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CONTENTS

EDITORIALS

Raising of the School Age
Rayalaseema and Andhra University
Government, Managements, and
Teachers
Sardar Patel on Teachers

PRIME NEEDS OF EDUCATION
Prof. K. S. Palul

MADRAS GOVERNMENT AND REVISED
SCALES FOR TEACHERS
Sri T. V. L. Narasimha Rao

A CENTURY OF EDUCATION IN
GWALIOR
Mr. F. G. Pearce

SCHOOL INSPECTIONS
Sri W. Subbarayudu

PRIMARY EDUCATION WITH SPECIAL
REFERENCE TO BENGAL
Sardar A. T. Mukherjee

For Detailed Contents and Special Features see inside.

DETAILED CONTENTS

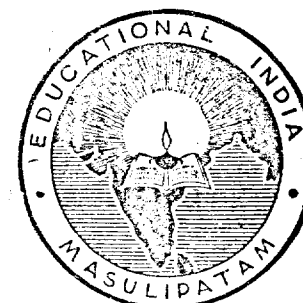
	PAGE		PAGE
PRIME NEEDS OF EDUCATION		Delhi Polytechnic Diploma and Engineering Services ...	356
By Mr. K. S. Palul ...	331	Educational Conference: Implementation of Development Scheme ...	356
MADRAS GOVERNMENT AND REVISED SCALES FOR TEACHERS		MADRAS	
By Sri T. V. L. Narasimha-Rao, B.A., L.T. ...	335	The Basic Training Centres ...	357
A CENTURY OF EDUCATION IN GWALIOR		Scheduled Caste Students ...	357
By Mr. F. G. Pearce ...	339	Education Facilities For Demobbed Men ...	357
SCHOOL INSPECTIONS		First Grade College For Tellicherry ...	357
By Sri W. Subbarayudu, M.A., L.T. ...	341	Scholarships to Harijan Students ...	358
PRIMARY EDUCATION WITH SPECIAL REFERENCE TO BENGAL		BOMBAY	
Sardar A. T. Mukherjee, M.Sc. ...	344	Foreign Scholarships for Harijans ...	358
EDITORIALS		One-Crore Fund for Marwari Education ...	358
Raising of the School Age ...	348	C. P.	
Rayalaseema and Andhra University ...	350	Teachers' Strike Called off ...	358
Government, Managements, and Teachers ...	351	SIND	
Sirdar Patel on Teachers ...	352	Sind University ...	358
OUR BENGAL LETTER		GWALIOR	
Sardar A. T. Mukherjee, M.Sc. ...	354	New Medical College ...	358
THROUGH DIFFERENT PROVINCES		PUBLIC OPINION	
DELHI		Sir S. Radhakrishnan on need for New System of Education ...	359
Scientific Man-Power Committee set up ...	356	Sir C. V. Raman on Scientific Research in Rural Centres ...	359
		Mr. D. S. Reddy on dignity of Teaching Profession ...	359
		Dr. J. C. Kumarappa on Basic System of Education ...	360
		Sir A. L. Mudaliar on Importance of Adult Education... ..	360

SUPPLEMENT TO :

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

Edited by Prof. M. VENKATARAMAIA, M. A.



INDEX to Vol. XIII

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Index to Special Articles and Authors

A		
Aboriginal Culture in Aboriginal Education, The Need for Conserving ...	Muntazim-i-Khas Bahadur A. G. Sharma	304
Adult Education, The Place of ...	Muntazim-i-Khas Bahadur A. G. Sharma	241
Aims and Ideals of Education ...	Dr. Sir A. Lakshmanaswami Mudaliar	218
Allocation of Work in Schools ...	S. Vasudevan, M. A., B. T., M. B. S. T.	83
Andhra Teachers' Federation ...	An Observer	313
B		
Bifurcated Courses ...	A. S. Venkataraman, B. A., L. T.	249
C		
Century of Education in Gwalior, A ...	Mr. F. G. Pearce	339
Co-education, The Evils of ...	Krishna Ambandar	17
Collegiate and Post-Graduate Studies ...	Hindu College Teachers' Asson.	223
Commercial Education ...	L. W. Khershaw	143
E		
Education and Society ...	A Student of Social Science	37
Education in Burma-A Fresh Start ...	Sir Alexandar Campbell	50
Education for Women ...	Narasinga Patnaik, B. A., B. Ed.,	121
Education for International Understanding ...	Dr. K. G. Saiyidain	137
English Poetry in High Schools ...	Narasinga Patnaik, B. A., B. Ed.,	15
Education: Some Suggestions ...	Rao Bahadur Dr. B. V. Narayana-swami Naidu, M.A., Ph.D., B.Com., Bar-at-law.	171
Education in relation to Social Conditions ...	Miss Kapila Khandvala	299
Education: An Achievement in Conciousness ...	Prof. B. S. Mathur, M.A., B.A. (Hons)	182
F		
Federalism: The Philosophy of Unity in Differences ...	T. Surya Prakasam, M. A., L. T.,	274
Filmstrip, Possibilities of ...	Neil Gokhale	212
Film and Education ...	Neil Gokhale	277
H		
Headmasters and the Present Times...	N. V. Kinkar, M. A.,	42
Health and Health Habits ...	Mr. S. V. Pingle, B.A., B.T.	39
How a Teacher ought to view his work ...	A. S. Venkataraman, B. A., L. T.	147
I		
Inadequacy of Modern Education ...	Mr. K. M. Munshi	79
Inspector and Inspection ...	P. Rama Rao	13
Intelligence, Group Tests of ...	K. Sagar, M.A., B.T.	81

