

CHAPTER XIV.

EDUCATION AND CULTURE.

HISTORY.

In 1866, when Champaran was created a separate district, education was in a very backward condition. In 1870-71 there were only two schools under Government inspection, attended by 51 pupils and almost entirely supported by a Government grant. Within the next two years there was a great development owing to the introduction of Sir George Campbell's scheme for the advancement of vernacular education. Under this scheme the grant-in-aid rules were extended to village *pathshalas*. By 1872-73 there were 72 schools maintained or aided by Government, attended by 1,121 pupils, besides 6 unaided schools with 101 pupils. Considerable difficulties were, however, experienced in the extension of primary education owing to the prejudices of the people, an idea of which may be gathered from a report of that year regarding the progress made in Bettiah subdivision. "In this subdivision", it was mentioned, "only 5 original *pathshalas* were discovered; and the Assistant Magistrate reports that he has had the greatest difficulty in inducing the people to send their children to the new schools and in obtaining qualified *gurus*. Anything like systematic education is quite unknown in these parts; and the new system has not only not been viewed with favour by the people, but has been passively resisted as much as possible. The *patwari* class oppose it, especially because they fear that an extended system of education will afford too great facilities to aspirants for the particular business. The zamindar class has also failed to give that assistance which in other and more enlightened districts has been willingly afforded. This arises very much from the fact that there are very few resident members of this class, who are themselves sufficiently intelligent to comprehend the utility of an extended system of education among the masses, and to take an active interest in its promotion".

During the next 20 years progress was rapid and sustained and in 1892-93 there were 1,036 schools with 21,803 pupils. In the course of the next 10 years there was a falling off in the number both of schools and pupils, the former coming down in 1901-02 to 810 and the latter to 19,974. This was due largely to the famine of 1896-97. The number of educational institutions in that year fell to 773 from 1,136 in 1895-96 and the aggregate scholars to 17,696 from 25,723. The quinquennium ending in March, 1907 did not witness any recovery in consequence of a series of bad years in which epidemics were prevalent and crops were inadequate. The number of educational institutions on the 31st March 1907 was 798 and the number of pupils was 17,770.

During the next year there was considerable recovery, the figures rising to 943 institutions with 21,268 pupils. There was a further expansion in 1913 to 1915, the figures rising from 1,065 institutions with 25,566 pupils in 1912-13 to 1,138 institutions with 27,513 pupils in 1914-15.

The progress of education suffered a set back in 1921-22 owing to the Non-Co-operation Movement. At the end of 1921-22 the number of the recognised institutions had fallen to 770 with 20,800 pupils and the unrecognised institutions were 189 with 5,205 pupils. This number included 100 "national schools" started by the non-co-operators with 3,336 pupils. There was a gradual recovery from the set back. Within a year the number of national schools had dwindled to 50. Expansion of recognised institutions continued till 1926-27 when the number of schools reached 1,506 with 46,193 pupils. But again a slight decline was noticeable on account of financial reasons in 1930-31.

It may perhaps be noted here that in 1924 the District Board was reconstituted under the new Act as a mainly elected body with a non-official Chairman. From that year till 1930 Congress influence predominated in the District Board as also in the Board's schools. Consequently the Civil Disobedience Movement of 1930 was not directed against the recognised institutions and no new national schools sprang up, although the cause of education did suffer on account of the active participation of the scholars and teachers in the political struggle.

The decade 1930-31 to 1940-41 was a bad spell due to economic depression and not much progress was possible in the field of education along with the other departments. In the first half of the decade the effect was more severe and the number of schools and scholars had declined. The latter half of the period witnessed some recovery and in 1940-41 the number of educational institutions was 1,175 with 54,395 students.

The next decade 1940-41 to 1950-51 was, however, a period of progress. In 1950-51 the number of institutions was 1,244 and the number of scholars was 70,569. During the period 1950-51 to 1956-57 there has been a rapid development in the field of education. The total number of schools on the 31st March, 1957 was 1,966 with 1,24,156 scholars on the rolls.

