

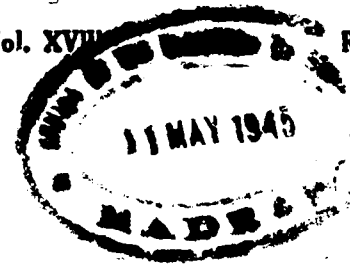
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The South Indian Teacher

MARCH 1945

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THE SOUTH INDIAN TEACHER

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THE SARGENT SCHEME—CRITICISMS EXAMINED.

By

G. S. KRISHNAYYA, M.A. (MADRAS), M.A., Ph. D. (Columbia), Bombay.

This scheme of Post-war Educational Development in India, popularly known as the Sargent Scheme of Education, has been before the public for a few months now. It has aroused considerable interest even amongst those who have but hazy notions of what it is all about. Before examining the criticisms levelled against the Scheme, and that is what I intend to do, I think I should first say how it has come into existence. That might disarm some suspicions and perhaps also help to make criticisms more constructive.

The purpose.

The Scheme, as it is now published by the Bureau of Education in a 99-page volume, embodies the main proposals of the various Committees set up from 1935 by the reconstituted Central Advisory Board of Education. These committees dealt with a number of different subjects. The material from these reports is held together by the ideas and suggestions of Mr. John Sargent, the Educational Adviser to the Government of India. Mr. Sargent is therefore not the sole author of the Board's Report but he is much more than one of its 34 signatories. In fact, ever since he arrived in India, the Board has worked in the expectation that sooner or later a serious attempt would have to be made to tackle the problem of providing India with a system of education approximating those available in other countries. The members, who

include all the Ministers and Advisers for Education and the D. P. Is. of all the provinces, have devoted their attention to surveying the main fields of educational activity with a view to ascertaining what would be the minimum provision required. This scheme has now been placed before the Reconstruction Committee of the Viceroy's Council. Here then is the history of the present report. No one was trying merely to make an impression. It was not a case of trying to catch the public eye or the popular vote. And the idea was not just to keep people's minds occupied and their thoughts engaged. It is a scheme obviously based on years of study, begun when the provinces were under popular Ministries and bearing the unmistakable mark of those days, and designed with the definite object of getting a real move on in matters educational. It would therefore be less than reasonable to question its motives or to suspect its *bona fides*.

The scheme has been discussed in the Press and from the platform and looked at from various points of view and we are therefore now in a position to state what criticisms have been levelled against it and briefly to examine a few typical criticisms.

Costs too much.

One of the most popular criticisms is that regarding the cost. There are many who think that the sum of 313 crores of rupees proposed to be expended annually,

40 years hence, is too much and impossible for a poor country like India where the cost of education to-day is 30 crores or about 1/10th of that. This criticism has been met to some extent by the Board. They point out that the expenditure turns round the increased pay-scales which must be paid to the 2 million teachers, who will have to be employed and they are not pessimistic about finding the money. They say "the expenditure proposed is admittedly heavy but the experience of war suggests that when a paramount necessity can be established, the money required to meet it can and will be found. It is for India to decide whether the time has arrived when a national educational system is a paramount necessity." Speaking before the Pilgrim Society, not long before his departure for India Lord Wavell said, "It has always seemed to me a curious fact that money is forthcoming in any quantity for a war but that no nation has ever yet produced the money on the same scale to fight the evils of peace—viz., poverty, lack of education, unemployment, ill-health. When we are prepared to spend our money and our efforts against Hitler and we pay our school masters at a much higher rate.....we shall really be making progress." The war has certainly shown that there is no limit to the amount of money that can be raised from the people for a purpose regarded as urgent and vital by those ruling over them. All the more so will it be if it is the people's Government. Even at 313 crores the cost of education per pupil will be, 40 years hence, a little over Rs. 5 as against Britain's pre-war Rs. 32. It might also be pointed out that the subject of educational finance cannot be treated in isolation for it is intimately bound up with developments, industrial, commercial, agricultural, which there must be in the country. The consequent increased revenues and earning capacity should not be forgotten. It may be possible also, as some have suggested, to economise here and there. But on the other hand, as I heard it expressed at a meeting not long ago, it is not unlikely that the India of the future might not be content with what has been provided in this scheme. She might want a navy, an army and an air force of her own and for these, training centres and mili-

tary preparatory schools would be necessary. Technological institutions of a higher grade might be wanted for the expansion in industries, factories, railways, aviation, etc. Such an India, it was said, would have to spend much more than 313 crores and would be prepared to do so. In any case it is for politicians and statesmen to find the money. As educationists it is our duty to recognise that the plan is not utopian and to demand, as the *Manchester Guardian* reports Parliament to have done recently, "that this time the educational cup shall not be dashed from the children's lips." 926 25

40-50 Years' period.