International Education Conference ...	Miss Kapila Khandavala, B.A., B.T. (London), M.A., (U.S.A.)	269
M		
Madras Government and Revised Scales for Teachers ...	Sir. T. V. L. Narasimha Rao, B. A., L. T.,	235
M. Ed. Section at Allahabad ...	Prof. P. S. Naidu	215
N		
National Planning Committee's Scheme ...	Prof. V. Muttu Aiyar, M. A., L. T.	45
Nayee Taleem, Methodology of ...	Dev Prakash Nayar	209
P		
Philosophical View of Education ...	Narasinga Patnaik, B. A., B. Ed.	258
Physical Education, National Scheme of ...	Hon'ble Justice P. R. Puranik B. A., LL. B.	187
Primary Education with Special Reference to Bengal ...	Sardar A. T. Mukharjee, M. sc.	344
Prime Needs of Education ...	Mr. K. S. Palul	231
Q		
Questionnaire, Education Minister's ...	R. Sreenivasa Iyengar B. A., L. T.	120
Questionnaire on Education ...	Nellore Dt. Teachers' Guild	
R		
Reorganisation of Education ...	T. Avinasalingam Chettiar	103
Reorganisation, Educational ...	The Headmasters' Asson., E. G.	246
Roman Script for Indian Languages, Adoption of ...	Mrs. E. W. Wilder	3
S		
School Inspections ...	Sri W. Subbarayudu, M. A., L. T.	341
Scouting & Post-war Reconstruction...	Krishna Chand	118
Scouting and the Education Dept. ...	M. S. Ekambara Rao M. A., L. T.	243
Student Needs, Can we build Education on ...	Dr. Poyd H. Bode	71
Superior Teacher, The ...	M. Padmanabha Rao, B. A. B. T.	254
Symbolic Marking ...	Prof. Ahamad Choudary, B. A. (Hons.), M. A. (Alig.)	48
T		
Teacher and the Parent, The ...	V. R. Sastri, B. A., LL. B.	185
Task before Our Educationists, The...	An Educationist	278
Teacher's Salaries ...	M. S. Sabesan, M.A.	301
Text Books in Mother Tongue ...	Prof. B. S. Andholia	114
True Function of Education ...	T. S. Avanashalingam Chettiar	150
U		
University, The Present Situation... of the ...	Dr. M. S. Adiseshayya, M. A., Ph. D. (London)	6
University Education, Wastage in ...	T. Prakasam	74
University Education ...	Prof. M. Venkatarangayya, M. A.	176
University Education, Aim of ...	Sir John Sargent	280

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Tm2, N84ED
N47.13.11, 12.
127202.

Index to Editorials

A		P	
Academic Independence	126	Physical Education Conference,	
Adult Education	227	The First All-India	57
Asian Relations Conference	314	R	
C		Raising of the School Age	348
Child Education	257	Rayalaseema and Andhra Univer-	
Conscription of Teachers	53	sity	350
Conscription of Women	193	Recruitment for Public Service,	
D		Examinations for	125
Direct Action	281	Regional Language	22
E		Rights and Duties of Students	226
English, The Future of	319	Rural Universities	159
Education or Literacy	56	Rush for Seats in Colleges	19
Education; The Basic Industry	225	S	
Education for Service	315	Sardar Patel on University Edu-	
Examinations, Why not abolish all	317	cation	190
G		Sardar Patel on Teachers	352
Government, Managements and		Segregation, Educational	284
Teachers	351	Strikes and Lock-outs, Educational	161
I		Students, Sir Mirza's Advice to	258
International Conference of Public		T	
Education	58	Teachers, The Problems of	316
Inter-University Board	194	Teachers let down	255
M		Teaching Medium	55
Malavia, Pandit	193	U	
Maulana Azad on Educational		UNESCO	191
Reform	283	University for Tirupati	87
N		W	
National Govt. at the Centre	85	World Student Relief	88
		Wrong Procedure, A	123

Index to Different Provincial Notes

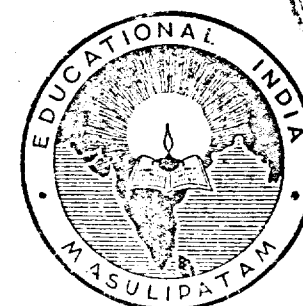
Delhi: 23, 59, 89, 127, 163, 196, 229, 259, 286, 320, 356.	
Madras: 24, 60, 89, 127, 164, 196, 300, 260, 287, 321, 357.	
Bombay: 25, 61, 90, 129, 164, 197, 231, 261, 288, 322, 358.	
Bengal: 60, 91, 129, 231, 261, 288.	
U. P.: 61, 91, 165, 197.	C. P.: 91, 129, 166, 198, 323, 358.
Orissa: 288.	Punjab: 129.
Sind: 61, 198, 262, 288, 358.	Bihar: 25, 92, 197.
Assam: 92.	N. W. F. P.: 92, 323.
Hyderabad: 92, 166, 198, 232, 262.	Mysore: 61, 92, 166, 199, 232.
Travancore: 25, 166, 199, 288, 323.	Cochin: 25, 199, 232.
Baroda: 129.	Jaipur: 262. Gwalior: 358.

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PRIME NEEDS OF EDUCATION

By Mr. K. S. PALUL,

Head of the Dept. of Educational Studies, Bharatiya Vidyabhavan

The prime needs of education in this country may be stated to be the following:—

1. Universal Education:

Without universal education no province or state can hope for satisfactory progress in any direction—hygienic, social, moral, industrial, economic, national, or international. It is therefore absolutely necessary to make adequate provision for it. A start in this direction can be readily made by the Governments concerned.

(1) by requiring District Local Boards and Municipalities within their respective jurisdiction to introduce compulsory education for all boys and girls between the ages of 6 and 11 in existing school areas and to prepare a 10 year or 15 year programme for its gradual introduction, first for boys and then—after the local people have become used to it and come to look upon it with favour—for girls, and

(2) by making it an obligatory duty of District Local Boards and Municipalities to make adequate provision for the education of illiterate adults in their respective areas and to arrange for it through evening or night classes held on local school premises by local day school teachers trained for this special work and remunerated for it with a special extra pay allowance.

Girls may be taught together with boys in the same schools wherever local sentiment is not opposed to their being taught with them, and separately from them wherever it is opposed to it. In the latter case, it is

advisable to hold the boys' schools for four hours in the morning and girls' schools for four hours in the afternoon the one alternating with, the other—on the same local school premises. Four hours' instruction for children of 6 to 11 years is enough.

Adult education classes for men and women may be held separately on alternate days on the local school premises, or if local opinion demands separate arrangements for them, in the evening or at night.