It has to be mentioned that there is free and compulsory primary education in the Brindaban area of basic education as well as in the area of Motihari Municipality.

Apart from the progress in Education through the conventional line of teaching, there has also been a good deal of progress in other spheres of education, viz., basic education and social education. A good number of basic schools and social education centres are now

functioning in the district. The system of basic education was introduced in the district as early as in 1939 on an experimental basis in the Brindaban area. It is interesting to note that this district was the first in Bihar to have the experiment of basic education. This type of education has in a way revolutionised the very concept of education and has been the cause in introducing a fundamental change in the curriculum of syllabus. Crafts, agriculture, manual work and physical training find an important place in the syllabus. Extra curricular activities are given prominence. Tree plantation movement, village uplift work, co-operative work, etc., also find place.

The scheme for basic education was taken up in the district in 1939. Ever since, the system of basic education has been expanding in the district. In 1950-51 there were 18 senior basic schools including one senior girls' basic school, 11 junior basic schools, one basic training school and one post-basic school in the Brindaban area. Besides there were many more such schools functioning in other parts of the district. The number of students in the Brindaban area was 2,743 and the number of teachers was 156.

A comprehensive rural uplift programme is sought to be executed through basic schools and social education centres. This programme consists of (1) rural cleanliness, (2) social uplift work, (3) demonstrations of the scientific agricultural and cottage industries development, (4) processes showing how science may be correlated to these operations with marked success, (5) disinfection of wells, (6) providing social recreation to the communities and (7) developing their aesthetic faculties, (8) utilisation of compost pits, urinals and trench latrines and (9) relief work through *khadi* production. The total number of all types of basic schools in the district on the 31st March, 1957 was 209 with 14,317 scholars on the rolls. Figures of basic education up to 1950-51 have also been included in the figures given for conventional education.

So far social education is concerned, originally it was started as a mass literacy drive in 1939. The Mass Literacy Campaign and Adult Education Drive have come to be known as the social education scheme. The aims and objects of this scheme of education are not only more spread of literacy but an all round progress and improvement of the mass for their general uplift and also to make the people good citizens. During 1950-51 there were 124 sub-centres of social education functioning in the district and covered 10,773 persons. In 1956-57 the number of sub-centres of social education was 477 which imparted education to 12,741 persons. Of the total number of education centres, 10 centres with 399 scholars were for females. As compared to the statistics of 1951-52 the number of institutions has gone up by about four times, but the number of scholars has not shown a similar tendency. It is reported that many of the centres have been newly opened, specially in the new Blocks, and they

have not yet caught the imagination of the people of the locality concerned. This type of educational activity is bound to increase with the increase in the number of Community Development Projects and National Extension Service Blocks.

It may be noted that there have been certain important changes in the field of education in recent years in the State and Champaran has not been an exception. Firstly the distinction of Middle English School and Middle Vernacular School has been abolished with the abolition of English teaching at the Middle School standard since 1949. Secondly, all the District Boards have been absolved of their responsibility to impart education and this task has been taken over by the State. This scheme has been implemented in this district since May, 1954. There has also been another change in the field of secondary education. The High Schools are expected to teach up to the first year standard of Intermediate classes and the colleges are to have only three years' degree course. The schools which are to impart education up to first year class are to be known as Higher Secondary Schools.

LITERACY AND ITS GROWTH.

As regards the spread of literacy the table below indicates the progress since 1911 :—

Census year.	Total population.		Total literacy.		Male literacy.	
	District.	State.	District.	State.	District.	State.
1	2	3	4	5	6	7
1911 ..	19,08,385	2,94,97,592	49,767	11,28,814	47,610	10,70,119
1921 ..	19,40,841	2,91,77,296	59,013	12,70,080	55,295	11,85,510
1931 ..	21,45,687	3,25,56,239	62,360	13,50,203	57,869	12,44,693
1941 ..	23,97,569	3,65,28,119	1,41,909	33,39,744	1,26,564	29,39,194
1951 ..	25,15,343	4,02,25,947	2,11,381	..	1,86,599	..

