts are opened.

"Educational India Office"

MASULIPATAM (S. India)



Don't Scratch : Use
RIISING SUN
Ringworm Ointment
The Product of
AMRUTANJAN LTD.



गद्य भाषा

Book I: 0 12 0	Book III: 1 0 0
Book II: 0 14 0	Book IV: 0 12 0

PUBLISHERS—M. SESHACHALAM & CO.—MADRAS

[illegible]