2. Training of Teachers:

With the scheme for compulsory education should be linked, as equally important and essential for its successful working, a definite scheme for the supply of trained teachers required for the proper staffing of all primary schools, new as well as old. The work of primary education which consists in providing opportunities to young organisms to develop along lines of their natural instincts and interests cannot be expected to be done by persons, whatever may be their general education, unless they have special preparation for it. The Committee of the Central Advisory Board of Education on the training, recruitment, and conditions of service of teachers, held that every teacher employed in any kind of school maintained or aided out of public funds or recognised by Government must be trained. Before very long they hoped it would be possible to extend this requirement to every school which was allowed to exist at all. They believed that there was a technique or art of teaching which could be learnt and that, if this was so, before any man or woman was

provided at present have not succeeded. Parents and teachers have looked upon them as institutions for inferior talents—for misfits and unfits of ordinary secondary schools, and pupils have looked upon them with disfavour for fear of being dubbed as inferior in talent if they sought admission to them. Educational opinion in England, too, is turning in favour of multilateral comprehensive secondary schools, with absolute fluidity of transfer from one section to another, to develop to the highest degree the varying abilities of pupils—a multilateral school being described as “a common secondary school for all children of over 11 to 16 years and over” providing a variety and multiplicity of grouped courses suiting children of all normal types and the Education Committee of the London County Council has already recommended establishment of a system of post-primary education which will function as an integral whole rather than in separate departments or types of school and organisation of a new type of school which would be large enough to provide *within its four walls* most or all the activities now carried on in existing types of post-primary school. This new type of school would help to break down any prejudice which may exist regarding the relative merits of one type of post-primary school as compared with another.

6. Diversification of University Education

Corresponding to the diversification of secondary education there should be diversification of University Education. In addition to the present faculties of arts, science, agriculture, engineering, commerce and economics, faculties of education, sociology, home economics, technology, military science and strategy, and aeronautics need

to be established to meet the new needs that have arisen.

7. Reform of the Examination System

By far the most pressing problem that calls for immediate attention, however, is that of examinations which, to use the words of the Calcutta University Commission have developed into a vast machine of which the operator has not remained its master but has become its servant and which have been oppressing students at every stage of education as a regular nightmare. To improve this state of things, the present system of *external* examinations requires to be replaced by a system of *internal* examinations by teachers engaged in actual teaching. There should be an internal examination at the end of the primary stage leading to a primary school-leaving certificate and another at the end of the secondary stage leading to the secondary school-leaving certificate, the award of the primary and secondary school-leaving ‘Certificates being made on the basis of the pupils’ *school records* and on their performance at the internal examination conducted by an examining Committee composed of the head of the school, the teacher responsible for teaching the subject of examination to the pupils examined, and the local school supervisor or inspector. It is necessary to release schools from the thralldom of an examination system designed originally for Government administrative purposes. Possession of the secondary school-leaving certificate, however, should not entitle its holder to admission straightaway to a college. Heads of colleges should have power to apply such entrance tests as they may consider necessary for the selection of suitable recruits for their institutions. The award of the first University Degree should be made on the basis

Madras Government and Revised Scales for Teachers

By Sir T. V. L. NARASIMHA RAO, B.A., L.T.,

Headmaster, M. H. School, Chicacole

THE world has witnessed two terrible wars, one from 1914 to 1918 and the other from 1939 to 1945. If the first was fierce, the second was ferocious. If the first engulfed Europe, the later shook all the countries of the world to their foundations.

Such terrible wars have come to an end, as surely they must. Weak nations have been victimised, stronger nations have had to make sacrifices. In both the wars, right has prevailed and justice has been restored. But the second World War has left its indelible mark upon us; the inflation of prices, the up-shoot of the living cost has been tremendous, nay, appalling.

To some classes of men, deprived of the possibility of augmenting their income (there are some classes of the human race of this kind, I will mention them later) in proportion to the inflation in prices, life has become a burden, and wife and children, unbearable weights.

Man hopes to live despite numerous impediments and he likes to protect the members of his family. How then can wife and children be considered a drag by any body?

Continued from preceding page

of the students’ college records on regularity of their attendance at college and at college lecturers, debates and discussions, on their use of the college library, reading room and laboratory and on their participation in all intra-mural and extra-mural activities, no less than on the results of a public examination held by the University and conducted by a board of college teachers engaged in the teaching of the subjects of examination.

The reader will excuse me, if I say, such is the teacher. He has been finding himself utterly incapable of making both ends meet with regard to his daily necessities, not to speak of the dilemma which he is placed in, when he has to perform the marriage of a daughter or educate a son.

The price of every commodity has increased five or six fold. The income too of every person, has gone up by leaps and bounds. The agriculturist has increased his income proportionately to the inflation in prices, the black-marketing merchant has had his most fortunate day, perhaps a golden age, which he feels has been cut short by the cessation of the war. The unscrupulous officers, and office staffs (and this has been a general complaint in many offices, where the officer by a slight violation of the rule or a little postponement of it, is able to give a substantial benefit to the merchant, a part of which he shares) have increased their income abundantly. The labourer in the street has increased his wages proportionately. All these classes of society do in their turn further inflate by competition the prices of the commodities, necessary for life according to the money available to them. It is the poor teacher alone, that has not increased his income, and cannot by any stretch of imagination, hope to find out a method to augment it.

Such is the state in which the teacher finds himself. He has now fallen to the lowest position in society economically. The labourer is able to earn more than a Secondary Grade teacher, (the daily wages of unskilled labour are one to two rupees a day,

allowed to operate on human material, he or she must be required to acquire the necessary mastering of this technique. It is, therefore, necessary that a comprehensive scheme for the training of primary school teachers should be framed and put into operation *pari passu* with that for the introduction of compulsory education. The former should rather precede the latter so that as trained teachers become available, new schools may be opened with them and old schools supplied with additional teachers to meet their deficiencies.

Secondary school teachers, too, need special preparation for their work whatever may be their general academic qualifications. They must know the psychology of adolescence of boys and girls in their teens, and of applying it to their education. Without such knowledge, they cannot be considered to be fitted for their work. At the rate of one teacher for 30 pupils on an average, 12 lakh teachers will be required, as estimated by Sir John Sargent in his scheme for Post-War Educational Development, for 3.5 crore children between the ages of 6 and 11. Of these we have already over 2 lakhs in our existing schools. Hence, 10 lakhs will have to be provided for, i. e., about 2/3 lakh every year in a fifteen years' programme. This supply can be rendered available from the output of secondary schools offering the primary teachers' training course at the end of their general school course as suggested in para 5 below. The existing secondary schools in the country presented 139,882 candidates at the High School Examination in 1940-41. Of this number, about one half—the 2/3 lakh required—may well be expected to take the teacher-training course, since it ensures them respectable employment as teachers immediately on completion of their training.

The number of trained teachers, at the rate of one teacher for 30 pupils on an average, required for about 72 lakhs secondary school pupils between the ages of 11 and 17 will be about 2,40,000. These, too, can be rendered available in fifteen years at the rate of about 16,000 a year from about three times the secondary school leavers who proceed at present to the Universities. In the year 1940-41 as many as 47,599 students were in the University intermediate stage. Of these, about one-third may well be expected to choose education as their optional subject of study for the first degree examination and to follow it up with a year's course in practical school teaching.