Census year.	Female literacy.		Literacy per thousand of—					
	District.	State.	Total population.		Male population.		Female population.	
			District.	State.	District.	State.	District.	State.
1	8	9	10	11	12	13	14	15
1911 ..	2,157	58,695	26.1	37.2	50.5	74.0	2.2	3.9
1921 ..	3,718	84,570	30.4	43.1	57.0	81.9	3.8	5.8
1931 ..	4,491	1,05,510	29.0	41.5	53.5	76.2	4.2	6.5
1941 ..	15,345	4,00,550	—	—	—	—	..	..
1951 ..	24,782	..	84.04	..	..	..	..	..

ORGANISATIONS OF EDUCATION.

Primary Education.

In 1891-92 the total number of aided primary schools was 698.

In 1906-07 there were 31 Upper Primary Schools for boys attended by 1,332 pupils and 645 Lower Primary Boys' Schools with an attendance of 13,420. Of the Upper Primary Schools two were maintained by Government 28 were aided by the District Board, and one was unaided. Of the Lower Primary Schools two were maintained by Government, 598 were aided by the District or Municipal Boards and 45 were unaided.

In the period 1906-07 to 1929-30 there was a rapid increase in the number of Primary Schools as well as of scholars. The number of institutions increased by nearly 100 per cent while that of scholars by nearly 250 per cent. In 1929-30 there were altogether 1,330 Primary Schools of which 1,269 were managed, aided and stipendiary and 61 were unaided. These schools were attended by 37,564 pupils. Of the total number of Primary Schools, the number of girls' school was 170 with 3,849 pupils.

During the next 20 years also there was considerable increase in the number of Primary Schools as well as in the number of scholars. In 1949-50 the total number of Primary Schools was 1,026 of which the number of managed, aided and stipendiary schools was 991 and the rest were unaided. The total number of scholars on the rolls was 49,445. Of the total number of Primary Schools the number of girls' schools was 106 with 2,921 pupils. As has already been stated above, a new type of educational institution cropped up in the district since 1939 and it was to impart the basic education. The Junior Basic Schools are equivalent to Primary Schools and apart from the number of Primary Schools there were 19 Junior Basic Schools in the district with 2,407 students in 1949-50.

The number of all the Primary Schools on the 31st March 1957 was 1,596 and that of Junior Basic Schools was 165 with 82,113 and 8,671 students, respectively. Of 1,596 Primary Schools, the number of Girls' Primary Schools was 277, which were attended by 15,738 students. The number of girl students in the Junior Basic Schools was 892.

It is unfortunate that girls' education is still at a very low incidence.

Secondary Education.

In 1907 there were altogether 11 Secondary Schools in the district which consisted of two High Schools, 7 Middle English Schools and 2 Middle Vernacular Schools. The number of boys in these schools was altogether 1,124, of which 463 students were reading in the two High Schools, 531 in all the 7 Middle English Schools and 130 in

the 2 Middle Vernacular Schools. Of the two High Schools, one was Motihari Zila School and the other was Bettiah Raj School. The former was run by Government and the latter was an unaided institution. Of all the Middle English Schools, 2 were maintained by Government and the rest were recipients of grants-in-aid. Both the Middle Vernacular Schools were maintained by Government.

In 1929-30 there were altogether 44 secondary schools in the district, of which 6 were High Schools and 38 Middle Schools. The number of students reading in the High Schools was 1,124, whereas their number in the Middle Schools was 4,039. Of the High English Schools one, the Motihari Zila School, was managed by Government, two, the Heycock Academy and the Tirhut Vidyalaya at Mehshi, were aided; and three, the Mangal Seminary at Motihari, the Bettiah Raj High English School and the Christ Raja High English School, both at Bettiah, were unaided.

