

EDUCATIONAL INDIA

VOL XI

NO 8



November 1944

JL
Tom 2, N 34 ED
N 44.11.5
127269.



Vol. XI: No. 5

November 1944

*
 I have been enjoying its articles for a number of years, and I trust *Educational India* will continue to flourish in future as it has done in the past."

— A. R. Wadia,

[DIRECTOR OF PUBLIC INSTRUCTION RETD., MYSORE]

*

Office:
MASULIPATAM
 S. INDIA

Inland Rs. 4/8-
 Foreign Sh. 9.
 Single copy 6 Rs. or 9 d.

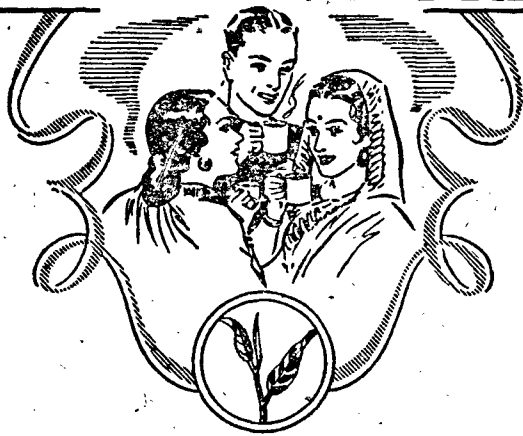
"It is necessary, side by side with the improvement of school education, to make ever-increasing and better provision for Adult Education in all its variety, and to give the fullest possible opportunity for that life-long education which is the final objective of the Adult Education movement."

— Ibid

PRINCIPAL CONTENTS

EDITORIALS	PAGE
Should we wait ?	... 67
Scientific Research in South Indian Universities	... 68
Industry in Education	... 69
Teachers' Committee on Higher Education	70
COMMUNITY EXPERIENCES AND PROSPECTIVE TEACHERS	
By Dr. Russell T. Gregg	... 72
CHILDREN'S BOOK AND CRAFT EXHIBITION	
By Our Special Correspondent	... 74
THROUGH DIFFERENT PROVINCES	... 76
PUBLIC OPINION	... 78

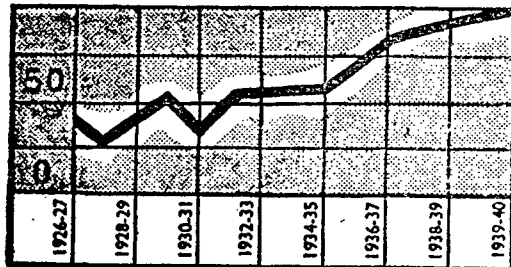
THE MARCH OF INDIAN TEA



India Makes it Her Own

India's tea drinkers grow in number every year. Tea consumption has now reached the 100-million mark, and continues to increase. The possibilities of further expansion amongst India's vast population of 400 millions are unlimited. As a national industry and a national beverage, tea has won public favour all over the country. Continue to drink Indian Tea. There is no better beverage in the world.

100 MILLION POUNDS



Cut out this advertisement and send it, together with your name, address and occupation (in block letters), to the Commissioner for India, Indian Tea Market Expansion Board, P.O. Box No. 2172, Calcutta, who will send you, free of charge, a copy of an illustrated booklet entitled "The March of Indian Tea", which tells you of the growth and development of Indian tea into a great national industry and beverage.

INDIAN TEA

The World's Best Beverage

INSERTED BY THE INDIAN TEA



MARKET EXPANSION BOARD

11K 189



EDUCATIONAL INDIA

A MONTHLY DEVOTED TO INDIAN EDUCATION

Editor: Prof. M. VENKATARAMAIA, M.A.

Vol. XI

November, 1944

No. 5

EDITORIALS

SHOULD WE WAIT?

DELAY is writ large on the work which Government has had to undertake in our country. So much time is spent on investigation by Royal Commissions, Departmental Committees, experts and heads of departments, not to say of the Central Government and the several Provincial Governments that by the time that all these diverse opinions are gathered, the enthusiasm for real reform disappears and things proceed in the old grooves. It is no wonder that in every field of national life we are at least a century behind almost every progressive country.