3. Improvement of the Quality of Teachers

In connection with the question of teacher-training, it needs to be noted that the present quality of trained primary teachers is very low and requires to be raised. In order to bring the present system of their training into line with the corresponding systems of advanced countries of Europe and America, it is necessary to require completion of the present or equivalent secondary school course as the minimum preliminary qualification for candidates for primary teacher training. The Committee of the Central Advisory Board of Education above referred to went further and held that the minimum educational background for any person entering upon a course of training should, even under existing conditions, in no case be lower than the possession of a Matriculation certificate or its equivalent.

Further, it is necessary to widen the scope and purpose of the training college curriculum so as to be able to broaden the educational outlook of teachers and prevent them from fossil-

sing and becoming mere machines for the dissemination of knowledge of the subjects included in the curriculum.

We must bear in mind that we are living not in the dead past, but in the living present of dynamic change all the world over. To meet the change and fast changing needs of the country, we want teachers well fitted to become leaders of the rising generation so as to equip the youth who follow their lead for the life they will be called upon to live in this world of atomic age. As the American poet Lowell has well said :

“New times demand new measures and new men.
The world advances, and in time outgrows
The laws that in our father's time were best.”

4. Improvement of Teachers' Salaries

Furthermore, even with sound training no teacher can be expected to have enthusiasm for his work and no improvement can be hoped for in school teaching unless and until he is freed from the strain of domestic financial anxieties. As the Committee of the Central Advisory Board of Education has well observed, “if a labourer is worthy of his hire, then of all labourers, the good teacher is most worthy of his. Teaching, if properly done, is exacting both on body and mind; the conditions under which teachers often have to live in a country like India isolate them from social amenities and from intellectual companionship; the raw material in which they work, the bodies and minds of children, is not merely the most valuable asset of the community but once spoiled it can hardly ever be repaired. It might reasonably be assumed therefore that of all servants of the public the teacher would be the

best rewarded and the most esteemed. If India wants her children to be taught properly she must be prepared to pay her teachers properly or face the alternative which is permanent inferiority in the society of civilised nations.”

5. Diversification of Secondary Education

It is also necessary to diversify the secondary school course and offer, in addition to the present general course parallel alternative courses, both general and practical, to suit different needs of pupils of different sections of the population; such as general and agricultural, general and commercial, general and industrial, vocational or technical, general and fine arts, general and domestic or home economics, general and teacher training, general and nautical or marine training, and general and military training. All the alternative courses need not be provided by all secondary schools, but only such as may be suited to the needs of the pupils of the school locality. Whichever courses are provided should, however, be provided on the same premises and under the same general management and not in separate institutions situated far apart and under different heads, so as to demonstrate that the educational authorities attach the same importance to practical education as to cultural education. The multilateral schools so provided should demand the same entrance requirements and should lead to a secondary school-leaving certificate of the same status and value for employment in public service and in different avocations as well as for admission to the professional and other alternative courses which the Universities will have in future to offer to meet the diverse needs of our youth. Separate industrial and technical schools

while that of skilled labour is much more). The jutka-wala and the tailor are in more advantageous position than a teacher, each of them earning on the average Rs. 100/- P. M. and sometimes more too, which an L. T. or B. Ed., teacher cannot hope to get. The purchasing power of money has gone down a great deal; an income of Rs. 200/- is no better than Rs. 40/- of pre-war days.

It is therefore clear that the teacher, if he is to live and save his family from starvation and beggary, must find some way of increasing his income at least three fold. The only such means permissible to him are to engage tuitions and write text books. But it must be borne in mind, that every one cannot become an author, and each teacher can have only three tuitions or four which can bring him not more than 20 to 40 Rupees a month and that too, only for 6 months on the average in a year.

What course then shall he adopt to keep up against the competition of the other classes of society and continue his existence? Conduct rules are very stringent, as stringent in his case, as in case of every other servant. But while a servant of every other department has had promotions by leaps and bounds (I know of clerks, who have risen as Deputy Collectors), the unfortunate teacher has remained where he was and sees not a silver lining to the dark cloud of his overwhelming misfortune. The conduct Rules do not allow him to exercise any supplemental profession, the least suspicion of exercise of which is punished severely, which will perhaps reduce his already meagre salary to an intolerable extent.

What is the remedy for the teacher? How can he maintain in these hard days at least a hand-to-mouth living, not to speak of a digni-

fied position, which, as a cultured gentleman, he deserves to occupy in society? This has really become a problem to him, and he finds no solution in spite of ardent agitation.

He has waited with patience for better days to dawn. Like a dying man catching at a straw in vain hope of living, the teacher has had his elation at every educational Report that advised the betterment of his status and frowned at the Wardha scheme which said that the salary of a basic school teacher should be Rs. 20/- per month. He had hailed with a great deal of joy the Congress resolution passed at Karachi that no salary should be less than Rs. 80/-, (the upper limit does not concern him) and he has all along considered the Seargent Committee Report as a shining in the wilderness of a teacher's economic life. He has specially felt glad that the Seargent Committee Report was an unanimous report of all the Directors of Public Instruction, Educational Ministers and other eminent gentlemen, interested in the advancement of Indian Education. Thereby he thought that his salary stood a chance of betterment, and sure chance too. His joy knew no bounds, when at Simla Pandit Jahwarlal Nehru, Vice President of the Interim Government, congratulated Dr. Seargent on the illuminating and Comprehensive Report he brought about regarding Indian Education. When the Popular Governments came into existence in the provinces, he leaped for joy, for he thought, and many people thought too, that education and educationists in India stood an abundant chance for improvement, especially because the country's progress was bound with the progress of its education and Congress talked of improving the literacy of the Indian Population to the maximum possible extent as

being one of the most important items of their constructive programme.

Popular ministers talked much about improving the status of the teacher, and each such word was considered a boon by every member of the teaching profession. Thus was the hard pressed teacher expecting a substantial improvement in his salary, when down came, as a bolt from the blue, the revised scales of salaries granted by the previous Madras Ministry.