In the course of about two decades the number of High Schools had trebled while that of Middle Schools had multiplied by nearly six and a half times. The number of scholars had also more or less progressed although in respect of Middle Schools it was more uniform than that of High Schools. During the same period the expansion in respect of Primary Education, institutions and scholars both, was more marked than the secondary education and it could be said that in junior standards the pace of expansion in the number of institutions was trying to catch up the tempo of expansion in the number of students, while in respect of higher standard the case was just the reverse.

During the next 20 years progress in the field of secondary education was more or less sustained and in the year 1949-50 there were altogether 135 institutions for secondary education in the district. This was inclusive of the Post Basic and Senior Basic institutions. The total number of High Schools was 22, Post Basic 1, Middle Schools 75, Senior Basic Schools 18. The total number of scholars at the secondary standard was 18,717, of which 6,844 were in High Schools, 348 in Post-Basic Schools, 9,504 in Middle Schools and 2,021 in Senior Basic Schools. Of the total number of High Schools, all were either managed or aided. Among the Middle Schools the number of managed or aided was 71 and that of unaided was 4. So far the Basic institutions are concerned, almost all of them were either Government managed or recipient of grants-in-aid.

A comparison of figures with that of 1929-30 will show that the number of institutions as well as scholars has trebled during the period, the pace being more pronounced in respect of High Schools than Middle Schools.

It appears from the figures that progress during the period 1949-50 up to the 31st March 1957 was more than encouraging as

compared to the previous figures. There were altogether 206 institutions for secondary education in the district on the 31st March, 1957, of which there were 40 High Schools, one Post-Basic School, 122 Middle Schools and 43 Senior-Basic Schools. The number of students in all these institutions was 1,24,156 of which 11,219 were in High Schools, 307 in Post-Basic Schools, 15,049 in Middle Schools and 5,339 in Senior-Basic Schools.

It has to be mentioned that on the same date the number of secondary institutions for girls education was 9, of which 2 were High Schools, 6 Middle Schools and 1 Senior-Basic School. The total number of girl students was 2,737 of which 1,027 were in High Schools, 1,339 in Middle Schools and 371 in Senior-Basic Schools. This number of institutions or girl-scholars, though progressive, cannot be said to be very encouraging.

College Education.

There were no colleges in the district till 1945, when Munshi Singh College at Motihari was started with Intermediate classes in Arts. Another College at Bettiah, known as Maharani Janki Kuar College, was opened in the year 1955. The number of students on the rolls in these two colleges in 1956-57 was 1,590, of which 1,235 were in Munshi Singh College and 345 in Maharani Janki Kuar College.

HISTORY OF IMPORTANT INSTITUTIONS.

Munsi Singh College, Motihari.

With a view to perpetuate the name of Sri Munshi Singh who was a zamindar of Garahia, Champaran, his younger brother donated a sum of Rs. 75,000 to open a college with Intermediate classes in Arts in 1945. Later in 1947 the ex-Bettiah estate donated a sum of Rs. 1,00,000 and granted a lease of 50 acres of land to the college. The college is getting grants-in-aid since 1949-50 and has also received two lump sum grants from the University, one of Rs. 1,00,000 in 1951 for science equipments and another of Rs. 85,000 in 1955-56 for expansion in Intermediate in Science and starting of Bachelor of Science classes. The old Jail Building of Motihari was made over to the college by the State Government on a temporary lease in 1950.

The college has been gradually expanding. The Bachelor of Arts classes were opened in 1948, Intermediate in Science in 1952, Honours classes in Arts in 1953 and Bachelor of Science classes in 1955. The institution is now a degree college in Arts and Science both affiliated to the Bihar University.

As has already been stated, the number of students on the rolls was 1,235 in 1956-57.

The college provides accommodation to 212 students in its hostel, which, however, is far below the demand.

The college has extensive playgrounds and is situated in the vicinity of Motihari Railway Station. There are a number of girl students in the college.

Maharani Janki Kuar College, Bettiah.

