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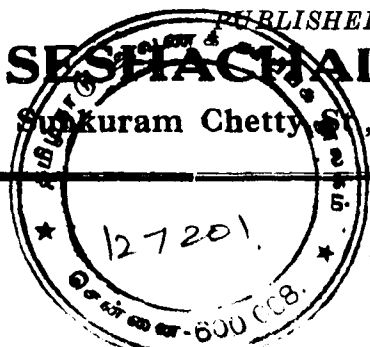
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Education in Relation to Social Condition

By Miss KAPILA KHANDVALA,

B. A., B. T., (Bombay), M. A. (U. S. A.)

THE educational system of a country generally reflects the economic, social and political conditions of the country at that particular time. Take the example of Fascist Germany or Japan immediately before the last world war. All education in schools and colleges reflected the ideology of the conditions prevailing in Germany. Almost from the very birth the German child was deliberately moulded to suit the Nazi ideology. The following observations make the point clear enough.

"Education in a general way is to be preparation for the later army service. ... It should change the young man into a soldier. ... Teachers must consciously and methodically lay the foundations so as to enable children to understand the regulations and decisions of the Fuhrer. ...

"Our boys must learn to shoot. They must handle a rifle in a matter of fact manner as they do a pen-holder.

"The whole function of the school is to create a Nazi.

"Girls must understand that we need a generation of women who do not look upon soldiering activities of their menfolk as a necessary evil but as a sacred duty. ...

"Non Aryan children are in future not to be taken on school journeys. ... It is best to place the Jewish children in pairs by themselves in schools. ... The presence of a Jew in the class rooms acts upon the other pupils and the teacher as an irritant foreign body. ...

"There were separate schools for Jewish children and separate class of all Jewish children irrespective of age or class in a common school. ... Subjects were taught from the Nazi angle." (Education in Nazi Germany by two English investigators published by Kultur Kampf Association, London, C. 2.)

Such an educational system taught militarism, glorification of war, racial superiority, and all these were reflected in day to day life of the people in Germany and Japan.

Take again India as another instance. Education does reflect the social and economic conditions of the country. Thousands of children cannot go to schools because their help is needed in the home and their earnings are needed to keep the family going. It is true that the purdah and the system of child marriages also prevent girls from going to schools but the main difficulty is their low standard of living and lack of educational facilities. All this is clearly reflected in the extremely low percentage of education and literacy in India.

In depression years even in Australia or U. S. A. or England many children left schools as soon as the minimum compulsory age was reached, so as to be able to add to the family income.

This is not what progressive educationists want to happen. It cannot be the real aim of progressive education. The true aim of education is to prepare every individual for a decent life with a comfortable standard of living. The educational system

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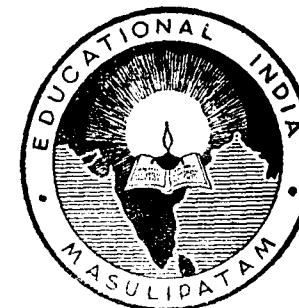
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EDUCATIONAL INDIA

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EDITOR :

Prof. M. VENKATARANGAIA, M. A.

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certain corresponding expenditure from the provincial funds. Very often the management is not able to find money from its own funds to meet any portion of the expenditure and its inability to find money deprives it any chance of getting money from the Government as well. As a result, aided secondary schools are found to be usually handicapped in equipment with regard to library, laboratory and also with regard to the salaries of teachers. Teachers in aided schools are turned from pillar to post and the deputation of managers has not been able to persuade the Government to revise the Grant-in-aid code. The revision of the code is long overdue and unless the Government meets the entire net cost or at least the 75% of the net cost, private managers will have a very serious problem to face and aided schools will be very seriously crippled.

Q. :— If the Government should pay the entire net cost or 75% of the net cost, can it not take over all the aided schools?

Ans. :— Our experience of the grant-in-aid code all these years has not been happy and the managements also have not shown grit enough to force the Government to realise the necessity for liberal help. Teachers feel the future to be gloomy and the South Indian Teachers' Union has therefore raised the question of the managing agency under the present day conditions and it is convinced that no worthwhile improvement in Education can be expected if the Government should prefer to let the existing agencies continue their indifferent work as now. Taking all things into consideration, especially, the great urgency of the provision for technical education, the Union feels that Government should as a matter of principle be directly in charge of aided schools

also at least during the period of transition.

Q. :— What will teachers do to get their Grievances redressed?

Ans. :— The differences between salaries in Government Schools and in non-Government schools is striking though there is no justification at all. The invidious distinction in the scales of salaries between Government schools and non-Government schools, the very great difference between scales of salaries of elementary school teachers and secondary grade teachers, the fallacies in the arguments advanced in the second Government Communique which sought to explain away the anomalies have all been duly brought to the notice of the Government. The objectionable insinuations contained in the second communique of the Government that the emoluments of a teacher should bear relation to the services done to the people of the country has also been commented upon in meetings and resolutions. All constitutional means are being adopted and appeals have been made to the members of the legislature to use their good influence and have the grievances redressed as early as possible.

Q. :— Has there been any tendency to relate the scales of pay to the enjoyment of holidays?

Ans. :— Sometimes even responsible men would try to explain away the low salaries by saying that teachers enjoy more holidays and are also free to have private tuitions. Unfortunately the premier also recently in the Assembly advanced such an explanation. This explanation can have no significance when the judicial department enjoys holidays and also draws high salaries. Any attempt to explain away the low salaries of teachers must prove a failure and the fact has to be

admitted that the public has all along been indifferent with the legitimate claims of teachers for reasonable scales of salaries. Explanations of the type given above will be only adding insult to injury.

Q. :— What prospect there is of a revision of the salary problem?

Ans. :— I am not sure whether the Government will ever choose to revise the scales for the better. But the scales it has proposed are much less than the scales suggested by the Madras post-war Education Committee for the scales of elementary school teachers and by the Sargeant Committee for all grades of teachers. The justice of teachers' demands is admitted. There is a growing discontent among teachers and they find it extremely difficult to balance their family budget. They are not able to get any house allowance or city allowance and several of them are not getting even dearness allowances at Government rates. In their perplexed financial condition and with the increasing indebtedness, they feel highly depressed. The usual traditional constitutional method of representation has no doubt done some good. But the scales finally proposed and the sentiments expressed by the cabinet have accentuated a feeling of tension. With the example of persons in other fields of life, making their demands in an aggressive form and succeeding in their efforts through pressing their readiness to resort to direct action in case the demands were not met by the Government, the teachers have begun to ask themselves why they should not adopt similar methods. Direct Action is on the lips of every one.

Q. :— How is the Union tackling the problem of Direct Action?

Ans. :— The Union knows the strong feeling among teachers and is

also confident that it can enjoy the support of the affiliated unions. Still it should naturally hesitate to adopt the Strike Method for a variety of reasons. The prime factor for hesitation is that teachers are hitting through their Direct Action the thousands of children under their charge. They therefore are to think about the effectiveness of certain preliminary measures to convey to the managements, the Government, and the Public their disappointment and bitterness. In the mean time they will have to consider together the steps necessary for promoting professional solidarity, for an allround membership campaign and for collection of funds needed for the struggle. At every step the things will have to be done with the knowledge of the Public. It is hoped that the occasion for Direct Action will not arise. That will depend upon how far the Government and the Public realise the justness of the demands of the teachers. It will be a sad day indeed reflecting no credit upon the Public, the management and authorities if the teachers are driven to the resort of Strike. The South Indian Teachers' Union will hesitate many times before it takes the plunge for the simple reason that such action will seriously mar the academic and healthy atmosphere of a school.

Q. :— What are the chances of a complete success of the Direct Action?

Ans. :— Immediate adoption of Direct Action is hardly expected to bring success. Teachers are strangers to the technique and they have not been trained in the school of Physical Suffering. There is no provision of Reserve Fund and it is quite likely that many should be prepared to face suffering and discomfort, if the struggle be prolonged. Yet there are a number of teachers who are hopeful that with some preparation it may be

must give facilities to the individual for preparing for such life irrespective of his nationality, race, creed or sex. It should be such as would give opportunities to him to contribute his share in bettering the community. This means that education must help people to improve the social and economic conditions around them. Work should be approached not as routine but with an attitude to improve it so that society as a whole would benefit from it. Education must help to develop this attitude.