These scales disappointed him in many ways. They cut at the very root of his existence. They condemned him to a despicable position in society. They reduced him to a lower position than the lowest rung of the human race. A clerk in an ordinary office has been given a better off salary than a teacher. Secondary grade trained teacher of the Local Boards has been given a lower scale than a local board clerk, for the sin of having undergone two years' training after passing his S. S. L. C. or Intermediate examination. The teachers of the local boards and municipalities have been granted lower scales than those under government, and seniors in service have been given meagre encouragement.

Thus has the teacher been disappointed — sorely disappointed — by the publication of the revised scales. The reason for this has been said to be paucity of finances. If paucity of finances can be a reason for keeping off reasonable revision of salaries of teachers, is it not an equally powerful reason for putting off prohibition? The teacher fails to understand, how paucity of finances could stand in the way of the betterment of the status of the teacher to a reasonable extent, while it did not stand in the way of the Government foregoing a major item of its finances.

Even if finances were lacking, it is not the poor teacher that should be made to suffer. His difficulties must be fully appreciated, his existence in a costly world should be ensured, if he is, in any way, to do justice to his profession. Educational ministers have talked of a great amount of sacrifice on the part of teachers, who have wedded themselves to a profession which is noble. This can be an argument appealing to the soul and the culture of the teacher but not satisfactory to his physical needs. Further, by what stretch of imagination is a teacher entitled to deprive his wife and children of ordinary comforts and conveniences and how is he entitled to starve them? The teacher therefore feels, and reasonably too, that he was let down by the government in the middle of his career, at a stage when he can neither give up the profession for a better job, nor continue in it with starvation for himself and his family.

The teachers' cry, therefore, should not be allowed to become a cry in the wilderness. He is an important member of society to whom is entrusted the duty of forging the brains of a greater India. He should not be let down in the hour of his misery, especially when he has had to dispose away most of his paternal property to meet the high cost of living during the days of the war and has almost become a pauper in the cause of education.

Finances must be found somehow, for it will be noble on the part of the popular government to help this noble profession by granting substantial scales, at least the ones as recommended by the Seargent Committee report. No invidious distinction should be continued between the teachers in various kinds of schools. The teachers in the municipal, local boards and

aided schools must be placed on par with the Government teachers.

If inspite of ardent attempts, the government are unable to find finances to meet the demands of teachers, some of the following suggestions may kindly be considered.

(1) The desirability of levying a secondary education cess and enhancing the elementary education cess.

(2) The increase in the number of instalments of fees payable by a student from 8 to 11 (the month of May alone being exempted) or if the increase in the number of instalments is thought to be undesirable by increasing the amount of each instalment to the necessary extent.

The only objection to these two methods is that there might be a grumbling from the public about the increase in the cost of education. In the civilised world of the 20th Century, education has become as much a necessary commodity of life as food, drink or clothing. When all the necessities of life had gone up six times or more why not education? The public cannot with reason object to the increase in the cost of education, especially if they perceive that the teacher is the pivot of education and the progress of their pupils is mostly dependant on the contentment of the teacher and his interest in the cause of education, which must necessarily go down, if he is kept in constant anxiety about his home.

The teacher therefore entertains high hopes of the present Madras Ministry as regards the betterment of his salary, especially because Hon. Mr. Gopal Reddy, Minister for Finance, has been pleased to promise on the floor of the Legislative Assembly to reconsider the scales of the teachers in conformity with Government's finances and to give as much improvement as possible.

If inspite of the discontent expressed by resolutions of various educational bodies, and the suggestions made to increase the finances to improve the status of the teacher, the government feel yet unable to meet the demands of teachers to give them a tolerable living, the government may at least systematically declare a teacher's service as part time and allow him to exercise a supplemental profession outside the working hours, to allow him to earn enough money to keep his body and soul together.

A word about headmaster's scales may not be out of place here. Government have announced that a headmaster's scale in a local board or a municipality will be 150-10-200 and 25 Rupees will be given as an allowance to headmasters of schools having more than 500 on rolls. The Government has not provided for headmasters of schools having a strength of 1000, 1500 or 2000. The work of the headmaster is heavier as the strength increases, and Government, to be fair has to give an additional Rs. 25/- as allowance for every additional 250 or 500 pupils. Otherwise the headmasters of big schools should be considered only victims. If the Government still feel that no separate allowance is necessary for headmasters of bigger schools than having 500, then at least the headmaster's posts may be provincialised and transfers provided once in 5 years if not earlier, so that the same headmaster may not be victimised with enhanced work by being asked to remain the head of a big school for life.

The following alternative proposal too is worth being considered. Headmaster's posts may be provincialised, and the High Schools may be divided into 3 or 4 kinds as per relative strengths as follows:

A Century of Education in Gwalior

By Mr. F. G. PEARCE

ONE hundred years of Education on Western lines were completed in Gwalior State in 1946, for it was in 1846, during the minority of the young Maharaja Jayajirao Scindia, that the first school of the modern type was established by the State. In 1853, Maharaja Jayajirao assumed his powers and Raja Sir Dinkar Rao became the Chief Minister. It was at this time that a definite policy of educational expansion was initiated: a Government notification of 1857 declared the intention of the Darbar to establish a school in every village with a population of over 2,000. The Maharaja took a keen personal interest in the spread of Education and in 1885 an Education Department was set up under Sir Michael Filose, with an annual expenditure of Rs. 26,000. In 1886, Maharaja Madhorao succeeded to the Gadi, and in 1888 the first High School was opened in Lashkar. By 1891 there were 143 schools in Gwalior State.

Continued from preceding page.

- Grade (i) Institutions with a strength of more than 1500.
- Grade (ii) Institutions with a strength of more than 1000 but less than 1500.
- Grade (iii) Institutions with a strength of more than 500 but less than 1000.
- Grade (iv) Institutions with a strength of less than 500.

Different scales may be provided for different grades, transfers being provided among different schools of the same grade. Promotions may also be provided from grade to grade.

In 1893 the institutions at Lashkar and Ujjain became colleges affiliated to the Allahabad University. By the year 1900 there were over 200 schools in the State. Ten years later the number had arisen to about 350, including 10 girls schools, with over 20,000 pupils. By 1925 the number had exceeded the 1000 mark, and the annual expenditure on education was nearly Rs. 10 lakhs.

At the time of assumption of powers by the present Ruler, His Highness Maharaja Jeewajirao Scindia, the State had 2 Colleges, 84 secondary schools (14 for girls), and 900 primary schools (135 for girls). The number of pupils was 54,087 boys and 12,622 girls and the education budget of the State amounted to Rs. 12,91,408.