The college was originally started as Bettiah College with the help of a non-recurring grant of Rs. 1,30,000 from the State Government in the year 1955. Later it also received another grant of Rs. 50,000 from the State Government which was followed by a grant of Rs. 50,000 from the *Sradh* Fund of the late Maharani Janki Kuar of the ex-Bettiah Estate and was re-named as Maharani Janki Kuar College.

The college first started functioning in the building of the Raj High English School, Bettiah as it had no building of its own. Later in April, 1956 it was shifted to the building previously meant for the Manager of ex-Bettiah Estate on a rental value of Rs. 300 per month. The building has a spacious compound with out-houses, although the building itself is not quite sufficient for a college needs. The college has no hostel building of its own.

The first affiliation to the college was given in I.A., I.Sc., and B.A. in 1955.

As already mentioned in 1957 the college had 345 students. There are a number of girl students in the college.

Motihari Zila School.

This school was established in 1869 at the instance of the Government and like all other High English Schools of the Bengal Presidency, was named as Zila School. Its early history is untraced. Till 1914, it occupied an ordinary building at the site of present Mina Bazar of Motihari town at the northern terminus of the lake road. It was for some time shifted to another place in order to make room for the construction of its new buildings, which it occupied in 1918. This building was damaged in the Great Earthquake of 1934. The school again had to be housed in its attached hostel. A new building was erected shortly after the Earthquake at a site far away from its old site, which it occupied in 1937. It is continuing in the same building. The locality where it stands now is known as Balua Bazar. The present site it occupies is a large compact area, measuring about 21 acres, and houses the school buildings, attached hostel, headmaster's quarters, servants' quarters and has a spacious playground as well.

The school had gained enough popularity, by 1918, when four upper classes were duplicated by creating an additional section to each a drawing class and a special class to teach only English to the students coming from Vernacular Middle Schools were opened. In 1924 a science class was opened.

For the examination purposes the school was linked with the Patna University in 1912 with the separation of Bihar from Bengal and continued to be so till 1952. At present its examinations are conducted by the Bihar Secondary School Examination Board. In 1925 for the first time, it was made a centre for Annual Matriculation Examination of the Patna University and that for the supplementary in 1946.

Since 1918, the school has produced more than 1,300 matriculates, its result being the best in 1954, when 88 candidates came out successful with a placing of 22 in first division. In 1939, a student of the school topped first in the Matriculation Examination of the Patna University.

The school has an organised National Cadet Corps, Auxiliary Cadet Corps and Scout Units. Games, in-door and out-door both, form a particular feature in this school.

The Khrist Raja High School, Bettiah.

The Khrist Raja High School at Bettiah was started in the year 1928 and is reputed for its standard of discipline, efficiency and good result. In 1931 it had 125 students and 13 teachers; in 1951, 423 students and 17 teachers and in 1957, 333 students and 17 teachers. The school is run by the Catholic Fathers who are devoted to their work. It is a model institution in various ways. The school has extensive grounds and is noted for games and other extra-curricular activities.

The Mangal Seminary, Motihari.

This school was started at Motihari in 1927 with two teachers and half a dozen students. In 1931 the number of teachers was 7, in 1941 it was 12 and at present there are 14 teachers. It has also made steady improvement in the numerical strength of students, the number being 100 in 1931, 253 in 1940 and 431 in 1956. The school is expanding. It was established by a well reputed business family of Motihari. The family takes an active interest in the welfare of the school.

Gopal Sah Vidyalaya, Motihari.

The school, originally named as Heycock Academy, was established in 1918. Its nomenclature was changed, into Gopal Sah Vidyalaya on the 14th December, 1947, after the name of its donor's father. In 1947, there were only four classes, from the eighth standard to the eleventh standard, with 80 pupils on the rolls. Since then the school has made very considerable progress. It has recently been raised to the status of Higher Secondary School. The present number of scholars (1958) on the rolls about seven hundred and that of teachers 22, which includes a Guidance Master, a Physical Instructor and a Social Instructor.