Another criticism, not less popular, comes from those who refer to the 40-year period laid down for the completion of the scheme as being too long. Even Sir R. M. Statham, a member of the Board and Director of Public Instruction of Madras, in a dissenting note says "any suggestion both in regard to expenditure and policy which may take effect only 40 or 50 years hence is in grave danger of being put on one side and neglected." Several have pointed to the fact that Russia was able to make a whole nation literate in less than 20 years. The reason given by the Board for needing 40 years is that "progress cannot outstrip the supply of teachers." Those intent on reaching the goal sooner and not foregoing the stimulus and challenge that comes from a less distant goal, suggest that ideal methods of teaching, by ideally qualified agents, in ideal circumstances and surroundings would be ideal indeed, if there were no urgency, but they say that the necessity and the urgency being what they are from the point of view of the nation, India should follow in the footsteps of Britain, Russia, Japan etc., and try and achieve maximum progress in minimum time and with whatever means are available—while of course all the while working up to better standards in teaching qualifications and performance. This impatience is exhibited specially by the educationally backward communities. They appreciate the fact that such big achievements must take time but so keen are they on the goal set up by the Board that they would like to see it reached sooner and anyhow

They would say, as the Vice-Chancellor of the Punjab University has said in this connection, "those who cannot get cake must live on bread." Large classes and one-teacher schools are still not uncommon in Britain and, as a temporary measure, might be tolerated in India too. It has been mentioned also by certain members of the Board that visual education has not received adequate attention and that the radio, the magic lantern, the cinema and the gramophone could be employed to assist in expediting progress in instructing the young and the adult and in training the teachers. This line of thinking, being evidence of genuine and useful enthusiasm, deserves sympathetic exploration.

Goal: Britain's pre-war Standard

Some critics, surprisingly few I must add, have called attention to the fact that the Report says that "the Board have aimed at a standard comparable with that already attained in Great Britain and other Western countries before the war." They say "if the goal to be pursued during the next 40 years is to reach Britain's pre-war standard, is India going to be condemned to be for ever half a century behind the West? The rest of the world is not going to wait for us and so what about the tremendous lag?" This is a legitimate consideration and will have to be borne in mind by the Board and by provincial authorities. It is possible to argue that the Board had to keep some known and intelligible goal in view to work up to, and also that even pre-war Britain's standard appeared difficult enough to plan to reach in less than 40 years, and that to aim at anything much beyond that, might call for superhuman measures at this stage and language more astronomical. Also, it may be, as some have urged in reply, that the rate and amount of progress likely to be achieved in the next forty years will not be the same as that managed in the last four decades and that therefore the leeway to be made up by India may not be discouragingly stupendous. Some, like the Ministers of Education of Assam and Bengal, suggest that "the speed of progress envisaged in the report at least be doubled, if not quadrupled, no matter if we have to resort to means and methods, as Russia did on emancipa-

tion from the Czarist regime." It is conceivable also that a National Government may be able to find short cuts in method and motive power and also step on the accelerator so much as to be able in 40 or 50 years to reach not only Britain's pre-war standard but also to catch up with her and the West. Those who believe that the pace planned by the Board is too slow and extravagant can set before themselves, their provinces and the country this farther goal to be achieved within the allotted 40 or 50 years.

Scheme foreign

The criticism that the Scheme is Western in character and has not on it the marks of Indian tradition and Indian genius and culture and therefore not to be welcomed, which is sometimes heard, does not appear to be well founded. For one thing, these terms, "Western" and "Indian" in an administrative matter like this are almost irrelevant. Besides there is nothing in the system which is anti-Indian and an all-embracing arrangement for educational expansion cannot but be good for India, call it what you like. Could a plan for providing technical institutions, commercial schools; adult education, increased facilities for university education school medical services and physical education which are precisely what we have always longed for, be regarded as unnational? Could a scheme for establishing youth organizations, recreational facilities, vocational guidance clinics, educational institutions for the handicapped, employment bureaux for those who leave school and college, and more facilities for the training of the teachers and better and humane scales of pay be accused of not being in the best interests of the country? And why must we regard the provision of high school education—technical and academic—for 1/5th of all children between the ages 12 and 17 and the guarantee of universal, free and compulsory primary education for all the children of the country between the years 6 and 14 at state cost, as not Indian but foreign?