AND now the Government has got an additional reason for moving slowly or for not moving at all. It is the war. For everything there is now the handy excuse that we are in the midst of the greatest war in history and this is not the time to carry out any large schemes of reform. We have to wait till after the war is over and then we can proceed with all reconstruction work in a thorough manner.

SO the policy of waiting till after the war, has come to stay and this has affected reform in the sphere of education as it has affected almost

every other sphere. This, however, seems to be an unwise policy. It is also a policy which is not being followed in England, the land of our rulers. There, war has given an impetus to educational reconstruction and several reforms on which discussions have been endlessly carried on in the period before the war have now ceased to be subjects of controversy and become settled one way or the other, due in the main, to the fact that Government has taken some definite action on them. It is one of the paradoxes of history that administrators in England do many things which administrators in India do not care to do although both come from the same country and are recruited more or less from the same classes of the British people.

THE one achievement of the Indian Education Department during the period of the war—and it is now a period of more than five years—is the production of what has come to be known as Sargent's Report. Even this is now two years old. And it was the work of the Central Government and not of the Provincial Governments in whose jurisdiction lies education. It is, therefore, a matter

for wonder what the different Provincial Governments and their costly educational departments have been doing to speed up educational reform. It is not possible to go on feeding the public merely on Sargent's Report and propaganda in its favour; nor on mere hopes of a 'brave new educational world' after the war. The public have become tired of all this and they are now beginning to ask themselves whether after all these reports and recommendations are going to take a practical shape.

THE question is quite relevant. War has not brought about any reduction in the staff of provincial educational departments. They have a large personnel, and they should have directed themselves to the carrying on of the preliminary work required to put the recommendations of Sargent's Scheme into effect. They should decide on the number and location of schools and colleges for training the additional teachers, prepare the plans and estimates and draw up lists of apparatus and equipment. They should undertake a survey of the industrial possibilities of different regions and determine the kind of vocational schools to be started. Government should pass the necessary legislation and enact the necessary administrative rules and regulations.

ALTHOUGH war has produced more terrible effects on England than on India action in all these directions has already been taken in England. One of the greatest schemes of educational reform has been taken up by Government, and the Educational

Act of this year is going to revolutionise the system of education in that country. If Parliament has been able to find time to undertake legislation, there is no reason why Provincial Governments in India should excuse themselves that war is preventing them from doing anything.

THERE are some provinces—notably Madras—which have been able to accumulate large savings. War has given them an opportunity for 'profiteering', if this term may be used in connection with Government surpluses. But they have not thought it worthwhile to spend these surpluses on educating the children of the country and developing the human capital. They are preferring the policy of keeping their resources idle. They have not moved even in the direction of carrying out those improvements which do not involve any expenditure.

UNLESS this policy of "Wait and See" is abandoned there is no possibility of educational reconstruction becoming an actuality. We have had too much talk on it. The time for action has come. War is no obstacle to action. We must walk in the footsteps of other countries—and especially of England.

Scientific Research in South Indian Universities

SPEAKING recently at a meeting of the Madras University Research Scholars' Association the Hon'ble Sir A. R. Mudaliar, Supply Member, Government of India, is reported to

have observed as follows:—It has been a profound disappointment to me that scientific research in the South Indian Universities (Madras, Andhra, Annamalai, Mysore and Travancore) compared most unfavourably with scientific research in Northern Universities.....Not that there is no material, no talent, not even necessary laboratory facilities in some of the Universities; but somehow or other—probably because we are not an industrialised province—the response to the invitation of the Research Board is poor. I do earnestly plead that there must be some effort from somewhere, probably from the Vice-Chancellors or the accredited members of the Syndicate at the top, to bring about the necessary result."

THIS is a very powerful indictment. And it has to be deeply pondered over coming as it does from responsible quarters, from an official who has many opportunities of observing the work of different universities and research universities in the country. It should also be noted that he was addressing a meeting presided over by the Vice-Chancellor of the University of Madras. From the knowledge we possess of these universities and from the comments made on their work by independent observers without any axes to grind we have no hesitation in saying that there is a good deal of truth in the statements made by Sir A. R. Mudaliar.