After ten years of the present Maharaja's reign the number of colleges has increased to 6 (3 Degree Colleges and 3 Intermediate Colleges maintained by the state, and one grant-in-aid Intermediate College), 13 High Schools (9 maintained by the State and 4 grant-in-aid High schools), 102 Middle schools, and almost 2000 primary schools. More than 1,00,000 boys and girls receive education in these institutions, at an annual cost of Rs. 35,21,551 in 1946-47. In 1939 His Highness made a special grant of Rs. 1,50,000 for the further extension of facilities for primary education, with the result that nearly all villages having a population of more than 500 now have primary schools.

Gwalior is one of the few States of Central India with its own Medical College; it is the only State with a Degree College for women. It has also a Music College and a Sanskrit

College, an Institute of Oriental Studies, and a Central Technical Institute. The Scindia School, originally founded in 1893 by Maharaja Madhav-rao but re-organised in 1932 as a residential public school on modern lines during the reign of the present Maharaja, has gained an All-India reputation and attracts pupils even from the Indian colonies over-seas. A day-school for girls, the Padma Vidyalaya, on somewhat similar lines was organised in 1944 by Her Highness the Maharani Scindia, through whose initiative the education of women, girls and infants is fast developing. There are two Montessori Schools, the Shishu Mandir and Balak Mandir, under Her Highness' direct control.

All employees of the Education Department have now been granted revised scales of pay on a time-scale basis; the time-scales vary from the minimum of Rs. 25-1-35 p. m. (for a primary school teacher of the lowest grade) up to the Professorial grade of the Degree Colleges. In addition all employees receive dearness allowance according to a sliding scale.

Schemes for extensive development of educational facilities in Gwalior State are comprised in a five-year plan of Educational Extension now under consideration by the Government. The plan includes the following features among others:

1. Compulsory free basic education for all children between the ages of 6 and 14 years in the urban areas of greater Gwalior and Ujjain.

2. Compulsory free Basic Education for all children between the ages of 6 and 12 years in the districts of Gird and Ujjain (excluding the urban areas covered by (i) above.)

3. Expansion of Primary (Junior Basic) Education in all the other dis-

tricts of the Gwalior State, with the aim of providing a 5-year course for at least twice the number of children now under-going education.

4. Liquidation of illiteracy in the towns of Gohad, Pichhore, Ghatigaon, Badnagar, and Agar and maintenance of literacy through education and provision of libraries and other cultural facilities.

5. Provision of adequate facilities for training all teachers now in service who are found to be capable of being trained, and training of all new recruits to the educational service.

6. Staffing and running twenty selected schools in rural and urban areas on special experimental lines (such as the 'Wardha,' Project' and 'Montessori' methods) with a view to ascertaining the comparative merits of these methods for Gwalior.

7. Provision of school buildings, well-designed but moderate in cost, well-lighted, well-ventilated, sanitary, with sufficient play-ground and garden spaces, and adequate equipment, for all schools included under the 5-Year plan and as many others as possible.

8. Provision of regular medical inspection and treatment for all children in the compulsion areas, and provision of additional nourishment for under-nourished children to the neediest areas.

9. Provision of suitable physical education and recreation for every child in the compulsion areas.

10. Gradual re-staffing of all existing Lower Primary schools with teachers trained to work on the principal of modern education viz., "Learning by doing".

11. Provision of an adequate, skilled and experienced administrative and supervisory staff to guide the teachers and maintain the Gwalior

educational system on sound modern lines suited to Indian needs.

The cost of implementing this 11-point Plan would be about Rs. 11 lakhs at the end of 5 years. It will necessitate the recruitment and training of, about 3000 teachers, in addition to the 4000 teachers already employed in Gwalior State Educational institutions. At least six train-

ing institutions will be needed for the purpose. The 5 Year Plan makes provision for the education of about 2,00,000 out of the total population of school-going age, amounting to about 7,50,000. The budget of the Education Department for 1947-8 will exceed Rs. 40 lakhs, that is to say, will amount to more than 10% of the total annual expenditure of Gwalior State.

SCHOOL INSPECTIONS

By Sri W. SUBBARAYUDU, M. A., L. T.

ALL recognised schools are being inspected every year by the Educational authorities. The officials of the department are expected to scrutinise carefully all aspects of the working of the schools in their jurisdiction and submit a report to the Government. This habit of inspecting schools has been in vogue and so far no thought has been bestowed as to their utility.

Need for these Inspections

The reasons given for the inspections of schools are so obvious and well known that they may not need any special mention here. Still in the light of what is going on now in the name of inspections, an examination of the aims and objects of these annual inspections seems to be quite necessary.

Objects of Inspection

The Inspectors are to examine whether the schools are being run efficiently or whether the public funds are being wasted in subsidising useless and inefficient schools. The inspectors should detect the defects and suggest suitable remedies. They should also see that the schools have removed the

defects pointed during the previous inspection. They should be the connecting links between the many different institutions under their jurisdiction, and should also bring to the notice of the teachers and managements, both the merits and defects of the several schools, so that the teachers may benefit by others' merits and avoid the mistakes of others. If any educational experiment is being tried in any particular school, the inspectors should enlighten the teachers of other schools about it and suggest any suitable remedies if the new experiment has any defects. Otherwise they should commend it to the other institutions. The Inspectors should also appreciate the good work turned out by the teachers. They should be whole-hearted and lavish in the appreciation of the good work of the teacher, while they should be unsparing in criticising a teacher, if he is idle or indolent. They should take notice of the equipment of the schools regarding laboratories, libraries, teaching aids, playground, etc. They should not fail to notice the service conditions of the teachers, their salaries, increments, casual leave, sick leave, Provident fund etc.

If these conditions are not satis-

factory the inspectors should take serious notice of these lapses and take severe action on the managements.

Actualities

But what are the Inspectors doing today? They pay a visit to a school annually, scrutinise the school records, the financial statements more carefully if they are scrupulous and conscientious. Otherwise these are only glanced through hurriedly and signed. Then they will step into any classroom they choose and examine in whatever subject their whim may dictate. They seldom stick to the time-table of the school and in one class in a period of forty-five minutes different teachers handling different subjects are summoned to exhibit to the Inspector, his Pedagogic skill. Very often the work of the whole school is being dislocated for the sake of the Inspector and the teaching staff as well as the students will have to be alert all the time waiting for the Inspector's call.