The school imparts education to boys and girls in Science, Commerce and Arts and has a laboratory of its own. The school is housed in a good building and has a hostel accommodation for 125 students. It has four playgrounds.

The affairs of the school is managed by a committee of management with the District Officer as its President.

Bettiah Raj H. E. School, Bettiah.

The Bettiah Raj High English School was started in the year 1906 by Mr. J. R. Lewis, the then Manager of the ex-Bettiah Raj and was recognised in 1909. It was a proprietary school of the Raj. In the beginning no fee was charged from the students. Till very late boys of Raj's tenants used to get some concession in respect of school fee. It continued to function in the same building in which it was started till 1943, when it was shifted to a new building where it is still continuing. The school vested in the State under the Land Reforms Act on the 26th January, 1955.

The teaching of science was introduced in the school in 1956. On the 31st March, 1958 there were 500 students in the roll. This is one of the High Schools in the district which has been selected to be raised to standard of Higher Secondary School.

St. Teresa's Girls' High School, Bettiah.

This school was started in 1894 by some Holy Cross Sisters of Switzerland to give basic education to children. In 1922 it was recognised as an Upper Primary School, in 1927 as a Middle English School and in 1936 the first High School class was added. In this year the Junior Women Training School (founded in 1923) was also transferred from Chuhari to St. Teresa's at Bettiah. In 1943 St. Teresa's was recognised as full-fledged recognised High School. It was the first Girls' High School in Champaran district.

The school had no good building till 1936-37 when it could construct the present main building of the school. In 1954 another pucca building was constructed with eight class rooms.

The school apart from other subjects also teaches science. Girls are also given training in sewing, tailoring, drawing, painting, embroidery and cooking.

The school has a very good hostel with accommodation for 80 students. The school is a well maintained institution in pleasant surroundings. It has also a good library.

In 1958 the number of students from classes I to XI and including the V. J. Teachers' Training Class was 750.

The institution is run by the Bettiah Holy Cross Sisters Society. It is a Government aided institution but deficits are met by loans from the Mission Fund.

Girls' High School, Motihari.

Maharani Janki Kuar Girls' High School was started in 1946. In 1938 a Girls' Middle English School had been started which was taken over by the Bettiah Raj and ultimately raised to the standard of a High school. In 1947 there were only 182 girls in the school whereas in 1958 the number is near about 400. Since 1949 this Girls' High School is presenting girls for Matriculation Examination. Besides the usual subjects in the curriculum there is provision for training students in cooking, sewing, physical training. The school has been provincialised and is now run by the State Government.

Balika Vidyalaya is another Girls' Institution at Bettiah teaching up to middle school standard.

The Catholic Missions run *St. Agnes Girls' Middle School* at Chuhari. These Middle Schools for girls are feeders to *St. Teresa's Girls' High School* at Bettiah.

Assemblies of God Girls' Middle School, Bettiah.

The school was started in 1924 and was recognised in 1929. The present enrolment is of 175 girls (1958). From the very beginning it started as a Middle English School and has continued to be so.

Professional and Technical Schools and Colleges.

There is no professional and technical college in the district, but there are a few schools. Among such schools mention could be made of three training schools for teachers, both males and females. They consist of Senior Training School at Kumarbagh, Junior Training School at Pakridayal and *St. Teresa's Training Classes for Women* at Bettiah.

The Senior Training School at Kumarbagh was established in the year 1946-47. The entire expenditure of this institution is met by the State Government. On the 31st March, 1958 the number of trainees on the roll was 118.

The Junior Training School at Pakridayal consists of two units, that is, one at Pakridayal and another at Dariapur. But both the units are under one and the same Headmaster at Pakridayal. There were 95 trainees on the roll on the 31st March, 1958.

The *St. Teresa's Training Class for Women* at Bettiah is run by the Christian Missionaries. This is the only institution of its kind in the district where female teachers can receive training. The total number of trainees on the roll of the school was 23 on the 31st March, 1958.