Nothing New

There are some who regard the scheme as "a mere glorified modification of the present system." Well, even if a motor car is a mere glorified modification of

the bullock cart most people leave no doubt as to their preference! The Board has said, as a matter of fact, that "in their considered opinion it is inconceivable that within a reasonable period a really national system could be developed. Apart from the extremely slow progress which has been made before the war, the present system does not provide the foundations on which an effective structure could be erected; in fact, much of the present rambling edifice will have to be scrapped in order that something better may be substituted. There is no half-way house between the present unsatisfactory position and the minimum provision which could be accepted as a national system." More revolutionary language it would be difficult to formulate and has not India always asked for such a comprehensive reform? How can she turn it down now just because it comes from Delhi and walk away? Which reminds me of a story—As the Vicar started to go up the front steps of his church, a stately old lady stopped him with the request; "would you do me a favour?" "Certainly, madam," replied the vicar. "Then please help me up these steps." Arriving at the top, she paused for breath. Then she asked: "Can you tell me who is preaching to-day?" "Why-er-the vicar is." "Then," she continued, "will you do me another favour and help me down again?"

Constitutional set-back

The scheme has also been criticised for favouring centralisation at the expense of provincial autonomy and therefore putting back the clock of constitutional progress. Here again we should not be deceived by mere words and phrases like centralisation and autonomy. There are different degrees and kinds of centralisation. Moreover, the problem is not peculiar to India. In countries like the United States it has been in existence and no major tragedies have been recorded. Provinces are not rich enough to bear all the educational expenditure out of their own revenues. Central Government must and can come to their aid. The whole system of "grant-in-aid" no doubt bristles with difficulties as regards the relation between the body giving the aid and the body receiving it, but they are not in-

superable. The provinces should gain at least as much, perhaps, in the way of stimulation, encouragement and uniform standards as aided schools do from Departmental Control.

Besides, the fact that Ministers, Advisers, and Directors of Public Instruction of most of the provinces, whom it concerns most, and who understand the implications have approved and supported this move, suggests that they believe that provincial autonomy in the field of education has not been an un-mixed blessing, that it has not always resulted in encouraging "experiment or provincial variations which would add to the richness of Indian education." Evidently they are convinced that experimentation will not be seriously impeded and that for "the purpose of co-ordination, maintenance of uniform and adequate standards, prevention of overlapping" and stimulation to rapid progress, it is necessary to sacrifice a little prestige and independence. World experience has shown how most difficulties of this nature have been overcome. We can also overcome them provided we are not attached to terms like autonomy in a merely sentimental manner.

Area by area extension

Objection has been raised also against the proposal to introduce free and compulsory education in certain selected areas during the different five-year periods and not all over the province at one and the same time. It is maintained first of all that it would be difficult to choose certain areas in preference to others for prior introduction and that if the area-by-area method should be adopted, certain areas would necessarily steal a march over the rest and that therefore the plan would create or even widen the gulf between different parts or regions. The creation or widening of the disparity between areas is objected to particularly by certain backward communities who fear that the procedure recommended might, so far from enabling them to catch up with the advanced communities, result only in making their plight worse and for a longer period. They suggest starting free and compulsory education everywhere simultaneously and adding on a class each year in all the different schools located in the different parts.

While admitting the force of the argument it might be pointed out that as matters are and have been such disparity of facilities has almost always existed unprotected between areas, that even when facilities have been available in any particular area, certain communities have not availed themselves of them and do not yet. Why then complain now? And further, how can it be assumed that the areas selected first would not include the backward ones? A dispassionate view has got to be taken where a nation-wide programme has to be implemented. Besides going from theory to the field of practicability, obviously it would be very much more difficult and expensive to find teachers and equipment and buildings simultaneously for so many more schools scattered all over the country and also that this way, there would be no chance of profiting by the experience of other places and avoiding wasteful practices. It might be assumed that the best care would be taken to see that the choice of the areas will be made in such a way as not to jeopardise the interest of any section or community and that in the body responsible for the making of the choice all sects and interests would be represented. This is undoubtedly a matter which calls for the most careful handling and the most sympathetic understanding.