BUT what is this all due to? Talent, material and laboratory facilities are all present but still the results are disappointing. If we may

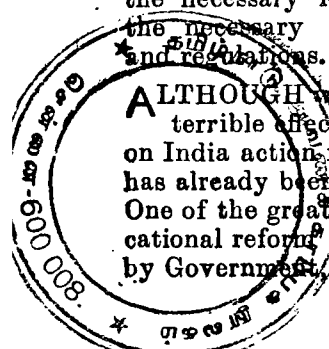
THE 20TH ALL-INDIA EDUCATIONAL CONFERENCE

Sir C. P. Ramaswami Aiyar, the Dewan of Travancore, will preside over the 20th All-India Educational Conference to be held at Cawnpore on December 29 to 31, 1944.

be excused for putting forward an explanation for this sorry state of affairs, it is this that proper care is not taken in selecting the professors and other directors of research in several Universities. Appointments are not always made on grounds of efficiency. Influence, recommendations and personal likes and dislikes—it is these that determine the personnel of the higher teaching and research staff. The atmosphere of universities has come to be the atmosphere of power politics. And unless this ceases to be the case there is no possibility of better results being produced. There are cases where it is thought that the reputation of a university for scientific research can be maintained by continuous propaganda, advertisement and show. We should like to suggest that the whole subject is enquired into by some scientific experts from England and the United States who have no vested interests.

Industry and Education

CONTINUOUS experiment is a characteristic of a really living society. In such a society there is a persistent effort at improvement in conditions and methods of work;



31
Tond. 11/12/44 1144, 1155

and there is a belief in progress. And this is borne out by what is happening in England to-day.

THOUGH England has been a highly industrialised country for more than a century and a half and though education has been adapted to suit her industrial requirements, business men are not completely satisfied with things as they are. Enterprising firms are now taking the initiative in the matter. A recent issue of the *Times Educational Supplement* gives an account of Education and Training for Young Recruits provided for by Messrs. Newton Chambers, Limited, of Thorncliffe, near Sheffield. The aim with which these recruits are trained is not merely or essentially an improvement in their efficiency but "to give boys and girls entering the firm's service a full and fair chance of becoming useful citizens and to promote the prosperity of the local community through industrial efficiency." There is a month's full-time pre-entry training of a novel character. And there is the main training later on. The most interesting and the most valuable feature of these courses of training is that the various topics are treated not by teachers or instructors in the usual sense of the term but by the executives of the firm. And then there is extensive use made of films, practical exercises, visits and excursions. Much time is given to physical training and great stress is laid on personal conduct, team spirit and the essentials of citizenship. There are several other features characterising this experiment. What requires to

be specially noted is the interest shown by the firm itself in the training of its recruits—instead of taking recruits trained elsewhere—and the novel methods it is adopting to train them.

Teachers' Committee on Higher Education

ON 2nd October there was a meeting of the Teachers' Committee on Higher Education appointed by the Central Advisory Board of Education. This Committee is to consider and report on the conditions of service of teachers in Universities and other higher institutions of learning in the country. In opening the meeting, the Hon'ble Sir Jogendra Singh, Member for Education, Government of India, observed: "It is not unknown to members of this Committee that grave harm has been done to education by recruiting teachers on cheap salaries irrespective of their attainments, and some of the best minds have been lost to the profession owing to this fact....If the teaching service is to secure an adequate supply of the right type of people it must offer practical attractions comparable with those which other branches of public services offer to their members."

It is hoped that the Committee kept this observation prominently in its mind in considering the subject. This is all the more necessary because there is an opinion prevalent among some educationists and public men—though they themselves are drawing fat salaries and large pensions—that

teachers should not care for pay but that they should look upon their work as a vocation and a privilege, and that that was the ideal of the ancient Indian teacher. They, however, forget that the ancient Indian teacher was kept above want by the voluntary offerings of the public around them, while today things have become entirely different. Sir Jogendra Singh was right in quoting from the recent McNair Committee Report that like other professions the teaching profession is also a bread and butter affair and that the missionary spirit cannot be relied upon to maintain the supply and morale of millions of teachers. It should also be noted in this connection that some of the Indian Universities have had an unenviable record of progressively cutting down the salaries of their teachers while increasing the amount of teaching work they are to carry on.