Educational system must also provide for a better and more congenial home life. To achieve this motherhood requires special protection and attention. The woman needs to be free from the drudgery of the homes. She must have time to pursue her own profession and develop her abilities. It is not enough for her own profession and develop her abilities. It is not enough for her to be a good cook or an expert laundry woman. Labour saving devices if made available in homes, will free the woman considerably from domestic drudgery. *Electricity can be harnessed to provide modern scientific apparatus in the home on a large scale. That will give more time to the family to spend more of it together in intellectual and cultural pursuits.* Even this is not enough. Women need to work and develop their abilities and that right cannot be denied to them. Besides most women must work whether they believe in their right to work or not.

Suitable pre-school institutions should therefore be provided where children of the pre-primary age receive proper care and training leaving women to work better with an easy mind. These institutions do not substitute the parents and the home but only help them. Such institutions will help the child to be a better mem-

ber of the community. He will be brought up in an atmosphere of co-operation and group life. It is good for children to be amidst their own age-groups. Such facilities help children in social adjustments. The child too must learn that he or she is a member of a larger social order and that there are others besides him whom he or she cannot ignore. Equipment in these institutions can also help to train this outlook.

Raising the cultural level of the community must also be one of the aims of education. We need more community centres and cultural clubs for this purpose.

There ought to be more recreation centres, play grounds, libraries, literacy and adult education centres, and health centres. They should be extended so as to be within easy reach of every one in society. This activity must be treated as one of the necessities of life and not a thing of luxury or charity.

Peoples' participation in civic affairs is another indication of the type of interest and consciousness which the education has helped them to develop. In New South Wales there are, I understand, 280 municipalities, and voting exercised by people hardly ever reaches 40%. That is an indication of the people's interest in their own civic affairs. I feel that right type of education can remedy this. People must be interested in their own civic affairs.

Most of the post-war educational schemes tend towards an extension of the present school leaving age. People want to welcome this step but it is not possible to do so, unless their economic standard is sufficiently raised to free their children to attend school for a longer period. With this extension in school training age, the question of the right type of employment where they

can use the knowledge they have acquired, to the benefit of humanity, naturally arises. Today man's knowledge and creative ability is either misapplied or wasted. It is rarely put to proper use for human welfare. A man trained to do scientific work has to be satisfied with a clerk's job to earn his living. His marvelous inventions are used for destructive purposes and not for his or society's benefit for which they are meant. It is therefore very vital to know what possibilities the new deal in education holds for the people. It is not merely enough to reform the educational

system. It will be necessary to make the reforms comprehensive and fully effective. We must work for a new education that will give every one a chance to contribute to the progress and welfare of humanity. This means closer contact of education with life, more intimate relation of education with every day working of society. Education must inculcate such knowledge as will enable men to improve the society in which they live. Improvement in educational system must therefore progress side by side with changes that take place in the social conditions of the people.

TEACHERS' SALARIES

Mr. M. S. SABESAN M.A.,

An Interview with the President, South Indian Teachers' Union

(Our Special Correspondent)

Question :—What objections have teachers for the revised scales of pay of the Government?

Answer :—There is a distinction in the scale of salaries which vary according to the management controlling the Schools. The salaries of the Government School Teachers for each grade is decidedly better than those in non-Government Schools. Teachers have been pressing for a uniform scale of salaries for every grade irrespective of the management. Secondly, the salaries for the teachers in elementary schools in general and in aided elementary schools in particular are very low and do not form even a living wage. Thirdly, the adoption of the scales of salaries in aided secondary schools is not obligatory but is left to the option of the management. With the grant proposed by the Govt. now, very few managements will take any initiative in regard to salary revision and the

revised, scale, which by no means a generous one, will be a paper scale and most teachers may not get the benefit.

Q. :—What is the difficulty felt by the Govt. in adopting uniform scales of Salaries?

Ans. :—Most of the secondary schools are either under local bodies or under private management. Somehow or other the govt. has been enunciating the theory of non-interference with the management. That this theory is no good from educational point of view should be obvious from the preparedness of the Government now to pay the entire salaries of teachers in aided elementary schools from its funds. The non-interference theory of the Government is perhaps a device to reduce expenditure from the provincial funds. The whole problem therefore reduces itself to the question of finance. Any suggestion of expenditure in aided secondary schools will always involve a

possible to carry on the struggle successfully.

Q. :— How to fix scales of Salaries for different grades of teachers for different Areas ?

Ans. :— No doubt scales of salaries suited to the localities and bearing a relation to the cost of living and other factors will have to be proposed. It may be that the Teachers among themselves might not agree. A convenient way of dealing with this pro-

blem is to entrust the salary Problem to a small Committee like the Burnam Committee in England. This Committee with its local knowledge of the conditions of living and qualifications of teachers be in a position to frame scales which will attract competent men to the service and keep them in a contented manner in service. It should be made obligatory on every school to pay such scales. It may be open to the Committee to suggest allowances for house rent and for other special factors.

The Need for Conserving Aboriginal Culture in Aboriginal Education

By Memtazim-i-Khas Bahadur A. G. SHARMA

AN obvious aim of education is the passing on of the Social heritage of the human race. That heritage, we are too often accustomed to accept lightly, as a matter of course, without reflecting on its richness and complexity, yet the same contempt bred of familiarity is to be noticed in things, which must clearly be passed on by education and by education only, and which would disappear from the ken of man, but for its influence, such as, the marriage customs, the methods of farming, the organisation of the humblest community, and the gift of a mother-tongue. In passing on this heritage, the education, meant for the Aborigines of our country, must necessarily be "conservative" in a certain sense, since it has to conserve and to hand on the wealth of the past of the Aborigines. It should not be progressive, as meaning the inculcation of contempt for the great achievements of the Tribe concerned, in the past. The education should pass on, to the aboriginal pupils,— facts, skills, and

ways of behaving. The education to the Aborigines (as also to all others), should inculcate a spirit of respect and obedience, by custom, by ritual, and, even to some extent, by superstition. Nothing should be done, in the education of the Aborigines, to relax the bonds of society, though the pressing business in education should be to widen the range of intercourse of the Aborigines with others, and an education in Adaptability.

2. What is here emphasised is the power and importance of the social inheritance of the Aborigines, which comes through contact with preceding generations and with their visible works, their institutions, and organizations.

Since Migration is inevitable, in future, from the Hills or forests to the plains, from the Country to the Town and from one— District to another, the question arises as to the way in which the schools in Aboriginal areas should prepare their pupils. Such schools should, in my opinion,

prepare for adaptability. The Rural school in the agricultural areas, which give a training, only fit for rural life in those areas, would be doing an injustice to some of the pupils, in as much as the aboriginal boy deserves training, which will enable him, if he wishes it, and economic circumstances make it desirable, to go outside his own rural area. The Education, given, should not however disrupt tribal life, by causing a conflict between progressive and conservative elements in the tribe concerned.

3. The higher civilization-writing should be harnessed to the revival of tribal literature. The Education, given to the tribes should be firmly anchored in Tribal tradition, to draw inspiration from the deep wells of the Tribal culture. Many Tribes are rich in myths and historical epics that have been preserved, through centuries, by their hereditary bards. If they are collected, the potentialities of this oral literature (which is familiar and fascinating to all members of the tribe concerned) can be realised. The tribal songs are the most enchanting folk-songs in their respective areas, which are sung, by bands of men and women, with dancing and drumming with grace, (dressed in all their finery and the most-fantastic of head-dresses), with their friends, moving from village to village after the first harvest. They reveal sound artistic feeling, and are enjoyed by all the tribe-men and tribe-women. This whole world of beauty and art should not be allowed to die, in any scheme of education for the Aborigines.

The Tribal ritual becomes to them, again, a living reality. The Tribe, concerned, listen to their Prardhans, singing their ancient myths which explain and authorise every feast and ceremony.

The education to the Tribes should not make them believe that fulfilment of their religious duties is some-how wrong, and lowers their social status.

4. The so-called "Primitive" tribes, in our Country, who have persisted longer, than the rest of humanity, in ancient modes of life, are, by no means, inferior in intellectual power. The progress, made by some in each of the different tribes, is truly amazing. In opening a school in any Tribal area, and to plant the school firmly in the soil of Tribal culture, the school-opening-rite should be modelled on the ritual, that accompanies such ceremonies as the erecting of a flag, in commemoration of an important event in the tribe concerned, with the tradition at sacrifices, to invoke the blessing of the Gods on the new enterprise.