Rural conditions and religion ignored

Critics have also called attention to certain matters not dealt with by the Board. Those who have missed reference in the scheme to agriculture and rural conditions and those who were disappointed that religious education had not been considered need not feel disheartened. It is not generally known that, as a matter of fact, three committees set up by the Board are still working—one on religious education, another on agricultural education, a third on the administrative changes necessary for a comprehensive system of education. A meeting of the Committee considering the service conditions of university teachers has just concluded. The reports of all these committees will supplement the existing plan in due course. The scheme is a growing one responsive to popular needs and demands.

Women's education omitted

Some have pointed out that a section should have been given to Women's Education. While they agree with the authors that "whatever is needed for boys and men, not less will be required for girls and women" they insist that the type of education for the majority of girls and women should be adapted more definitely to suit their most certain vocation. They urge that the principle should be 'to each according to his need', while they accept the equal quantitative provision promised. The point of view has been expressed by women's representatives and by the Madras D. P. I. that 'for many decades to come the education of girls will, in a sense, still have to be treated as a special problem and the question of separate schools, separate curricula, provision of women teachers, co education, etc., will for a long time require the special attention of all educationists in India. This matter appears to need further consideration.

Matters to be included

Critics have also drawn attention to the fact that adequate provision does not seem to have been made to meet the growth in population that there must be in forty years. While this may be conceded, it must be added that this blue print drawn up now is not expected to be followed blindly and irrespective of altered circumstances. Some have stressed the fact that the place of *private enterprise* and sectarian schools in a free and compulsory system of education has not been made quite clear. It has also been pointed out that the *medium of education in regional universities* has not been indicated. The authors have been at pains to get the public to realise that their aim has been 'to indicate the main lines which development should follow rather than to prescribe any uniform or detailed plan'. It must be presumed that periodically, changing conditions and all the relevant factors will be discussed and therefore there is no need for any sense of frustration or annoyance at this stage. Suggestions should be passed on to the proper quarters, as the Board have asked for constructive criticisms. They realise that their Report is not a revelation delivered once and for all and that there is room for

improvement. Achieving that improvement without delaying the inauguration of the scheme, should be regarded as evidence of practical idealism.

Report an alternative to action

There are many people these days, an increasing number, I am afraid, who do not believe that the Scheme will be put into effect. Like many recommendations made by Royal Commissions and other investigating bodies, this excellent Scheme also, they suspect, will be consigned to the archives of historical libraries. They say there has been much talk about it in England and America as well as in India, but an ominous silence generally in quarters competent to decide.

On a point of information, however, it should be mentioned here that the Central Advisory Board's Report has now been submitted to the Post-War Reconstruction Committee of the Viceroy's Executive Council and that Sir Ardeshir Dalal, the Development Member, stated the other day to the Press that the Sargent Scheme was being considered by him. More recently he announced at the General Policy Committee that 'once the plans of the Centre as well as of the various Provinces are ready and the existing and potential financial resources of both have been fully explored, it would be possible to draw up a co-ordinated plan with definite targets.' Certain Provincial Governments have appointed Special Officers and Special Committees to draw up programmes and estimates. Perhaps when the Central Government give the Provinces an idea of what financial contributions they may count on, the Scheme will be brought into general operation. It should be remembered also that the Scheme has been sponsored by the Central Advisory Board, a Board set up by the Government of India itself. Probably it is not common knowledge that it consists of Sir Jogendra Singh, who, as Member for Education on the Viceroy's Council, is its Chairman, and Mr. John Sargent who as Educational Adviser to the Government of India, is the prime mover and

that it has not only representatives of the Inter-University Board, the Legislative Assembly, the Indian States, etc., but also the Education Ministers or Advisers of all the Provinces and all the provincial Directors of Public Instruction. It is hardly likely that such a Board would waste its members' time or the time of its several Committees discussing what was not going to matter in the end. Unlikely also that the Central Government would treat the recommendations of so weighty a body with anything other than respect.

Urge adoption, than modification

The High Commissioner for India, speaking about this subject at a recent meeting of the Royal Empire Society said 'In spite of the magnitude of the task and the prodigious difficulties to be overcome, every effort should be made now to prepare the ground for the establishment of such a scheme of Education. It is only with a people educated to their social and political responsibilities that India can play her full part with other friendly nations in the rebuilding of a peaceful and prosperous world after the war.'