Personal Notes

DR. J. M. KUMARAPPA, Director and Professor of Social Economy at Tata Institute of Social Science, Bombay, has been invited by the American State Department to be its guest during a tour of the United States. Dr. Kumarappa is the first Indian to be invited under the U. S. State Department's new programme of international cultural co-operation.

THE RT. REV. FOSS WESTCOTT, the Metropolitan of India, will deliver the convocation Address of the Dacca University at its annual Convocation which takes place on December 7.

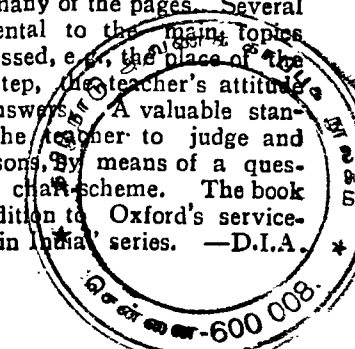
BOOK-REVIEWS

THE PRINCIPLES OF TEACHING,—
(Teaching in India Series) by W.
Ryburn — 234 Pages — Rs. 2/12—
Oxford University Press.

This book is welcome for the special service it is capable of rendering the teaching world. Much has been attempted and accomplished within the limited compass of this book. It is *multum in parvo*, being at once a treatise on the general principles of education, the methods of teaching and school organisation. To the teacher now under training it is a text book of the highest and best in teaching principles and methods; to the teacher at the threshold of his teacher's career, it is a safe guide; to the teacher who left the portals of the training college or school years ago, it is a refreshing reminder of the great principles he had imbibed and an instructor in the newer principles now in vogue.

The book is an elaboration of the three essentials of education—teaching, the teacher and the pupil—dealing with the nature, principles and methods of teaching and learning and concluding with a chapter on the curriculum. It aims at pointing out the practical application of the principles and methods, and converting book-theories into class-room practice. Relevant verbatim quotations from standard works on teaching mark many of the pages. Several questions incidental to the main topics have been discussed, e.g., the place of the recapitulation step, the teacher's attitude to the pupils' answers. A valuable standard is set for the teacher to judge and evaluate his lessons by means of a questionnaire and a chart scheme. The book is a worthy addition to Oxford's serviceable "Teaching in India" series. —D.I.A.

5L
Tm2, 13.12.12
127 269



Community Experiences and Prospective Teachers*

By Dr. RUSSELL T. GREGG,

Syracuse University.

NOWADAYS we all recognize the fundamental basis of all education is experience. We must learn how to provide the elemental basic experiences which students need so that they can understand and get full meaning from what they read and from what they listen to, and we must develop a teacher education curriculum which will combine or integrate experience with reading, lecturing, discussion, etc., in such a way as these things will result in the attainment of the kind of outcomes we want in teachers.

Among the qualifications of a modern teacher the following three are very important:

(1) A modern teacher should have an adequate understanding of child and adolescent nature and realize the implications for educational progress.

(2) He should have acquaintance with community resources and with that the ability and interest to co-operate with educational agencies.

(3) He should have a sincere professional interest and attitude.

Some evidence could be brought together to indicate that these particular outcomes are generally secured rather ineffectively in the traditional classroom.

* Published by courtesy of Dr. Harold E. B. Speight, Executive Secretary of the Association of Colleges and Universities of the State of New York.

How can we provide teachers with a combination of experiences, reading, lectures, studies, so closely integrated that these objectives may be attained to a greater extent?

(1) In Syracuse we thought it desirable to locate non-school groups. We found many different groups in the city, Boy Scouts and Girl Scouts, Y. W. C. A. and Y. M. C. A. groups, a Boys Club of more than 700 members, and the Huntington Club, which also maintains a neighbourhood Settlement House. We found unlimited resources with which we could associate our students in order that they might have first-hand experiences of adolescents in free and informal situations. These groups are rather spontaneously organized, although they are sufficiently well knit so that they have an educational leader and meet more or less regularly. Membership is entirely voluntary, which means that the activities of the group must be of the kind that meet the interest and the needs of the young people. This is an entirely different situation from the school situation. We felt that the teacher would learn there how to build a program of activities with young people which would be educational and at the same time tie in with their own interests. Some of the groups contain boys and girls from rather well-to-do homes, some groups contain under-privileged children

and of course there are many in between.