5. You cannot help a people, whom you do not understand and whose culture you do not respect. Any one, intending to start educational work among the aborigines, should first, spend many months in studying their culture and ideals. The aboriginal, though not insensible to the material advantages of learning must be inspired by the emphasis on his own culture, pride in which is deeply, if unconsciously, ingrained in his soul. Tell him that his myths and epics will be written down so that that he and his children will have sacred books, just as the Hindus, the Musalmans, and the Christians have their scriptures, and he will be more thrilled, than if you explain that the knowledge of reading will prevent the money-lender from cheating him. There is a great appreciation of the beautiful in the Indian aboriginal, and his deep reverence for his ancestors, divine and human, expresses itself in a vivid interest for the myths and epics recounting their feats. Give this sentiment

and the love of his native tongue, a place in education, and you have won the first round, in the battle of literacy amongst the Tribe concerned.

6. There may be some, who wonder why aboriginal culture should be regarded as so valuable and why an admittedly ancient way of life should be perpetuated, in a world of progress and change. To the social worker, striving for a regeneration of Indian society, the merits of the Indian Aboriginal cultures are obvious. In the social life of the Aborigines, much is retained in the shape of human values, which, the most progressive minds in India and in the world, consider to be the proudest achievements of man. The Aborigines are fundamentally convinced of the equality of man; in their own societies, there are no classes or castes. The poorest peasant converses with a "Gond Raja, or a Purha Raja." The Aboriginal village is an utterly democratic community. Untouchability is foreign to the Aboriginal tradition. There is not a single allusion to it in all the Aboriginal epics. The position of their women is excellent. To all practical purposes, their women are the equals of men. They are unrestricted in their movements, and free to marry the man of their choice. The Aborigines have a general tradition of adult marriage. Freedom of the individual is indeed the key-note of the Indian Aborigines' social order, and in regard for personal liberty, they have nothing to leave from the most advanced nations. It is these principles, the ancient, though often blurred and betrayed heritage of man, which should be upheld and protected.

7. Here in India, we have among the Aborigines, a society free of class distinction, of sex equality, free of social evils—such as untouchability, and the ban on widow-remarriage,

of ancient social and political customs, manners and practices and the rich language which each tribe speaks.

In the social sphere, Progressive and Aboriginal India share fundamental ideals. It is the responsibility of progressive India of which we, in this Conference, form not an insignificant part—to save the Aborigines from infection, by evils that persist still in rural India, and which, in the centres of natural life, are now being slowly and painfully eradicated. In short, education should not make an Aboriginal boy, a stranger in his home. The boys, once they can read and write, should not think themselves superior to Tribal recreations. They should not adopt the harmful amusements of the Towns. The schools for the aborigines, should not introduce social customs that are universally admitted to be bad. It is also necessary that, in the Education of our Aborigines, we should avoid the disasters, that have overtaken the aborigines of Australia, Africa, and America.

8. Teachers, from the ordinary training colleges, tend to be urban-minded and to have a hearty contempt for the aboriginal. These teachers consider their culture as infinitely superior to that of the Aborigines, among whom they may have to live and work. The sending of a large number of trained, but unreformed, teachers to schools in Tribal areas has had a disastrous effect.

The wealth of the aborigines (Adivasis) is their rich languages. These languages are sweet, poetical and have definiteness and originality in them, which is evident by the existence and use even this day. They require to be raised to the standard of literature. The study of these primitive people's (Adivasis) social and political customs, their religious

beliefs and practices would disclose what they have contributed as a substantial quota towards the stock of human knowledge and Indian culture. The famous Sanskrit grammarian — PANINI — has based his grammar on some of these Aboriginal languages. It will be for the future glory of India if, in any educational policy, the preservation, continuation and consummation of the Aboriginal culture is aimed at and followed.

9. I close this theme with some suggestions for practical steps being given effect to, in connection with Aboriginal Education, in the various provinces and States in our Country.

The Schools for the Aborigines should be better than the ordinary schools. The teachers should be eligible for election, and if they do not do their work properly or bully the boys, they will not get elected. Then only,

they should be given their annual increments or promotions, by the authorities concerned. The tribal language should be used as the medium of instruction for the earliest classes, in the first place, and there after, for poetry and songs. The pupils should sing their own songs, dance their own dances, and play their own tribal games, in preference to importations from the village schools in the plains. The Aboriginal education must be the direct responsibility of the Provincial or the State Government concerned, and must not be left to Local Bodies. It is not beyond the power of India's primitive Tribes, if properly treated by the Government concerned, to stand on their own feet, control their own affairs and contribute their own quota of original and individual genius to the National life of India.

(Paper read at the A. I. E. C. in Dec. 1946)

Questionnaire on Basic Education

By Nellore Dt. Teachers' Guild

A. Syllabus

1. The curriculum prescribed for standards I to V is too heavy for an average child who does not read beyond standard V.

2. The syllabus can be curtailed in the following manner :—

STANDARDS I TO III :— Three R's, General Knowledge (Particulars regarding surroundings, local geography, rudiments of science) plus a Craft (light), Songs, Play method to be used — Stories-method will prove helpful.

STANDARD IV :— Besides three R's plus craft particulars regarding the District in Geography, History, in the form of stories, civics and hygiene.

STANDARD V :— Same subjects as in Standard IV. Geography of the Presidency and its place in India, Continuation of History, General Science (rudiments).

3. Though English has been eliminated from the curriculum of the Junior Basic School, as a craft is being introduced instead, the course need not be curtailed to four years.

4. The answer to question (2) should please be read in this connection. The required modifications are suggested there.

5. Instruction should be centred around only one craft that suits the locality.

6. We are in favour of one type of curriculum for all children of the

primary grade. The crafts might vary.

Senior Basic Education should then begin with the VI Class and should correspond with the I, II and III Forms of the Urban High Schools.

7. Infant classes are not exactly necessary. They might exist where funds permit. Children should be admitted into the Junior Basic School from the fifth year onward.

B. Management

1. Local Body management of elementary education is absolutely unsatisfactory.

2. The District Board President should have no power over the schools. There should be a Government officer from the Education Department in charge of elementary education.

3. State-control direct through its department is the only agency that can efficiently discharge its duty re elementary or basic education.

4. Vide answer to (3.)

Pending state-management, special officers of education to be deputed by the Government to be in charge of elementary education in the Municipality or District Board being directly responsible to the Department. The position is analogous to that of the Commissioner with regard to the Municipal Council.

5. The answer is in the negative.

6. Under no circumstance should there be private or aided management of elementary schools.

7. The teacher-manager system should be abolished and should never be thought of.

8. Question does not arise as private management has no place at all in elementary education.

9. Pending state-management there should be constituted a committee of

members consisting of one teacher, one parent, one citizen and the manager.

The manager should follow the majority decision in all matters.

C. Methods of Instruction.

1. The present methods are defective in as much as they are too theoretical and do not admit of easy application especially in rural centres.

2. The defects are due to low general educational qualification and also due to faults inherent in the system of training. (i) In the first place the teachers do not possess sufficient knowledge of the subjects they are to teach. (ii) They are not able to prepare for themselves the required teaching appliances or apparatuses in their schools. Also the methods in which teachers are trained at present in the training schools are not very much favoured by parents especially in villages. The teaching methods should be such as to require the minimum of apparatus and simple ones at that. There must not also be much difference between the old methods prevalent in the villages and the new methods. They must also suit the practices in vogue already.

The following suggestions might help in improving instruction in the schools:—

(1) Suitable building with provision for garden and play-ground.

(2) There must be at least one teacher for each section. One teacher should not be asked to handle more than one class at a time.

(3) For the teaching of History and Geography every school must be provided with a number of outline maps, printed maps, Globe, Historical maps, etc.

For teaching mathematics every school must be supplied with simple materials like the Ball-frame, token

coins, bags of seeds, a set of measures in use in the locality, Balance and weights, Yard-scale, Footscale, Instruments, Squared Black-Boards.

For teaching languages and composition there should be suitable pictures of animals, trees, temples, factories, mines, buildings like the Taj Mahal, Story illustrations, Magic Lantern with Slides.

Language teaching should begin from the letter to the sentence and not in the reverse way.

Every school must be provided with an up-to-date reference library for the teacher, lack of which alone is responsible for the most part for defective teaching in the school.

3. If education is made completely craft-centred, it might be possible to teach only one craft in each school; in which case only particulars relating to that craft would be taught and there would be no scope for teaching other subjects in good detail. So what is suggested is that crafts should be given prominence and subjects be taught as has been suggested in A (2). Experiments in paper-making were made in the St. Peter's High School, Nellore, during 1944-45. The teacher Sri T. V. Ramana Reddy had been sent to Tiruchengode to get trained in paper-making for three months. Hand-made paper of sufficient glaze was prepared and all question papers were printed on this paper made by the boys themselves. It was abandoned subsequently as there were materials lacking. Book-binding was and is being taught and note-books bound by the pupils were and are sold to them at lower rate than that in the local market.