Even in the mode of inspection, the educational standards and methods of teaching and the laying of emphasis seem to be as varying and fluctuating and as many as there are Inspectors. The poor teachers have to adjust themselves to the pet fads, eccentricities and idiosyncracies of the Inspectors. One Inspector holds that map-drawing is very important for the study of history and his very successor holds it to be a sheer waste of time. One man stresses the importance of general knowledge even at the cost of the knowledge of the prescribed text-books, while another holds a view diametrically opposite. To one, the knowledge of the spelling of the word 'Algebra', is more important than a knowledge of the subject, even in these days when the subjects are imparted in the mother tongue. If the teachers do not

subscribe to their pet notions, which may be quite contrary to the educational and psychological principle, they are condemned as inefficient and incapable.

Further the Inspectors sit in each class for a few minutes and pass uncharitable, annoying and highly irritating remarks, only after a superficial survey, without taking into consideration the several handicaps under which the teacher is working. The inspectors judge the teacher from an ideal view point and never from the real one.

Need for Sympathy

First, the teacher has to coach the students for examination. He has to make the boys answer well in the examination and enable them to pass. His efficiency is measured not according to his scholarship, his capacities for exposition or the ability to maintain discipline, or for the high moral tone of his life, but only for the capacity to produce good results. His very existence depends on the percentage of boys passing the examination.

Secondly, there are not less than 40 students in each class and it is not possible to do justice to all boys intelligent and dull, careful and indifferent, industrious and idle. The teachers have to handle four to five classes and work at the rate of six or seven periods a day.

Thirdly, the syllabus that has to be covered is so vast and the time too limited, that there is no school where classes are not held even on holidays. There are many schools where classes are held even at night.

Fourthly, the most well known and vexatious one is that of the salary. The salaries are not only too meagre, but very often irregular.

Fifthly, the teachers have to work very often with inadequate tools. The libraries in most schools are out of date and laboratories ill-equipped. Even the black-boards have become white in some schools.

Labouring under these conditions, where is the time, energy, and inclination for the teachers to divine the special fads of these Inspectors? Are they to be ideal teachers as the Inspectors want them to be or merely examination coaches as the managements want them to be?

New type of Inspection

This train of thought leads one to question the necessity to inspect the teaching of the school masters.

The teachers have, after their general education, been duly trained and have been found fit for the profession. It is only after the Board of Examiners set up by the Universities has been satisfied that these teachers have been declared fit to enter the profession. When once a teacher has been duly tested and found fit, why should he be made to undergo a trial every year? Does it mean that the Universities are conferring degrees on all worthless beings?

The Inspections may serve some purpose if the inspectors are better qualified than the teachers. But they too undergo the same course and pass the same examinations. Nowadays in many cases, the Inspectors have been recruited to the post directly. They are ignorant of the several class room difficulties that the teacher has to face. Is it not highly ridiculous if not insulting for a fresh young man from the Training College to slip into the office of the Inspector and pass uncharitable and indecorous remarks against teachers who have put in service for more than 20 years?

Teachers are educated men fully alive to their responsibilities and duties and do not require any body to be reminding them of their duties. No sane man will play false if he is trusted and in the field of education nothing produces better results than trust and respect. So in the interest of the future educational standard of the country and to give a better moral tone to the schools, it is highly advisable, if this practice of making the teachers stand before the inspectors every year is discontinued. Let the inspectors limit their activities to the equipment of the schools only as in the case of colleges now.

Survey of Primary Education in India

Vol. I—(1934—41)

BY

SARDAR A. T. MUKHERJEE, M. Sc.

NABADWIP, BENGAL

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Primary Education with Special Reference to Bengal

Sardar A. T. MUKHERJEE, M. Sc.

THE political life of India moves no longer at a leisurely tempo. The pulse of the nation is throbbing with a galvanic inspiration and there is an irresistible urge for freedom and nothing can stem the tide of constant maturity. The vision of a liberated humanity, free in every respect and in every sense of the term, inspires the people. Political enslavement, economic servitude, alien overlordship, obscurantism, and to crown all, intellectual torpor, are some of the major ailments paralysing the citizens of the country. The struggle for liberation, however, has reached its crucial stage and flashes of lightning are already visible in the erstwhile dark clouds looming in the political horizon. Mighty problems are facing the world today and a correct and permanent solution of India's problems hinges in a large measure upon their solution. A pre-requisite condition for the building of a better and happier India is the recognition of the fact that a proper system of education was necessary in order to tackle satisfactorily even the primary problems of food, clothing, housing, pestilence and illiteracy. This would require the development and utilisation of all the latent energy in the children and our social and national institutions have to be fashioned accordingly. With the changes in the social order which must inevitably occur in the near future changes in the educational world will come simultaneously. If the new social system is to be a truly democratic one, every citizen must be aware of his importance in, and responsibility to the community. This new emphasis on the responsibility of each member of the community cannot fail to be

reflected in the outlook expressed in the development of new educational ideas. Every subject which finds its way into the curriculum will be included therein in anticipation of some part it is expected to play in fitting pupils for their task of living successfully.

An extensive programme 'integrated with and fitted into the main plan of national development' 'for the literisation of five and a half crores of children and youths, and 25 crores of adults,' has been finalised by the Priority Sub-Committee on Education set up by the National Planning Committee. The plan outlines a system of pre-school and post-basic school education, special urgency being conceded to four items of national education. The minimum cost per annum for elementary or basic education—free, compulsory and universal—is estimated to be not less than 200 crores of rupees as against Rs 31 crores spent per year at present by British India on all stages of education. It is suggested that the whole of the annual cost of Rs. 200 crores could be met, without undue strain, in the following way. All the debts of the individual agriculturists are to be consolidated and taken over by the State and founded at ten per cent simple interest to be paid to the State. In return the creditor is to be paid five per cent interest. The difference between the rate that the State receives from the debtor agriculturist and that the state pays to the creditor, would amount, on a total debt of Rs 2000 crores, to over Rs 100 crores per year in British India, while in the

Indian States it would amount to about half this amount. The proportion of illiterate adult population in India is roughly 85% of the total. There is only 10 per cent of the population which can at all be classed as literate. Of the latter, men outnumber women by five to one. It is proposed that in the case of adult illiterates, besides the ordinary verbal instruction from teachers, as in a normal school, measures must be adopted to utilise the screen and the radio for a wholesale programme of immediate action. An intensive drive for liquidating mass illiteracy of adults in units of 50 each in towns of 1,000 population or more, and in smaller units in rural areas will require the services of, at least, a million persons giving full time attendance to this job for one year each. The personnel for giving effect to the educational item in the national plan, must be found in some system of social conscription of those already educated upto a given standard—the secondary stage of education. These persons numbering about 250,000 in all India drafted into the national social service as conscripts, have hitherto been drafted for military service. The Sargent Plan shows the way to something much better than what India has at present, but India cannot wait the 40 years contemplated to become a reasonably educated country. Moreover, the Plan takes little notice of the modern equipments for education, such as, the lanterns, the cinema, gramophone and the radio.