Aware of the rapid progress that the Education Bill was making in England and of how even during the war Britain was going to implement the Scheme, Mr. Sargent addressing the East India Association some months ago said, 'I am old enough in Government service to realise that almost anybody who is not mentally defective, and some of those who are, can produce a report of some kind. What matters, and what is even more difficult in India than elsewhere, is to translate the report into action. My experience in India has shown me that a report is too often treated as an alternative to action.' If that tragedy is not to overtake this bold piece of constructive and comprehensive planning, attention should be increasingly paid these days by those keen on educational progress in India to getting the Scheme put seriously into effect without needless delay, and to shaping it steadily, in the light of experience, nearer to the heart's desire.

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OUR BOOK SHELF

Industry and Education.—Published by the Oxford University Press, 40 pp. Price 1 sh.

The Nuffield College, Oxford, has been set up for the purpose of objective research into social and economic problems and with the special object of promoting collaboration in the study of these problems between those engaged in academic work and those occupied in business and in the various branches of public work and social services. The College has promoted a series of private conferences. The statement embodied in this pamphlet is the result of one such conference, held in September 1942. It is signed by nearly 50 distinguished men and the conclusions are worth a careful study by all those who plan for a rapid improvement in the industries of a country and are desirous of improving the quality of the youths of the country both as producers and citizens.

Their recommendations include raising the leaving age, opening of Junior Technical schools where the curriculum would be such as to continue education in general and social subjects rather than to teach the technique of any particular occupation, a common standard of provision for all types of secondary schools, compulsory part-time education for a certain period after the statutory leaving age, the quality of apprentices and the minimum age to begin apprenticeship, a form of national service to all after leaving the secondary school, opening of Technical Colleges, Peoples' Universities and Adult Education both for cultural development and improvement of skill in trade.

Better Letters.—Published by the Oxford University Press. Second Edition. Price Re 1.

The publication of this second edition is a clear indication of its well deserved popularity. It is a very useful guide to any one wishing to improve his letters. The running commentaries on the modern practice and on the old styles are very telling. The specimen letters are of a varied nature. The appendix defines business terms and giving the styles of address will be found very useful. N.

Test-papers in English, Test-papers in Arithmetic, Test-papers in Intelligence, by James M. Charlton, M.A., published by Macmillan & Co., Ltd. Price 1 sh. 6d. each.

Each of these books contains twenty-four test papers, and the material presented is in refreshing contrast with the stereotyped questions we are accustomed to use in our day-to-day work.

Each of the test papers in English (the first book) is divided into two parts. Part A sets out to test the pupil's understanding and use of words and expressions and their ability in free composition work. Exercises in description, narration and letter-writing are also included. Particular mention must be made of the exercises relating to formal grammar work which is made attractive and rational. Part B contains a passage in prose or verse followed by a series of stimulating questions which test pupil's power of comprehension and appreciation.

The syllabus in Arithmetic (the second book) is confined to simple computation involving a knowledge of the Four Fundamental Rules, Tables and concrete quantities. Here too the

papers consist of two parts, Part A dealing with easy or 'one-step exercises and Part B containing questions intended to test pupil's comprehension of wording, situations and practical knowledge. Computation, pure and simple, is one kind of ability; translating or applying it to problems which require to be analysed into its elements is another kind of ability. These two, the papers set out to test critically.

The test papers in Intelligence (the third book) will be found extremely helpful to teachers in testing relative ability and progress of pupils. These may be used by us with necessary adaptations to suit our class-room requirements.

There is a combined-subject book of answers with a suggested mark scheme. (Price 2/-).

V. A.
Better Homes (by Needham and Strong)
Oxford University Press; Price Rs. 2-8-0.

'Better Homes,' which is the abridged edition of Needham and Strong's 'Domestic Science,' will be of great interest to teachers of Home Science and to all who are concerned with the problems of home life. Those who are familiar with 'Domestic Science' by the same authors know how useful that book has proved to the teacher and home-maker. 'Better Homes' presents the same material in a still more convenient form. Teachers in all types of schools will find it useful and it will be particularly valuable for those following the Home Science syllabus prescribed for use in secondary schools. All the important topics dealt with in that syllabus are included in this small book. If a school girl takes up 'Better Homes' to read as a pastime, she will find it very interesting. The suggestions given for improving the living conditions of our homes and surroundings are of such practical value that she will want to try them out at home. One may refer to the making of soap and starch for household washing, the preparation of kerosene oil emulsion for getting rid of common household pests, and a number of other easy and interesting suggestions given at the end of the book.