Sri Oruganti Venkata Subbiah, Ex-M. L. A. suggested from his experience of weaving taught in social uplift centres like the Yenadi Hostel in Nellore that Yarn-making instru-

ments should be within reach of the pupil and should suit his physical capacity and that the utility value of the craft (whatever it be) in home-life should be considered.

D. Improving the Status and Service conditions of Teachers.

1. No difference in the scales of pay should be shown to teachers of the same grade working under different managements.

2. The difference between scales of pay in schools under local bodies and scales of grants-in-Aided schools is absolutely unjustifiable and pitiable.

3. The children of all teachers of whatever cadre and in whatever school should be educated fully free.

4. Teachers in aided schools should be eligible for leave on the same scale as teachers in schools under local bodies.

5. The minimum contribution by the teacher should be one anna in the rupee, the Government contributing an equal amount. The Provident Fund contribution should begin immediately when the teacher becomes permanent. The Government must pay its contribution to the teacher irrespective of the considerations re: his service—be it for ten years or even less. A lot of Governmental delay is generally observed in payment of Provident Fund to retired teachers. This should go. The management must pay their share in any event.

6. The teachers must be given permanent service after a period of one year's satisfactory probation, the satisfactory or unsatisfactory nature of which is to be approved by the Department. He might be removed for immoral conduct proved in a court of law or for inefficiency and incompetency proved to the satisfaction of the Department. A contract to the above effect must first be executed. Right

of appeal should exist to the Department in all cases of disagreement between the management and the teacher.

7. Elementary school teachers should have representation on local bodies. One member for each Taluk Teachers' Union of the District to be elected by the members of the Union.

They must be free to stand for any election and serve any public body they desire.

8. Elementary school teachers should be represented on the E. S. L. C. Examination Board being the vital members concerned with the matter.

9. Co-operative societies can be formed for the benefit of teachers and pupils in elementary schools.

10. In addition to Provident Fund contribution, the Government should pay to the teacher Gratuity calculated as follows:—

Last pay drawn by the teacher multiplied by the number of years of service.

If a person is disabled or dies accidentally, his family should get in addition to the Provident Fund the same gratuity, the years of expectation of service being taken into account.

11. The teachers of aided schools should be represented on the managements if they are to exist at all.

12. The teachers' status can be improved—

- (1) by increasing the scales of pay:
Higher Grade Rs. 40—3—70
Secondary Grade Rs. 50—3—80

- (2) Housing allowance, children allowance, free education of children of teachers in all grades from the elementary to the College stage (inclusive)

- (3) Same leave rules as obtaining in the Government and these should be revised as existing before 1933.

E. Buildings

1. No.
2. The buildings are defective in the following ways:

- (1) Ill-ventilated
- (2) Congested
- (3) No garden and no play-ground.
- (4) Faulty roofing
- (5) No accommodation for teaching craft.

- (6) Nil vacant place.

3. The minimum area of land required for a rural school is one acre and half an acre wherever possible in the urban schools to vary according to the size.

4. Free mid-day meal, milk supply, free supply of books and slates to deserving children (poor) should be provided for in all the schools.

5. H form to be adopted.

F. Supervision

1. The supervision by the inspecting agency at present is not at all satisfactory.

More time should be allotted for inspecting teaching work. There should be more inspecting officers and less number of schools under each officer.

The present system of visits by the inspecting officers whenever they like should go. Instead there should be half-yearly inspection.

2. The supervision by local officers of other departments is neither feasible nor desirable. Visits by them may be welcomed.

3. The same answer as for F (2) above.

4. As in F (1) above.

5. The suggestion is not desirable.

G. Eradication of Illiteracy among children

1. The shortening of the course to four years as suggested in A (3) is sure to lead to relapse into illiteracy.

2. The answer is in the negative.

3. Same as for (2) The full five years course is to be undergone.

4. The Guild is not in favour of all S. S. L. C's giving one year of service towards eradication of illiteracy before joining the College whether voluntarily or compulserily. An average S. S. L. C. pupil cannot be considered to be fit for the work. A break of one year at this stage is undesirable.

5. Such as those of the boys who pass the degree examination and who are selected for some public service alone should give one year of their service towards the eradication of illiteracy—they being given free boarding and lodging and pocket expenses during this time.

6. Vide answer (5) above. Such national service from every applicant for Government service in any department is desirable

7. The Guild is not in favour of including a short course in the elements of teaching in the syllabuses for S. S. L. C and the Degree examinations.

8. (1) Radio-programme specially designed to improve the knowledge of day to day affairs in the world;

- (2) Educational Pictures and Films;

- (3) Folk Songs and Plays;

- (4) Summer Schools;

- (5) Part-time Schools;

These are some means towards the eradication of illiteracy.

Compulsion.

1. Compulsion should not be entrusted to the teacher as is done at present. There should be a separate staff under the education department to enforce compulsion. Speedy action should be taken on cases detected. At present this is not done promptly.

2. It is desirable to vest the power of enforcing compulsion in the hands

of the officers of the education department.

3. Compulsion should be simultaneous throughout all areas.

4. The distribution re: the mid-day meal scheme is not properly done. This should be entrusted to the compulsion staff and should be certified by the headmaster of the school.

H. Training Schools:

1. Higher Grade training should be abolished. The present higher grade trained teachers should make use of existing facilities to get the higher qualification necessary.

2. The present lack of response for secondary training in spite of increase of stipends from Rs. 12/- to Rs. 18/- is due to the fact that treatment of teachers so trained has been and is miserable. The salary paid to them is inadequate. Under an aided management they get only Rs. 18/- per month and that only when the Government grant is got once in three months. Lack of status is another reason. Disparity of service conditions and privileges under the different types of management is another cause.

3. (1) Salaries must be made more attractive:—

Higher Grade trained

Rs. 40—3—70

Secondary Grade trained

Rs. 50—3—80

Then there will be no dearth of trainees.

- (2) Improvement in status by allowing the elementary school teacher to take part in elections and serving the public bodies.

- (4) Uniform service conditions and privileges to exist in all managements when they are allowed to be in charge.

- (4) When selection is made of candidates only such of these

that get 40% in the mother-tongue and in arithmetic should be chosen.

4. Trained graduates should be employed for teaching in training schools. At present Secondary Grade Trained Teachers also are employed. This should go.

5. Duration of training should be two years. In the first year some periods should be devoted for subject-matter and some for teaching methods, i. e., in both the years, teaching methods should be taught side by side with the subject-matter. It is not done so at present. At the end of the second year there should be a practical examination as is being done in the Andhra University; B. Ed. Degree Examination at present.

6. A complete overhauling is necessary in the present training schools in view of the introduction of Basic education.

(a) Special training in the crafts of the locality served by the institution must be given to the existing manual training instructors.

(b) Technical assistants of the crafts with Secondary grade trained qualification should be employed.

(c) Present syllabuses must be done away with and a craft prominent syllabus with the appropriate methods should be framed after deliberation by an expert committee. Representatives of Elementary School teachers and the Deputy Inspectors of Schools must find a place in the committee as they are the field workers.

OVESEAS SCHOLARSHIPS

After the completion of the preliminary work of the Committee appointed by the Government of India to examine the existing system of Overseas Scholarships and decide the future policy with regard to the sending of Indian students abroad, Dr. B. C. Roy, Chairman of the Committee, it is learnt, will undertake a tour of the United States of America, Canada and the United Kingdom. He will make high level contacts in those countries to find out the scope of academic and practical training facilities available.

1. Reorganisation of the Inspectorate:

1. Please read answer to F (1).
2. It is not a necessity that girls' schools should be inspected by men or vice versa whatever might be the community involved.
3. The average number of schools that may be inspected by a subordinate inspecting officer is 50.
4. The question does not arise. I (2) is clear on the point.
5. For every five years, there should be a change-over from the inspectorate to the teaching side in the case of the subordinate inspecting officers.
6. Any District Educational Officer or Subordinate inspecting officer should be posted as such only after 5 years of actual teaching experience.
7. The answer is in the affirmative.
8. Suggested in I (5) above.
9. From time to time refresher courses should be held for the inspectorate on special methods of teaching.

J. Finance:

1. Present resources of local bodies in respect of elementary education is meagre.
2. Proportionate taxation; Education Cess to be increased according to increased holding as in the case of Income-tax.

The turnover from the small savings scheme to be diverted for elementary education.