Our prospective teachers begin their professional education program with these adolescent activities. Last year 250 were associated with 200 different groups in the city. (About 40% of those who are required to engage in this program in one year continue voluntarily in the following year.) Much of the discussion in the seminars evolves from the problems which the students meet in these adolescent groups. The students are participants and gradually work into positions of leadership of the young people. They have, of course, to invite the co-operation of the young people in planning; otherwise the group would break up. They observe the use of school interests of the young, their social adjustment, their attitudes, and so on. Each student makes two case studies, including the history of the families and full histories of the individuals.

That kind of experience with adolescents, where there is opportunity to come together afterwards in groups and discuss the growth and development of the adolescents, and relate the experiences they have to the readings and the lectures which go with this particular semester of work, is helpful. It develops a discernment of the forces which are influencing the growth of young people. It seems to me that the students are laying the foundation for considering several basic problems of professional education which will come later: one of these is the question of the purposes of public educa-

tion; another is the question of the type of curriculum which should be available; another is that it helps them see the problem of education more as a community problem than as one that can be met alone by the school.

Some of the considerations I have mentioned are illustrated by the kind of questions that some of our students have raised in seminars. "What can the school do about socio-economic conditions which are warping the personalities of young people?" "Should high schools concern themselves with real problems of adolescents?" "Why do so many members of my group show such a negative attitude toward the school?" "How can the school hope to do anything constructive when the child is without self-security during the other eighteen hours of the day?"

(2) There is a second objective: developing acquaintance with the educational resources of a community. It would seem that we should make these prospective teachers thoroughly familiar with health clinics, C. C. C., N. Y. A., art museums, etc. We ought to guide them into contacts with these agencies. Too often young people leave a college or university without having any first-hand contact with these various agencies so deeply concerned with young people. Certainly these things should not be considered as extra-curricular activities but as a definite and integral part of the college or university education. And as teachers of teachers we have to know these things ourselves by experience.

(3) A third objective is the development of a professional attitude. The typical classroom situation is especially inadequate in developing this kind of outcome in prospective teachers. There are resources we can utilize in order to promote a professional interest and attitude. We could make more use of conventions of teachers of other fields, or of supervisors, which take place in our own community. We could make it possible for certain of our students to attend and participate in the faculty meetings of schools, for which there ought to be preparation

and follow-up. We might get direction from the national deliberative reports which are appearing. We could bring in successful teachers and administrators and supervisors to sit with us in discussing these reports, which I think would be a definite contribution.

There is probably no community in which a teacher training institution is located which does not have resources which may be utilised with a great deal of profit in the education of teachers. As we teach them so very probably will they teach.

Children's Book & Craft Exhibition, Srinagar

Our Special Correspondent

UNDER the auspices of the Education Department, a "Children's Book and Craft Exhibition" was held at the S. P. High School, Srinagar, from the 12th to 18th August last. The Inaugural Ceremony, was graciously performed by Shri Yuvaraj Shri Karan Singhji Bahadur. He showed special interest in the attempts made by children at self-expression in different media and appreciated the various forms of creative hand-work.

When the Shri Yuvaraj Bahadur had taken his seat under the Shamiana, the Secretary of the Children's Reception Committee read out the Address of Welcome in the course of which he pleaded for the establishment of "A Children's Library and Culture Centre" at Srinagar. He also spoke of the new orientation of

education in the State, which, under the inspiration of the Director of Education, had resulted in bringing about many-sided improvements in the schools.

After the presentation of the address, the Director of Education, Mr. K. G. Saiyidain, requested Shri Yuvaraj Bahadur to open the Exhibition. In the course of his speech, he pointed out how His Highness' Government had been trying to re-orientate the education system and place it on a sound and progressive basis. The Exhibition, he added, had been organized with two objectives. It was meant to bring the parents of children into contact with the work that was being done by their children in schools in connection with arts and crafts. Secondly, the Department of Education was anxious to develop in

the students an interest in reading of books as a leisure hobby and as a means of developing their interests and knowledge. For this purpose, there were displayed in the Exhibition several hundred manuscript books written by children themselves or their teachers as part of their educational activities. He reinforced the appeal made in the address for the establishment of "A Children's Library and Culture Centre" and pointed out that a good deal of the work of organizing it had been done by the children themselves. He thanked Mrs. Clarence Gasque for generously donating Rs. 500/- toward the expenses of the Exhibition.