There is valuable information throughout the book for the future mothers of our Indian homes. Topics such as household cleaning, the care of clothes, budget making, home nursing and the provision of a balanced diet are dealt with in a competent manner, and the fundamental principles are explained. Practical problems are presented vividly and the language used is simple and suitable for High school classes. Experiments, practical work and questions are within the capacity of the pupils and they will surely stimulate their interest and enthusiasm.

Some of the suggestions given at the end of each chapter may be too difficult for pupils to carry out alone, but teachers should be sure to make the best possible use of them. This must not be done blindly but with wise adaptation to the environment and needs of the pupils. Girls often come to Home Science classes thinking that they know everything about the management of the home, not realizing how superficial their knowledge is. By following the suggestions given at the end of the different chapters

of this book, the teacher can make her classes lively and interesting and also stimulate the interest of her pupils, so that they will want to consult books which deal with the problems of Home Science in much greater detail.

There is, however, one point in the book which requires improvement and that is the illustrative diagrams. While these are correct, they will not make a convincing impression in the minds of the pupils nor are they clear enough for pupils to copy. It will be advantageous if better diagrams can be introduced in future editions of the book. Even as it stands, however, 'Better Homes' can be very warmly recommended for use as a text-book in High school forms and for all who are interested in the improvement in the Indian homes.

L. JOEL.

Sex Education.—By Cyril Bibby. Publishers: Macmillan & Co., Ltd. Price 7 sh. 6 d. nett.

Mr. C. Bibby is the Education Officer of the Central Council for Health Education. In the course of his work he has given and organised several lectures and courses on the subject and has thus been brought into direct contact with the many problems involved in Sex Education. A right knowledge of sex is of undoubted value in promoting not only sound health but in building up sexual morals on a basis of clear-headed and warm-hearted contemplation of all the issues involved. While all are agreed that the growing adolescent must be informed with the knowledge relating to sex and sex problems there is considerable divergence of opinion in regard to certain aspects of sex education, viz., content, method and agency. The general public, educational and medical administration, social organisations, teachers and youth leaders, parents and pupils are in favour of sex education.

The Board of Education in its pamphlet No. 119 has recognised the importance of Sex Education while in Sex Teaching in schools the executive of the National Union of Teachers has recorded its approval. But imparting knowledge about sex should be regarded as a specialist job. It requires special skill, a fine understanding and it may be added, a high sense of refinement. Yet it must not be considered a separate subject of the curriculum to be taught at a given time and hence great care has to be exercised as otherwise the results of knowledge may prove more disastrous than those of ignorance. Plans for sex education should not be drawn up in academic isolation but must be impregnated through and through with an appreciation of what is possible and desirable here and now and not what might be in a brave new world. The author has borne this in mind and has given very practical suggestions. It will be found to be of immense help not only to teachers and youth leaders but to those parents who wish themselves to give their children the necessary sex guidance. The author's suggestions regarding the essential qualifications for the sex educationist, the programme of action and the help to be given to those who take up the work are all very clear, forceful and thought-provoking. There are four specimen lectures given at the end. Teachers will profit much from a perusal of this book as it will prove of immense help to them. S.

Mysteries of the Mind.—By P. S. Naidu, M.A.,

of Allahabad University. Publishers: The Central Book Depot. Price Rs. 2-4-0.

This is a collection of essays by the Author and published in various educational journals. They cover a wide field and touch every aspect of psychology. Though meant for the beginner the book would prove interesting reading to the lay public. Mr. Naidu has a very stimulating method of presentation. It is however a matter for regret that there should be such a large number of printer's mistakes. S.

University Education in India—Past and Present.—By Anantha Nath Basu. Publishers: The Book Emporium Ltd., Calcutta. Price Rs. 4-0-0.

This is a good survey of the growth of modern Indian Universities and some of the major problems that these universities are now facing. In the earlier chapters, the author gives a brief account of the ancient and mediæval Indian Universities and an account of the origin of the present system of University Education. In Chapter IV he brings out how during the latter half of the nineteenth century Indian Universities helped "greatly in co-ordinating the educational work going on throughout the country by providing examinations of a fairly high standard and requiring considerable amount of knowledge and all this was done with little expense to the State." Then he traces the socio-political changes of the early twentieth century and their influence on the universities.