The Andhra Teachers' Federation Conference

(By our Observer)

A SPECIAL Conference of the Andhra Teachers' Federation was held on the 8th of March in the Municipal High School, Bezvada. It was attended by a large number of teachers representing the various districts from Vizagapatam to Nellore. It was presided over by Prof. M. Venkatarangaiya, the President of the Federation. It met specially for the purpose of considering the line of action to be taken for the purpose of getting a more favourable consideration for the demands of teachers in respect of scales of pay and general conditions of service than what was announced in the Government Order issued on the subject in February last.

In his opening speech the President pointed out how the scales of pay announced by the Government were very low, how they did not guarantee even a minimum living wage to certain grades of teachers and how Government employees in other departments were treated with more favourable consideration even though they did not possess higher educational qualifications or discharged more onerous duties. Above all he invited the special attention of the Conference to the invidious distinction that the Government was maintaining between teachers in Government schools, those in Local Board schools and those in Private schools.

The main part however of his speech was devoted to a consideration of the extent to which a resort to direct action and strike would be of use in this connection. He made it clear that there was nothing illegitimate in the use of the strike by teachers and that they would be perfectly justified in resorting to it, the

only point to be considered being the determination of the circumstances and the time when it should be done. He exhorted the teachers assembled to try all other means still open to them to bring pressure upon Government, to establish contacts with legislators, parents and the general public and carry on systematic propaganda so that the Teachers organisation might become stronger than what they are today.

After the President's speech a number of resolutions were passed by the conference urging upon the Government to revise the scales of pay in a liberal direction, to treat all teachers alike irrespective of the agencies under which they happen to work, make the salaries of teachers the first charge on the school-fee income, prevent the fee income from being diverted to capital expenditure and dispense with S. S. L. C. qualifications in the case of Pandits. On the question of direct action the conference resolved to appoint a Council of Action and called on the council to undertake a tour in the Andhra districts in the early part of April with a view to mobilise public opinion, prepare the ground for direct action and take all the preliminary steps for making it a success. The Conference also expressed its full sympathy with the teachers of the Hindu College High School, Guntur then on strike and requested the authorities to promptly intervene in the matter and get the grievances of teachers redressed. It also called on the management of the Hindu College School, Masulipatam to take all the steps necessary to do justice to the teachers of the school so that the impending strike might be averted.

NOTICE

All communications concerning Editorial to be addressed hereafter to:—

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Address all Subscriptions and business communications as usual to:—

The Manager,

'EDUCATIONAL INDIA,' OFFICE,
MASULIPLTAM.



Educational India

Masulipatam, April, 1947

The Asian Relations Conference

THE Asian Relations Conference which met at New Delhi on the 23rd of March is an event of unique importance in the cultural and educational history of the modern world. The two hundred and fifty delegates that assembled at the con-

Continued from preceding page

It was a successful conference that was held at Bezwada. There were some differences of opinion regarding the salaries of Pandits and the nature of scales that the Government should be called on to adopt in respect of all grades of teachers. These and other questions will however be finally considered at the General Conference of the Federation at the end of April.

ference represented twenty countries having half the total population of the world and extending from the Red Sea to the Pacific. It was the first occasion for the representatives of the peoples of Asia to gather together at one place.

THE ultimate purpose of all education is to make man really human and enable him to live on terms of peace and friendship with all other men. The art of living together is the greatest and most difficult of arts and it can be cultivated only when there is mutual understanding among all. It is to create this understanding that the conference was called and if it succeeds it will give a new orientation to all educational work in these countries.

THE conference is based on the idea that culture is the true basis of unity. While politics and economics divide men, culture unifies them. For a truly cultured man appreciates and admires the uniqueness and beauty contained in all cultures and looks at all of them not from the narrow standpoint of economic or political nationalism but from the broader and the more humanitarian standpoint.

IN spite of superficial differences in the cultures of different countries of Asia there is an underlying unity. It consists in their common spiritual foundations. And it is this that makes it necessary and desirable that in

his age of materialism it is only through the spread of the cultural message of Asia that mankind can be saved from the destruction with which all higher values are threatened at present.

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It is one of the aims of the conference to set up permanent institutions for promoting the cultural unity of Asiatic countries and for the spread of Asian cultural ideas throughout the whole world. There is a proposal to establish a central organisation which would handle the exchange of professors, students and relevant information among all Asian countries.

EVEN before the conference met a step was taken in this direction by the government of India when it selected twelve students to proceed to China and study in Chinese Universities.

IT is noteworthy in this connection that this idea of an Inter-Asian conference has already led to the organisation by the Asians in the United States of the "Asia Institute in America" whose programme includes research on theological, historical and cultural subjects of Eastern and Asiatic countries in co-operation with Scholars and societies in the United States and the publication of a quarterly magazine on the results of this research.

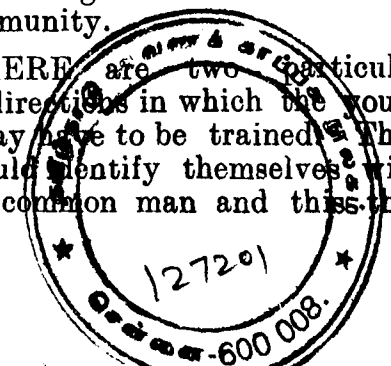
THE conference thus inaugurates a new era in the history of human education.

Education For Service

A NUMBER of significant statements were made recently by some of the outstanding personalities in our country on education being recognised as training the youth of the country for service. One such statement came from Pandit Nehru and it is found in the message he sent to the Doon High school on the occasion of the Founder's Day. In the course of his message he observed. "A nation is not made by the laws that the legislatures might pass but by the men and women who live in it and work for it. The burden and privilege of serving our country will fall on those who are in schools and Colleges today." They are essentially to be trained for this purpose.

HE proceeded to state that because the boys in the Doon school are having greater opportunities in their education and training than the average boy in India they will be expected to justify this by providing better service." Service of course does not consist in taking to government jobs, getting high salaries and exercising authority over others—which is what public service means to-day. We must revert to the ancient Indian ideal of learning for the service of the community.

THERE are two particular directions in which the youth today have to be trained. They should identify themselves with the common man and thus they



can do only when they learn the value and dignity of physical labour and give up the older idea that it is a lowly term of activity. The second direction is training which will enable the youth to overcome those artificial barriers between group and group that many politicians are interested in setting up at present and to feel that we are all human beings and Indians and that each one has the honour of India in his keeping.

THIS was also prominently in the mind of Sir S. Radhakrishnan when addressing the students of the Lady Irwin College, Delhi. He deplored the social incohesion which he said was standing in the way of India achieving a leading position in the world. According to him civil strife which left bitterness in its wake was the greatest tragedy that a nation could experience and he blamed the present system of education for creating mistrust and hatred. Every educational institution should endeavour to cultivate among its students a conception of one nation and India as an organic unit. This is then only that it will be doing a great service to the country.

IT was more or less on these lines that Mrs. Vijayalakshmi Pandit spoke in her address at the convocation of the Lucknow University. She said that the tradition of India had been one of service and that their slogan had always been the individual for the family, the family for the

community, the community for state and the state for the world. She made a special appeal to the girls who were taking their degrees and called upon them to do their duty to the community and not be content with "Safe marriage."

"EDUCATION for service" ought to become the inspiring motive of all schools and colleges in the country. It should be accepted not merely as sound in theory but as the only guiding principle in the actual conduct of teachers and students everywhere.

The Problem of Teachers

THERE is unrest in the world of teachers in almost every country on the globe. It is not peculiar to our country. Reports are coming that in the United States and in some of the countries of Europe teachers are going on strike with a view to better their lot.

IN the United States especially there is at present an acute shortage of qualified teachers and it is feared that the prospects of getting enough good teachers in the next decade are poor. Even many young persons who are now undergoing teachers' training are reluctant to take to teaching as a career. Salary is an important issue in the matter. In addition to this there are a dozen additional reasons, it is said, why young persons turn away from teaching. They re-

late to many conditions affecting the day to day work of teachers—the unwieldy sizes of classes, overwork which gives little time for planning, additional extra curricular activities which provide no leisure or rest for them, absence of helpful and constructive supervision, ill-equipped apparatus for teaching, restrictions in the matter of their participating in ordinary civic activities and so on. The result is that authorities are afraid that in the years to come really competent men may not become teachers and that owing to their paucity classes may have to become much bigger in size and instruction less efficient.

IT is not necessary at this stage to draw attention to the still more unsatisfactory conditions prevailing in our country, conditions which have led to four hundred professors in Behar going on strike and strike-ballot being taken by the thousands of Elementary School Teachers in the province of Madras. What is most discouraging is the complacent attitude adopted by the ministry in Madras. And in this respect the new ministry is not better than the old. The new minister of Education repeated the answer "I cannot give any assurance" to all questions put to him regarding the steps to be taken to remove the dissatisfaction prevailing among the teachers.