Besides the teachers' training schools, there are three technical schools in the district, viz., *St. Rita's Knitting School* at Bettiah,

Government Agricultural School at Pipra, and Production-cum-Training Centre of industrial type at Lal Saraiya.

The St. Rita's Knitting School at Bettiah is a sufficiently old institution and its establishment dates back probably to early twenties of the present century. It imparts training to girls in knitting of hose, socks, sweater, etc. It is a Government subsidised institution run by the Christian missionaries. In 1957-58 there were 67 students receiving training at this institution. During the same year the total expenditure over this institution was Rs. 1,503, which also included the State Government's subsidy to the tune of Rs. 960.

The Government Agricultural School at Pipra was started in October, 1955 to impart one year's training to Village Level Workers of National Extension Service and Community Development Blocks. One year's training course has now been raised to two years' diploma course. In 1957-58 there were 103 students on the roll of the school.

The Production-cum-Training Centre at Lal Saraiya was opened in 1957-58 mainly to afford some industrial training facility to the rehabilitated displaced persons. It is run entirely at the cost of State Government. The total number of students on the roll in 1957-58 was 317. Trainees are getting free education. They also get a stipend of Rs. 15 per month. There are a few types of trades in which training is imparted such as black smithy, carpentry, toy making, rope making, leather work, weaving, calico printing, soap making, basket making and tailoring.

Schools for the cultivation of fine arts.

There is no school in the district for the cultivation of fine arts.

Oriental schools and colleges.

There is only one Government managed Sanskrit High School and 23 Sanskrit *tols* (1958). In these institutions altogether 945 boys and 40 girls received education. Importance is being attached to the teaching of Sanskrit in the High, Middle and Primary Schools as well.

Islamic Education.

There were six *Madarsas* (including one unrecognised) in the district in 1957-58. Altogether 423 students were reading in these *Madarsas* in the same year.

Education for the handicapped.

There is no institution in the district for imparting education for the handicapped.

Cultural, literacy and scientific societies.

There are no cultural, literary and scientific societies in the district excepting the Motihari and Bettiah branches of the Indian Medical Association affiliated to Bihar.

Cultural, literary and scientific periodicals.

Only two literary periodicals are published, viz., *Angar* and *Panchayat*. Both are in Hindi. *Angar* is said to have a circulation of 3,000 copies, whereas the *Panchayat* of 2,000 copies. The latter is a Government approved periodical.

LIBRARIES, MUSEUMS, ETC.

There are altogether 172 Government aided libraries in Champaran. Out of these libraries, two are of some importance in the district. One of these two libraries is known as Sri Navayubak Pustakalaya and is situated at Motihari and the other is known as Maharaja Harendra Kishore Sarvjanic Pustakalaya at Bettiah. The former has been raised by the State Government to the status of Central library of the district.

The Maharaja Harendra Kishore Sarvjanic Pustakalaya, Bettiah.

This was established on the contribution from the ex-Bettiah Raj in the year 1905. Earlier it was known as Victoria Memorial Public Library. But in 1947 its name was changed into Maharaja Harendra Kishore Sarvjanic Pustakalaya. The original building of the library was razed to the ground in the earthquake of 1934. However, it could construct a new building later on with the contribution from the ex-Bettiah Raj. The library is situated in the same building since then. This building has two reading rooms, one for the periodicals and another for dailies. There is a game room as well apart from several other rooms to store books as well as to accommodate the office.

The library has a children's and a women's section. But these two sections have not yet got any separate building. The children's section is affiliated to the State Balkan-Ji-Bari as well as to the Central Social Welfare Board. This section has a membership of 102. Three hundred and fifteen books have been collected for this section and some eight periodicals are subscribed for children.

The library has a good garden, too.

By the end of 1957 the library had 6,405 books, of which 3,324 were Hindi books, 1,709 English books, 897 Bengali books and 475 Urdu books. In the same year the library subscribed to 9 dailies and 59 periodicals of Hindi and English languages. It had a membership of 435 persons in the same year. These members are required to subscribe a sum of rupee one per head per month.