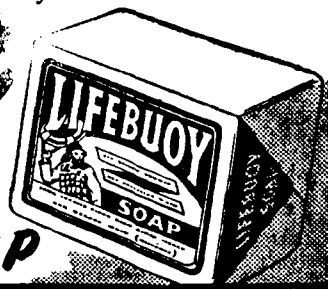
The report of the Calcutta University Commission and its influence on the development of university and secondary education are treated in a separate chapter. After stating the present position in regard to University Education, the author places the following as the major problems that require urgent solution so as to secure for Indian Universities the comparative stability of a mature system:—(1) Our Universities must be properly integrated with our national life; (2) They should pay more attention to the classical culture of India; (3) They have to provide for the leadership of the future and have to give us now men and women who can plan and shape things to come; (4) They should make more extensive provision for technological studies and researches; (5) The portals of the University should be open for all who possess the necessary abilities. At present our universities are a close preserve for the rich and well-to-do; (6) A radical reform in university administration so as to free it from the influence of political parties; the author recommends with good force the Scottish system; (7) The pupil's mother-tongue should be the medium of instruction; (8) The abolition of the Intermediate examination, the lengthening of the secondary school course and the extension of the degree course by a year; (9) The establishment of a University Grants Committee.

The author has rendered valuable services by the inclusion as appendix extracts from important official documents relating to university education. These are from (a) Despatch of 1854; (b) Lord Dalhousie's minutes, (c) Report of the University Committee, (d) Government of India Resolution regarding establishment of universities and the Indian Education Commission on Collegiate Education.

A selected bibliography adds to the usefulness of the book. N.



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FROM OUR ASSOCIATIONS

The Anantapur District Teachers' Guild

14th Annual Conference held at Kadiri on 10-3-45.

Mr. P. Raghavendrachar, Headmaster, Board High School, Kadiri, welcomed the delegates and visitors.

Mr. C. S. Trilokikar, M.A. of Madanapalle College, opening in the Conference drew attention to the ideals of the true teacher, the development of the individual personality of the pupils and the need for careful study and understanding of the aptitudes of individual pupils.

Rao Bahadur M. Lakshminarayana Rao, M.A., L.T., retired District Educational Officer, presided over the Conference.

Mr. E. N. Subramanian, M.A., B.L., of Madanapalle College, addressed the Conference on 'A Teacher's Charter'.

After lunch the Conference resumed its session and discussed on 'Education in the District.' Mr. C. Ranganatha Aiyengar initiated the symposium and Messrs. V. Ramanathan, P. Suryanarayana Rao, and T. Bheemasena Rao took part in it.

Resolutions were then passed expressing regret at the death of Sir R. M. Statham, and requesting the Government to revise the salaries of certain grades of teachers so as to remove the existing anomalies.

After a vote of thanks to the opener of the Conference, the President and Mr. E. N. Subramanian, the Annual General Body Meeting of the Guild was held with its President Mr. P. Raghavendrachar, in the chair. The report of the Guild was adopted and the following office-bearers were elected for the year 1945-46.

Mr. P. Raghavendrachar, *President*.

" C. K. Tharu, *Vice-President*.

" C. Ranganatha Aiyengar, *Secretary*.

" V. Ramanathan, *Joint Secretary*.

" T. S. Rajagopala Aiyar, *Auditor*.

THE SOUTH INDIA TEACHERS' UNION

Notice

A meeting of the General Body of the South India Teachers' Union will be held at 9 a. m. on Friday, the 11th May 1945, at the Zamorin's College, Calicut, to consider the following agenda:

1. Minutes of the last meeting.
2. The Report of the working of the Union for the year 1944-45.
3. Election of Office-Bearers.
4. Amendment to Rules:—

(i) On page 9 of the Rules, under Rule 9-B (b) the second sentence may be re-written as follows:—"It shall also meet the cost of printing the agenda paper, including resolutions and the addresses by the President, Chairman of the Reception Committee, the Opener, if any, and any other address and of distributing them to the delegates."

Rule 9-C, sentence 3 to be rewritten as follows:

"This delegation fee shall go to the Union."

Rule 9-C, sentence 4 to be deleted.

Rule 9-C, para 4. The second sentence shall be changed as follows:

"All the amount thus collected shall go to the Reception Committee."

(ii) On page 5, lines 6 and 7.—Delete the word 'and' after the words 'the Journal Secretary' and insert after the words 'the Secretary of the S. I. T. U. Protection Fund', the words 'and the Ex-Presidents of the S. I. T. Union.'