HOW irksome the general working conditions of teachers are is best evidenced by the punish-

ment awarded recently by the commissioner of one of the South Indian Municipalities to teachers in municipal service who refused to do the work of writing down Ration Cards for the people of the town. If conditions are like this in a quasi-governmental institution they are bound to be much worse in other institutions.

RECENTLY a committee appointed by the Syndicate of the Andhra University reported on the conditions of service of the teaching staffs of affiliated colleges. It came to the conclusion that considering the need of the teaching profession and the demand of the teachers to live a life of reasonable competence and to be relatively free to devote themselves to the development of cultural effort the salaries in vogue are demonstrably inadequate and cannot be justified either on the ground of justice or on the footing of expediency.

IN every quarter therefore the opinion is strongly held that the condition of the teachers is unsatisfactory. Even the new minister of education says so. But one finds oneself at a loss when the minister says that nothing can be done to improve the conditions as not only teachers but others also are not satisfied with the revised scales.

Why not abolish all Examinations?

ARE examinations really necessary? Do they deserve to be given all the import-

ance that is attached to them to-day in our country?

THESE questions are now being asked in greater seriousness owing to the scandals connected with the leakage of question-papers in the Secondary School Leaving Certificate Examination conducted by the Government of Madras—an examination taken this year by more than forty thousand pupils—and the leakage of at least one question-paper relating to the Intermediate Examination of the Madras University. It was not a few questions or a single paper or two that leaked out. All question papers were openly sold in the market and in some cases they were sold along with answers prepared for them.

THE scandal reached such high proportions that the Director of Public Instruction cancelled the examination—two days after the candidates sat for it and answered several papers—and notified that a fresh examination would be held sometime in April a month later.

HOW much of misery and suffering this postponement is bound to bring to the thousands of candidates need not be described. It is under great strain—physical and mental—that boys and girls prepare for these public examinations. The large majority of them become physical wrecks by the time they come out of this ordeal. Their agony knows no limits. To postpone the examination by a month is

to prolong the period of this agony.

THERE are scandals regarding the leakage of question-papers. There are also scandals regarding the nefarious methods adopted to secure from the examiners a high percentage of marks and get some how a “pass” at the examination. It is only occasionally that these scandals come openly to the notice of the public—as it did in a neighbouring university a year or two ago. But it is a matter of common knowledge that influential men approach examiners to get marks for their proteges and that a certain amount of corruption prevails in the matter.

ALL this is in addition to the favouritism and prejudice that individual examiners always display in respect of particular examinees and the unreliable nature of marking in written examinations in general. These become more unreliable when the number of candidates sitting for an examination runs to tens of thousands and when there can consequently be no uniformity in the marking of answer-papers by the hundreds of examiners.

IT is therefore high time that educationists as well as those who are in authority, seriously consider the question as to whether there should be any examinations at all at the end of the school course to start with. For it is here that numbers are involved and that there is the greatest inducement to find out

in advance the questions and to corrupt examiners.

A DAY-to-day record of the work done by the pupil is a better guide to his attainments than a two or three day examination at the end of a three years' course.

WE therefore invite the opinion of the public on this question, “Why not abolish examinations?”

The Future of English

NOW that National Governments are functioning in all the provinces and a National Government is about to come to power at the centre the question is asked what place should English occupy in the future educational system of the country. No one disputes the proposition that education at all stages should be through the medium of the mother tongue. Consequently English will cease to be the medium in future. If at all it is studied it will have to be studied for the utility which it possesses as one of the most widely used international languages. In the case of India this has to be studied along side of Hindustani which National Governments in the country want to make the Lingua Franca. It is in view of these circumstances that we welcome the discussions that took place recently at the third All-India English Teachers' Conference held at Allahabad. Inaugurating the conference, Dr. Amar-

nath Jha stated that in future English should be studied only for the love of it and that the centre of emphasis should be shifted from the study of English language to the study of English literature. Dr. Mahmood Hasan who presided over the conference pointed out that for international communications a study of English was absolutely necessary. This was also the opinion expressed a few days earlier by Maulana Abul Kalam Azad, Member for Education in the Interim Government and a similar view was given expression to by Pandit Nehru in his message to the Doon High School. It is now the duty of the educationists to investigate the problem in all its detail and to determine the stage in education when pupils should be taught English and the standard they should attain.

WANTED Special Correspondents in every Provincial and State Headquarters to report News on the Progress of Education.

Professors and Teachers connected with Provincial Educational Associations will be more helpful in this respect.

M. N. RAO, M. A.,
Asst. Editor.

THROUGH different PROVINCES

DELHI

OVER-SEAS SCHOLARSHIPS

The Government of India have appointed a Committee to examine the purpose and scope of the Over-Seas Scholarships scheme in the light of the experience gained since the scheme was initiated in 1945 and to recommend what steps should be taken to improve the scheme in its various aspects.

The Committee will consist of Dr. B. C. Roy, Chairman, Dr. H. J. Bhabha, Dr. B. B. Dey, Dr. Nazir Ahmad and Professor N. K. Sidhanta.

RHODES SCHOLARSHIPS FOR INDIA

The Rhodes Trustees have confirmed the election of Mr. Asim Kumar Datta of Bengal and Mr. Lovraj Kumar of the United Provinces to the first two Rhodes Scholarships allotted to India.

Mr. Datta and Mr. Kumar were selected by a Committee in India presided over by Sir Maurice Gwyer, Vice-Chancellor of the University of Delhi.

Two Rhodes Scholarships are again being offered for competition in India during 1947, and the conditions under which the Scholarships are to be awarded will be announced shortly.

PERSONS KNOWING FOREIGN LANGUAGES: REGISTER TO BE DRAWN UP

From time to time the need may arise for translators or interpreters in languages which are not widely studied in India such as Russian, Chinese, Japanese or Siamese. Persons knowing these languages are invited to furnish to the Secretary to the Government of India, External Affairs Department, New Delhi their names and addresses, the languages they know together with a clear indication of the standard they

have attained and the examinations, if any, they have passed.

The object of calling for this information is to draw up a register of persons with real proficiency in these languages and has no reference to any possibility of their being offered employment.

INDIAN STUDENTS FOR CHINA

With a view to further strengthening cultural relations between India and China, the Government of India have offered to Indian Students twelve studentships tenable in Chinese Universities for studies in Chinese Language and Literature, Philosophy, History, Arts and Crafts, Sociology and Archaeology.

On the advice of a Selection Committee convened in December 1946, 12 candidates were selected for the award of these studentships. One of them has declined the offer. The remaining 11, including a woman student, are expected to go to China in April 1947.

The names of the selected candidates are: V. V. Paranjpye, Amitendranath Tagore, S. R. Sen, K. Venkataraman, T. Sriramamurthy, P. C. Shukla, Miss Jaya Appasamy, A. M. Haneef, N. R. Chowdhury, Y. K. Shukla and Fazal Ahmad Khan.

CENTRAL BUREAU OF PSYCHOLOGY

A proposal for the establishment of a Central Bureau of Psychology under the Central Government was approved by the Standing Finance Committee which met under the chairmanship of Mr. Liaqat Ali Khan, Finance Member.

This proposal was made by the central Advisory Board of Education. The object of the Bureau will be to conduct research in selection methods and standardising tests of various types in the educational field.

The main purpose for which the Bureau of Psychology is proposed to be set up is to measure the progress made by boys in their classes in the schools without the exclusive aid of examinations as at present. The idea is to be able to train the right type of teachers and to build up the right type of institutions to achieve this objective.

NATIONAL ACADEMY OF SCIENCE FOR INDIA

That a paramount scientific body for India should be formed combining the National Institute of Sciences, Delhi, the Indian Academy of Sciences, Allahabad and the National Academy of Sciences, Bangalore, was the unanimous decision taken at the first meeting of the new Scientific Consultative Committee held in New Delhi on February 9 under the chairmanship of Mr. C. Rajagopalachari, Minister for Industries and Supplies in the Interim Government.

The Committee decided that Fellows of the existing Academies should automatically become Fellows of the new Central Academy. It recommended that all existing Academies should reconstitute themselves as parts or branches of the new Academy. While the Allahabad and Bangalore Academies might continue to carry on their work as before, it was left to the National Institute of Sciences to decide whether and to what extent it should modify its activities. As regards the journals which are being published by the existing Academies, it was agreed that their names should not be changed.