Shri Yuvaraj Bahadur then rose amidst loud cheers to reply to the address of welcome. During his speech he made many interesting and encouraging remarks about the Exhibition, sympathised with the demand for a "Children's Library" and expressed the hope that the Government would consider the proposal sympathetically. After Shri Yuvaraj Bahadur had left, the distinguished visitors present visited the Exhibition.

One important Section of the Exhibition was that of books (printed and manuscript) in Urdu, Hindi, Gurmukhi, English, Arabic, Persian and Sanskrit. This Section attracted the special attention of all visitors. Many famous and standard books were displayed in this Section along with the photographs or paintings of the authors.

Another Section included Arts and Crafts exhibits and the Children's

Industrial Emporium. There were fine specimens of water-colour and oil paintings, finished articles of wood, card-board and cloth. There were booklets, boxes of various sizes, card-board files, plywood toys, paper and soap products, collection of flowers and plants. Interesting and useful exhibits were also received from Basic Schools all over the State.

The demonstration of pre-school education was organized by the Hadow Memorial School, Srinagar, and Teachers' Training School, Srinagar. In this Section, children between 3 and 5 could be seen busy at play, nursery songs and dramatisation etc. It was a revelation to many parents how children could be kept happily busy for hours in activities aiming at sense-training and auto-correction, dressing hair and playing with educative toys.

The entertainments, dramas, songs and recitations provided by the children of various schools formed for all visitors another very important activity of the Exhibition. Due place was given in the songs to those composed by the Kashmiri poets. A Children's Symposium was also held and the subject discussed was "Better Kashmir." Children representing various schools took active part in the conference and offered many interesting suggestions.

August 18, 1944, the last day of the Exhibition, was reserved for ladies; girls from about 60 Government and aided schools visited the Exhibition. In addition to about 2,000 girls, hundreds of local ladies—educated and illiterate—also visited the Exhibition.

THROUGH different PROVINCES

University Teachers' Committee

The University Teachers' Committee, appointed by the Central Advisory Board of Education, met recently at Simla under the presidency of Sir Maurice Gwyer. The Committee, it is understood, discussed problems of training, recruitment, conditions of service and scales of pay of teachers in Universities and other types of institutions. The Committee will submit its report to the Central Advisory Board of Education in January next in Karachi.

Industrial Research Committee

The Industrial Research Planning Committee, under the Chairmanship of Sir R. K. Shanmukham Chetti, is visiting important places in India. It met last month at Bangalore and Madras and is meeting again early this month at Bombay.

The Committee has been discussing the question of strengthening the Research Organisations of the Indian Universities. The suggestions made for the consideration of the Committee are that Universities being the fountain head of Research, everything possible must be done by way of grants to the Universities in India to strengthen their Research Organisation by getting adequate equipment for their laboratories. It has also been suggested that a number of studentships and fellowships must be instituted for training the research personnel. The Committee is considering the possibility of training about 500 research scholars in the Indian Universities and 500 scholars abroad on a five year plan.

Education in Madras City

From the report of the Commissioner of the Corporation of Madras, it is gratifying to note that, while the number of

schools managed by the Corporation remained the same as in the previous year, the enrolment of pupils increased by about 3,000 and the attendance rose from 62% to 73%. The Education tax was raised from 8% to 12% from 1st April 1943 and although this would normally have resulted in a great expansion of elementary education in the City by way of opening new schools, much of the additional revenue went to meet the cost of payment of dearness allowance to the staff. The Corporation higher elementary schools sent up 161 pupils for the Government E. S. L. C. examination for the VIII Standard and 111 or 66% came out successful as against the average of 44% for the Presidency.

U. P. Govt.'s New Scheme

To assess the natural attitudes of students aged 15 and above, the U.P. Government have formulated a scheme to be worked out in schools on an experimental basis. The scheme provides that a "career master" will be appointed to keep a close watch on students and to establish contacts with their guardians. He will also hold youth's camps, study circles, hikes and social gatherings, parents' day and social service camps. Tours to aerodromes, factories and other training centres will also be organised under the scheme. Fortnightly reports on the results of the working of the scheme will be submitted to the Inspector of Schools.