Amendment given notice of by the Madura District Teachers' Guild.

(iii) Delete the words 'the President' from 'the President, the Secretary and the Treasurer shall be persons resident at the headquarters' in para 1 of rule 5 of the S. I. T. U. Rules.

5. Any other business.

Madras, April 2 1945.

Mr. P. Suryanarayana Rao, *Executive Committee Member*.

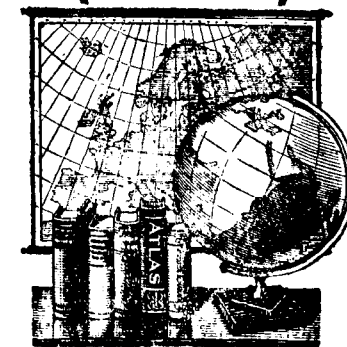
" T. Bheemasena Rao, "

Mr. C. Ranganatha Aiyengar was elected as S. I. T. U. Executive Board member for 1945-46.

The Kadiri Board High School Teachers' Association was 'at home' to the delegates and visitors and entertained them at a special dinner in the night.

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EDITORIAL

Compulsory Education in Selected Areas :

We understand that Government propose to introduce compulsory elementary education in certain selected areas in each of the districts in the coming financial year 1945-46. It is not known whether this is part of a planned programme or a mere belated extension of the principle of compulsion adopted in the Elementary Education Act of 1921. Judging from newspaper reports we find that Local Boards seem to have been asked to select the centres and make arrangements for the introduction of compulsion in these centres. While we welcome this move to introduce compulsion we are constrained to doubt if, in the absence of a carefully drawn up programme with definite objectives, piece-meal introduction of compulsion may not prove ineffective and even wasteful. In their reports on Public Instruction Government have drawn repeated attention to the ineffective and inefficient manner in which Local Bodies have undertaken the work. The Mayor of Madras, while presiding over a recent Conference of the Corporation Teachers' Union declared that with their limited resources the Corporation and other Local Bodies could not effectively undertake the task and that the entire responsibility should be borne by the Government. The Educational Officer of the Corporation of Madras with his intimate knowledge of the practical working of compulsion was of the opinion that for compulsion to succeed it must be a state-responsibility. Again the Madras Reconstruction Committee has recommended that compulsion must be introduced over the entire area at the same time. The Committee must have had very good reasons for making such a recommendation. It is therefore surprising that Government should now propose to introduce compulsion in certain selected areas. Unless Government could convince the public of their earnestness in introducing compulsion over

the whole province in a reasonably short period, the present proposal is sure to evoke local jealousy and needless controversy. Further the position of aided schools in centres selected for the introduction of compulsion has to be clarified. In Madras, which is a compulsory area, there are many aided institutions and it is well-known that these institutions levy fees and the story of how the Elementary Education Act was amended to permit these institutions to levy fees is well-known. We do not know if in the new areas to be selected, aided schools would be allowed or shall we say obliged, to levy fees. Again the public have a right to know who will be responsible for the enforcement of compulsion with all its implications—provision of school places, midday meals, supply of books and slates, enforcement of attendance laws, medical inspection and treatment, etc. Will it be entrusted merely to Local Bodies and they be asked to manage somehow? We are glad to find that Local Bodies seem to be aware of the great financial responsibility involved in the scheme and are stipulating the condition that the Government should bear the extra cost involved. Even then, there is another point and a vital one too, to consider. It must be stated that the success of compulsion would depend to a considerable extent on the teachers who will be employed in these areas and the teacher so employed will have responsibilities and duties other than mere teaching. Great care has therefore to be taken in the selection of the teaching personnel. It must be remembered that the right kind of teacher cannot be attracted unless the salary scales and conditions of service are considerably improved. We hope that the Government would take into consideration all these problems before they finally embark upon the scheme, and that they would take the public into their confidence and issue a statement outlining their policy and programme in this regard.

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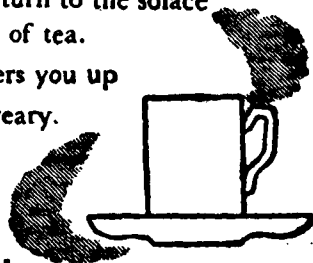
Food is difficult to get and expensive, travelling in crowded trams, buses and trains is uncomfortable and sometimes even hazardous.

Clothes are far above pre-war prices and difficult to get. Everyone has to work harder and at greater pressure than before.

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