TWO INDIAN STUDENTS FOR TEHERAN 'VARSITY

With a view to promoting Indo-Iranian cultural relations the Iranian Government have offered two studentships to Indian students desiring to study Persian Language and Literature at the Teheran University. On the advice of a selection committee convened for the purpose, the Government of India have awarded the studentships to Syed Wazir-ul Hasan Zaidi, Lecturer, Anglo-Arabic College, Delhi, and Syed Raza Ali Etah (United Provinces.)

MADRAS

COLLEGE OF INDIAN MEDICINE

The Government have sanctioned the opening of a College of Indian Medicine and a Research Department in Indian Medicine in Madras. An expenditure of Rs. 30,000 recurring and Rs. 40,000 non-recurring has been sanctioned for the purpose.

Fresh admissions to the existing School of Indian Medicine will be discontinued from July next, but arrangements will be made for the continuance of study for the students who have already been admitted into the School. After these students complete their course, the School will be abolished.

The College of Indian Medicine will have three sections viz, Ayurveda, Siddha and Unani, and 50 students in all will be admitted every year. The Research Department will have three branches—Literacy, Clinical and Chemical. The teaching appointments will be made on an honorary basis if suitable and qualified candidates are available for the purpose.

BASIC EDUCATION TEXT BOOKS

For the purpose of preparing textbooks suited to the need of basic education, the Madras Government it is learnt, have decided to appoint a Committee of experts in the line.

The question of preparing textbooks for schools and colleges, as well, seems to have been engaging the attention of the Government but no decision is said to have been taken on this subject yet.

ELEMENTARY SCHOOL TEACHERS' PAY

"ULTIMATUM" TO GOVT.

The Provincial Elementary School Teachers Conference, adopted a resolution deciding to give an ultimatum to the Government to the effect that if the revised scales of pay were not given effect to in all the schools within April 1, 1947, the elementary school teachers in the province would go on a strike on a date to be fixed by a

Committee of Action constituted at the Conference. One representative from each district was selected to serve on the Committee.

There was some discussion regarding the fixing of a date for the proposed strike, on the question whether it should be fixed by the Conference itself. Ultimately, it was decided to leave the question to the Committee.

A HINDU UNIVERSITY FOR MADRAS

Under the auspices of the Madras Hindu Provincial Conference, a meeting presided over by His Holiness Sri Jagad-guru Sankarachariar Swamikal of Govardhan Mutt, Puri, was held to devise ways and means to implement the resolution passed at the Conference in regard to the establishment of a Hindu University in Madras.

Explaining the aims of the proposed University, His Holiness said that the time was very ripe now for promoting a system of education which, assimilating whatever was valuable in Western culture would be based on the traditional Hindu culture and civilisation. A University founded on the high ideals of Hindu Dharma was quite essential for the consolidation of Hindu society and for the preservation of Hindu culture and tradition. India would shortly achieve political independence; in consonance with this the foundations of true educational advancement—spiritual and secular—should be laid. Steps should be taken to build up such an education. An association of all the Matadhipathis in the province should be formed to help the starting of such a university. As far as he was able to gather, the heads of all the Mutts had supported the scheme and were willing to aid with their resources the achievement of the object.

BOMBAY

SCIENTIFIC RESEARCH

Details of plans for the construction and equipment of three up-to-date research laboratories for chemical, physi-

cal and metallurgical research in India are nearing completion, and Poona, Delhi and Jamshedpur are the venues likely to be chosen by the Council of Scientific and Industrial Research for the three national laboratories respectively.

The Council will also, it is understood, open research institutes for fuel, and glass at Dhanbad (Bihar) and Calcutta, while a special institute for road-research is expected to be opened shortly at Roorkee.

The development of high purity Manganese and the manufacture of Beryllium and its alloys, and investigation on rare earth minerals, will also it is understood, form part of a scheme of extensive scientific research to be launched by the Council in India shortly.

It will be recalled that the governing body of the Council recently allocated a sum of nearly Rs. 90 lakhs for purposes of extensive scientific research in the country.

EQUIPMENT FOR TATA INSTITUTE

The establishment of a high energy accelerator capable of producing 200 million volts at the Tata Institute of Fundamental Research, Bombay, was recommended by the Atomic Research Committee by the Government of India which met in Bombay.

The Committee which met under the chairmanship of Dr. Homi, J. Bhabha held a three-hour meeting. Sir Shanti Swarup Bhatnagar, Dr. D. N. Wadia, Mineral Adviser to the Government of India, Dr. Nazir Ahmed, Dr. D. M. Bose, Dr. Jivaraj N. Mehta and other members of the Committee were present.

The Committee, it is learnt, considered a report by Dr. Bhabha on the different methods of obtaining extremely high energies for nuclear disintegration and decided to recommend to Government to investigate the possibilities of instituting a smaller betatron immediately in Bombay.

C. P.

10, 000 TEACHERS ON STRIKE

An impressive procession of teachers shouting Provincial Primary Teachers' Union slogans for more pay, dearness allowance equal to that of Government servants so as to meet the present high cost of living, passed through principal streets of Wardha. Resolutions reiterating their demands and appealing to teachers to stand solidly behind the Union were passed at a public meeting.

Practically about 200 schools in the district are locked and teachers sitting either outside the schools or in their houses was the spotlight of today's Province-wide strike involving over 10,000 teachers.

N. W. F. PROVINCE

SPECIAL GRANT FOR EDUCATION

In response to an invitation from Maulana Abul Kalam Azad, Education Member in the Interim Government, Mr. Mohd Yahya Jan, Minister for Education, N. W. F. P., has been called to discuss with the Education Member, it is understood, the Frontier Government's application to the Central Government for a special grant of rupees two crores for the spread of education in the Province over and above the normal grants sanctioned in connection with the Post-war Re-construction plan.

The Frontier Government, it might be stated in this connection, proposes to re-establish a separate University for the Province as also to provide compulsory primary and adult education.

TRAVANCORE

GRANTS TO CATHOLIC SCHOOLS

TRAVANCORE GOVERNMENT'S DECISION

The Government of Travancore have issued orders regarding the recogni-

tion and financial aid to denominational primary schools in the areas in which the Primary Education Act has been implemented.

In pursuance of the general policy enunciated which is in consonance with the declarations and statements made by the Government in the past and after having carefully considered the question in all its aspects and with special reference to the proposals embodied in the minutes the Government have been pleased to issue the following orders. "Primary schools under the Catholic management will here-after be run as denominational schools confining admission to Catholic pupils only. Such schools will be eligible for recognition and financial aid provided they satisfy the educational requirements prescribed by the Department.

PAY OF TRAVANCORE COLLEGE PROFESSORS

Important decisions affecting the pay and prospects of teachers in private colleges in the State were taken at a meeting of the new Senate of the Travancore University, held under the presidency of Mr. H. C. Papworth, Pro-Vice-Chancellor.

The meeting accepted with certain amendments the recommendations of the committee appointed by the Syndicate to examine the question of salaries etc., prescribing minimum scales of pay and uniform conditions of service for teachers in private colleges which would be incorporated in the statute. The pay of professors has been fixed at Rs. 100—5—150—10—200. Second Grade Rs. 80—5—150. The recommendations include terms of recruitment, conditions of service and provisions for appeal to the Syndicate in case of dismissal of teachers.

The meeting accepted with thanks endowment of Rs. 15,000 offered by Dr. K. P. Panikkar in connection with his Shastibaburthi for the award of a scholarship for research work on Kerala history.

PUBLIC OPINION

NEHRU'S CALL TO STUDENTS: NEED FOR TOLERANCE AND CO-OPERATION

In his message to the Doon High School on the occasion of the Founders Day, Pandit Jawaharlal Nehru said:

"A nation, however, is not made by the laws that the legislatures might pass, but by the men and women who live in it and work for it. The burden and privilege of serving our country will fall on those who are in schools and colleges to-day. I am interested, therefore, in meeting them and finding out what they are and what promise they hold, how they are being trained for this purpose and what are the ideals and objectives they aim at. If India is going to be a great and progressive nation, then we cannot rely on a mere handful of specially trained men and women, but must take education to the masses. I am sure there is a great deal of talent all over the country which at present finds no scope for lack of opportunity. We have to give this opportunity to every boy and girl in India."

INDIAN IDEAL OF EDUCATION

Proceeding Pandit Nehru said: "In India in the past, the possession of money was seldom honoured. The ideal was learning and service to the community. To-day unfortunately, the men of money or those who occupy some office imagine that they are more important or better than others, even though they might lack real education and culture and be completely devoid of any idealism. If a school gives proper training, it should prepare boys

for the life they are going to lead afterwards, that life should mean a full participation in civic affairs. India has many cities and towns, but it is essentially a country of villages. Those who wish to serve India, therefore, cannot confine themselves to the cities. It is the village that calls for service."