'Talents Prize'

Mr. P. C. Tallents, I. C. S. of Bihar, who retired from service in March 1937 now in England, has made an endowment of Rs. 25,000 in connection with the Patna University's forthcoming Silver Jubilee to be held in the third week of this month.

The endowment is to be known as the 'Talents Prize' to be awarded annually to the best successful graduate of the Patna Medical College to enable him to set up practice with books, instruments etc.

Wardha Scheme in Mysore

Rajasevaprakasha Amble Subramanya Aiyar, retired Excise Commissioner, presiding, the Mysore Wardha Education Committee met and resolved that education under the Wardha System be undertaken in a larger area with more schools so as to benefit a greater number of people. As an experimental measure, it was decided that at least two *hoblis* be selected in the beginning for the purpose. The Committee further resolved that Government be approached for necessary help and facilities in this direction. A sub-committee was also constituted for drafting the necessary scheme.

Teachers in Mysore

In order to offer some inducement to graduates to take service in the Education Department and to keep on at the posts, the Government of Mysore have sanctioned a starting salary of Rs. 44 per mensem in the grade of Rs. 35-3-65-5-100 to graduates of all communities. This will be temporary for a period of two years in the first instance.

Training College for Cochin

It is understood that the opening of a Training College on the lines of the Teachers' College at Saidapet, in Cochin State, is engaging the attention of the Cochin Durbar.

Teachers' Salaries in Indore

The salary of primary school teachers in the State has been raised from Rs. 18 to Rs. 22 a month, exclusive of dearness allowance, says an Indore message. More than 900 school teachers in the State are likely to benefit by the increase. Other measures to raise the standard of education in Indore are under consideration.

Expansion of Basic Education

(A Correspondent)

Decisions of far-reaching importance for the expansion of Basic Education in the various provinces of India were taken at the half-yearly meeting of the Hindustani Talimi Sangh held at Sewagram on October 3 and 4 under the Chairmanship of Mr. Srikrishna Das Jajoo.

Mr. E. W. Aryanayakam, Secretary of the Sangh, presented the report of the last six months and reviewed the progress of basic education during the period in the various provinces. The question of introducing basic education in Bengal and the reopening of basic schools in Orissa was considered. The Sangh decided to open a training camp at Sewagram to prepare more teachers for Bengal and other provinces. The prospects of opening basic schools in Malabar were also discussed and it was decided to study the situation there beforehand.

The meeting next decided to hold a special meeting of the Sangh this month to survey and assess the work done during the last seven years and to draw up the future programme of work including that of post-basic education. A Sub-Committee was appointed to revise the syllabus. It was also decided to convene a conference of workers of basic education at an early date to compare notes and to form an association of workers in order to help the Sangh in its activities.

The question of giving effect to the various objects of the Kasturba Memorial Trust was next considered and it was decided to recommend to the Trustees of the Fund that the objects of the Trust would best be fulfilled by workers in whom the capacity for different activities are integrated and that the first step would be to train such workers.

Public Opinion

AN APPEAL BY THE NAWAB OF CHHATARI

"Education cannot be communalised or made 'Hindu or Muslim' observed Col. Nawab Sir Ahmed Said Khan of Chhatari, President of the Nizam's Executive Council, inaugurating the 19th session of the Bombay Muslim Educational Conference held at Poona. Continuing he said: "Backwardness of one or the other community in India made the problem of its education more acute and efforts to accelerate its pace served only to raise the general level of the country as a whole. Where in the social economy of the country one or two communities might be found relatively backward in education, it was the duty even of other communities to interest themselves in the problem and see that no part of the whole suffered or lagged behind."

MR. SARGENT ON POST-WAR EDUCATION

Mr. John Sargent, Educational Adviser to the Govt. of India, who visited American educational institutions recently, said in an interview that 20,00,000 teachers will be trained for post-war education in India and that extensive plans are now being made to provide many of these with special technological training in American colleges and universities. Continuing he said: "Our programme for post-war education in India has two great objectives—the solution of immediate practical problems and familiarising our teachers with the culture, science and national character of countries other than our own. In both fields, we believe a period of education in the United States must play an important part."

Mr. Sargent pointed out that since the beginning of the war there has accumulated in India a vast number of young men and women whose plans for overseas study had to be abandoned temporarily. In the post-war era—perhaps even before, it is expected the majority of these will leave India for study abroad. "We are most optimistic as regards prospects of our Executive Council granting approval of the plan we have prepared," Mr. Sargent concluded, "It appears they are agreed that India's great push forward after the war must be started by technicians. These technicians, we hope, will receive many of their ideas and much of their training either in the United States or from teachers who have been trained in the United States."

SIR JOGENDRA SINGH ON TEACHERS' REMUNERATION

"India won't keep herself abreast other enlightened nations in the post-war world unless she is able to give her people, and the rising generation in particular training for life and for livelihood comparable with that which other nations are providing for theirs" declared Sir Jogendra Singh, Education Member, Government of India, while opening the Teachers' Committee on Higher Education, appointed recently by the Central Advisory Board.

The Education Member further stated that the country needed a vast army of teachers and the efficiency of education would inevitably depend on the quality and availability of the teachers required. He regretted that great harm had been done to education by recruiting teachers for cheap salaries irrespective of their attainments. "If the teaching service is to secure an adequate supply of the right type of people, it must offer practical attractions comparable with those which other branches of the public services offer to their members", Sir Jogendra Singh concluded.

EDUCATION

Education—The Premier Educational Monthly will come out in three Editions from July, 1944.

English Edition—For teachers and parents and Educationists with two important specials.

1. Survey of Teachers' Economic Condition in India (Published).
2. Post-War Reconstruction (in July or soon after).

Hindi and Urdu Editions—For students, of age 12 to 18 with short Stories, One Act Plays, Useful knowledge, Novels and Dramas.

Annual Subscription each Rs. 6/12 payable in advance. Book your order at once.

Education Office,
P. O. Box 63, LUCKNOW.

Behind the Name "SADHANA"



Adhyaksha JOGES CHANDRA GHOSE
Ayurveda Baidya, M.A., F.C.S. (London), M.C.S. (America), Formerly Prof. of Chemistry, Bhagalpur College.

SADHANA AUSADHALAYA
HEAD OFFICE & FACTORY: Dacca
MADRAS CENTRE: 7/A, BROADWAY

The Child and His Upbringing

By Prof. A. V. MATTHEW
Cr. 8vo. Pp. 211+XIX Price Rs. 3/-

"very valuable contribution"
—The Hindu

"sound and readable treatise"
—The Aryan Path

PUBLISHERS:
M. SESHACHALAM & CO.
MASULIPATAM

The SOUTH INDIAN TEACHER

IS
THE OFFICIAL JOURNAL OF
The South India Teachers' Union

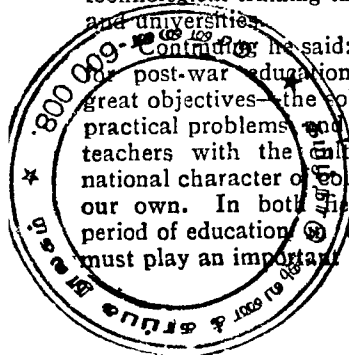
It is therefore the Journal of the Teacher

AND
No Teacher should be without it

Annual Subscription Rs. 4/-

Apply to:

The Journal Secretary,
520, HIGH ROAD,
TRIPLICANE, MADRAS.



127 269
Im2, N 2100

NG 4.115



"AMRUTANJAN"
50 Years Old Pocket-Doctor
Cures All Pains and Aches
"1893 Golden Jubilee 1943"

*

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



Approved by the Madras, Mysore, C. P. & Berar Orissa & Travancore T. B. Cs.

JUBILEE READINGS

FOR HIGH SCHOOLS

Book I: Re. 1 :: Book II: Re. 1-2

BY

HENRY MARTIN, M. A. (Oxon.), O. B. E.,

Late Principal, Islamia College, Peshawar.

WITH INTRODUCTION, CRITICAL NOTES TO CLEAR UP DIFFICULTIES AND EXERCISES BASED ON NEW MODEL QUESTIONS AND GRAMMAR SYLLABUS ISSUED BY THE DEPARTMENT.

M. SESHACHALAM & CO.
MASULIPATAM

Madras Branch : 7, Sunkurama Chetty Street, G. T.

[illegible]