"A school should teach," Pandit Nehru stated, "the art of co-operative living and cooperative work. This is even more important in India to-day, than elsewhere because so many people have gone astray and raise barriers between one group and another. There is room for all in India, provided they co-operate with and respect each other. We may belong to this religion or that; but the first thing we have to learn is that we are human beings and Indians and that each one of us has the honour of India in his keeping. India had been famous in the past for its tolerance when people in other countries were quarrelling with each other over trivial matters. To-day there are many foolish people in India who have forgotten this old tradition of tolerance. It is for our schools to train our youth in the practice of tolerance and co-operation."

MAULANA AZAD ON MOTHER TONGUE AS MEDIUM OF INSTRUCTION

A plea for the introduction of the mother-tongue as the medium of instruction and making at least one of the European languages, preferably English, a compulsory subject in order to fit the whole system of national education to the modern environment,

was made by Maulana Abul Kalam Azad, Education Member of the Interim Government, presiding over the Arabic and Persian Committee set up by the U. P. Government.

The Maulana declared that he would shortly call a conference of representatives of the Provincial Governments and of the Universities to settle the question of medium of instruction finally. He was glad that the Lucknow, Patna and Nagpur Universities had already taken the lead and introduced the mother-tongue as the medium of instruction. He emphasised that the time had changed and power had come into the hands of Indians. Under the new conditions English should no longer be the medium of instruction. A working knowledge of English such as reading, writing and speaking would be sufficient to keep pace with the times. Maulana Azad observed that India had passed through a series of political upheavals. In the new circumstances affecting the country's economic, political and social set up, Indians would be required to shoulder the responsibilities of future India. It was imperative therefore that the educational system should be remodelled. The system of education should be amended according to modern needs and time.

DR. A. L. MUDALIAR ON TEACHERS' CONDITIONS

Delivering the valedictory address of the Meston Training College Fellowship, Dr. Sir A. Lakshmanaswami Mudaliar, Vice-Chancellor of the Madras University, stressed the need for improving the amenities and conditions of service and for a charter of rights for the teachers so as to make the profession attract the best intellects in the Province. He said:

Everywhere there was demand for education of every variety and they were in the unfortunate position of not being able to meet the growing needs in a satisfactory manner. The main difficulty before them was the lack of trained teachers. The number turned out by the University was hopelessly inadequate and as such they could not expect an expansion of education in the province in any stage. Both the post-war reconstruction committee on education and the University had laid great emphasis on the need for starting more teachers' colleges and what was more important on the need for making the service conditions and amenities more satisfactory to attract the intellectual people to the teaching profession. To-day there had been a great agitation from the profession and it was right that steps should be taken to improve their conditions.

Continuing the lecturer said that since nowadays, great emphasis was being paid to teaching through the medium of the mother-tongue, teachers should also be trained to teach through a regional language. Every teacher should not only be certified that he had passed the course but also that he was competent to teach subjects through the medium of one or other of the regional languages.

The teachers should also try to bring out suitable text-books in the languages for all subjects. Mere translations would be only poor substitutes. Text-books suited to the requirements of the students and the treatment of the subject in an easy and understandable manner should be produced if they were to achieve any success in the direction of completely adopting mother-tongue as the medium of instruction in all stages of education.

Scholarships in U. S. Schools

India and other Far Eastern countries as well as the Middle East and Europe are to share in a scheme for granting scholarships for one year's education in the United States. The plan, which is an extension of the American Field Service Exchange Scholarship programme, is to furnish 100 scholarships for boys and girls between 15 and 19 years, who may attend schools in various parts of the United States.

The scholarships will be administered in conjunction with the Institute of International Education. An official said: "The distribution will be well proportioned throughout the world, and will be decided on the number of applications received. The scholarships will be advertised by the end of March and representatives of the International Institute in different countries will collate the applications.

Education Conference in China

Experts in fundamental education from East Asian and South-West Pacific countries will meet in Nanking, China, during May to outline a programme against illiteracy, the United Nations Educational, Scientific and Cultural Organisation headquarters have announced.

The Conference will be held under the auspices of the Chinese Minister of Education and delegates are expected to attend from India, Burma, Siam, Indo-China, Indonesia, Malaya, the Philippines, Korea, Australia and New Zealand.

The meeting is expected to discuss the proposed plan of selecting two areas in China where experiments will be made in mass population education methods.

World Educational Projects

A budget of 6,000,000 dollars has been allotted for projects during the coming year by the Standing Committee of the Executive Board of UNESCO which ended a three-day session here to-day.

The money will be allocated to lay the main emphasis on projects grouped under headings: Educational Reconstruction in the devastated countries of Europe and Asia, Fundamental Education and Promotion of International Understanding. The third group includes revision of text-books and preliminary work towards the setting up of an international study centre.

Atomic Research in Germany

Germany's foremost atomic scientist lifted the curtain of secrecy to-day on a two-year scramble by the Allied Powers for German potentialities in making the atomic bomb.

Dr. Heisenberg, the 45-year-old Nobel Prize winner, made these revelations:

Germany possessed a uranium pile in the last phases of the war, but it was spirited away by American agent from the territory that was to be occupied by the French Army.

Russia has a standing offer of 6,000 roubles (£ 300) a month to any German atomic expert who will engage in research for the Soviet Government and three are known to have accepted.

British Military Government officials have advised Dr. Heisenberg not to ask their permission to accept an invitation to lecture at Buenos Aires University, Argentina, because it could not be granted—"for obvious reasons".

Dr. Heisenberg and six of his assistants, whom he directed in uranium research sponsored by the Nazi Government, are now pursuing "research in cosmic rays" at Goettingen.

School Teachers' Strike in the United States

The largest school teachers' strike in United States' history began on February 24 when over two-thirds of Buffalo's 2,960 public school teachers stopped work. School officials ordered all but 20 of the city's 93 schools to close. The teachers are demanding a wage scale of from 2,400 to 4,000 dollars a year. More than 70,000 pupils are expected to be affected.

Book-Reviews

PIONEERS OF MEDICINE—of Walton and McNicol — Published by the Oxford University Press—Pages 72—Price 1 sh. 3 d.

In the history of medicine there are no more illustrious names than those of Harvey, the discoverer of the circulation of the blood, Jenner, the discoverer of vaccination, Pasteur, the discoverer of the germ theory of diseases, Lister, the father of antiseptic surgery, Osler who almost revolutionised the practice of medicine by his medical discoveries and Ross who slew the dragon of malaria and delivered mankind from immemorial bondage to that fell disease. The volume before us contains short but vivid and interesting sketches of the lives and the life-work of these eminent pioneers in the annals of medical science. A strikingly successful attempt has been made to impart to the general reader a knowledge of the important biographical details and the salient features of their achievement. This small book is a valuable addition to the series of *LIVING NAMES* which is designed to give to the general reader some idea of those great men and women who by their signal achievement in various spheres of activity have placed themselves on the stretched fore-finger of Time.

— V. M.

JOURNAL OF THE MYSORE STATE EDUCATION LEAGUE—Vol. I No. 1 — Published by the Mysore State Education League—Pages 32. Price 12 annas.

We are living today in an era of vigorous educational planning and ere long there are bound to be momentous changes in the content and methods of our education. The popular Governments in the provinces and at the centre can be expected to give an extra-ordi-

nary fillip to this planning. At a time like the present when Education in all its stages — Elementary and Secondary and Collegiate—is being examined with a view to its betterment anything that will serve to focus public opinion on the manifold problem of our educational system must be welcomed with open arms. We are, therefore, glad that the Journal of the Mysore State Education League has been revived after more than a decade. It aims at serving the cause of education and the teaching profession in the state. At the same time it is bound to assimilate interest in a wider public by canvassing educational problems of importance. Its motto declares the search for Truth to be the noblest occupation of man and its publication a duty. The first number to be published after its revival contains weighty pronouncements on the problems of educational reconstruction by top-ranking officials of the Mysore Educational Department. If the same level is steadily maintained the journal is sure to render a signal service to the cause of education and teaching profession.

— V. M.

SUNNY STORIES FOR TINY FOLK—Edited by Mrs. Herbert Strang—Published by the Oxford University Press—Pages 62, Price 4 as.

This is a reprint of a book which has long been a favourite with the pupils of the lower forms. It contains a number of short stories which have just that small dose of humour which will make them attractive to the tiny folk for whom they are intended. It can be recommended for supplementary reading in the top classes of the higher elementary school.

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