With all its advantages the system of 'Exchange Motion' as recommended in the Wardha Scheme, according to which current expenditure of the school is expected to be met from the sale of the goods produced in the technical section by the students and the staff, is spiritually

harmful to the child as the vocation becomes the principal object of education. This gives a narrow and shallow knowledge of the subjects taught.

The last census proved that only 4.7 crores, out of 38.9 crores in the whole of India, have knowledge of the three R's. Literacy in Bombay, Bengal, Madras and Assam stood at 19.5, 16.5, 13 and 11 p. c. respectively. With the dawn of Independence a literacy drive of the speediest character must be immediately undertaken for the early liquidation of the colossal ignorance of our huge armies of illiterates.

The Russian experiment in educational reforms in the post-revolution period is a new phase of educational policy and the world awaits its fruition with bated breath. Meanwhile the various British Indian provinces have chalked out different plans for the liquidation of mass illiteracy and adult education.

The Congress Government of Bombay have definite proposals before the legislature for taking over the entire control of primary education in the province.

In Bihar a Five-Year Plan for developing general education in the province has been sponsored by the Congress Ministry. The programme includes several new schemes in which basic training will form a nucleus. There is provision for mass literacy drive and half-a-dozen pre-basic schools will be started as an experimental measure for providing education to children of the age group 3 to 7 years.

Most of the other Provinces and some of the leading Indian States are planning on their own lines but in this short article, I shall confine my remarks to Bengal only.

It is a matter of common experience that primary education in this country is the worst victim of Government's apathy and Bengal is no exception. The number of primary schools is hopelessly inadequate and, there being little control, they are often distributed without any plan or scheme. Rightly speaking there should be one primary school for every square mile. The first condition, however, for building up the country's educational structure is that the State should take up control and guide primary education on the basis of universal literacy. Then there is the deplorable lot of primary teachers, whose average salary is far below that of an ordinary Chaprasi, which is a standing disgrace. Minimum living wages, security of service, provision for provident fund and adequate dearness allowance are the main demands of the primary school teachers.

The education cess that has been levied as an experimental measure in some districts is by a long chalk inadequate to meet the expenses that would accrue. It is mainly a levy on the agricultural population who are already overburdened and whose income is too small to yield a fraction of the requisite funds. A ten-crore scheme for introduction of compulsory, free, primary education all over Bengal, is understood to be under active consideration of the Bengal Government. The working of the Primary Education Act in certain districts has revealed the fact that the progress of literacy among the children of the agriculturist classes is very slow. Hence the Government is likely to introduce compulsion for driving away illiteracy from the Province. At a modest computation the cost of this ambitious project would come to about ten crores of rupees. It is understood that Bengal

Government is prepared to fund about eight crores provided that the Central Government meets the balance either as a subvention or as a loan. The Interim Government is reported to have advised the Bengal Government to raise loans for their reconstruction plans. There are at present 40,108 primary schools in Bengal, of whom 6,173 were purely meant for girls. The total number of trained Matric teachers in these schools is 6,043 males and 319 females. The number of untrained Matric teachers is 1,658 males and 338 females. There are 33,433 trained non-Matric male teachers and 463 females while the number of untrained male and female non-Matric teachers is 48,170 and 2,378 respectively. With regard to the pay of each class of these teachers — the Headmaster draws Rs. 16, trained Assistant teachers Rs. 12 while the untrained Assistant teachers are given a monthly pay of Rs. 10. With such scanty allowances, far below those of menial servants, they cannot keep their body and soul together and still we expect them to discharge their duties efficiently. The Government of Bengal has just announced a revision of the scales of pay for primary teachers as per details given below, with retrospective effect from October, 1946. It is estimated that this will involve an additional expenditure of about 64 lakhs of rupees per year for the existing teachers. The new scales will be as follows:

a) Rs. 27 per month for trained Matriculates as against Rs. 16 at present.

b) Rs. 19 per month for trained Matriculates as against Rs. 12 at present

c) Rs. 15 per month for trained Matriculates as against Rs. 10 at present.

All the three categories of teachers will continue to draw the existing dearness allowance of Rs. 3 from Government and Rs. 2/8 or so from the District School Board. The total monthly remuneration of the teachers of these three categories including dearness allowance will, therefore, be Rs. 32/8 (i.e. Rs. 27/ plus Rs. 3 plus Rs. 2/8) for trained Matriculates, Rs. 24/8 (i.e. Rs. 19 plus Rs. 3 plus Rs. 2/8) for the untrained Matriculates and trained non-Matriculates and Rs. 20/8 (i.e. Rs. 15 plus Rs. 3 plus Rs. 2/8) for untrained non-Matriculates. This is the utmost that the Government could do in Bengal under the present circumstances to improve the sad lot of the unfortunate primary school teachers. The All-Bengal Primary Teachers' Association has rightly declared that the revised pay scales are quite inadequate to meet the minimum requirements of the teachers and they have decided to go on strike from April next as a protest against the callousness of the Government of Bengal which plead paucity of funds as an excuse for rejecting the legitimate demands of the distressed teachers while crores of rupees are being diverted towards less important subjects.

It is understood that the Government were taking steps for the establishment of the Central Primary Education Committee. District School Boards had been established in all the districts in the Province excepting Darjeeling and Midnapur. The Education Minister has just declared that it is the policy of the Bengal Government to introduce free and compulsory primary education in the province as early as possible. This is rather a vague announcement. The Government should formulate definite schemes for universal and free elementary education, which is the birth-right of the citizens, in close co-operation with non-official experts, invite public criticisms thereon and launch them with necessary modifications, as soon as possible.

We reserve our comments until the full scheme comes to light.

In this dark sub-continent of the unlettered a new and vitalizing system of education has to be devised for awakening the civic consciousness of the people who are about to breathe in the invigorating air of a liberated atmosphere.

RURAL EDUCATION IN THE U.S. A

Public schools in rural areas of the United States serve 43.4 per cent of the total population of the country, about 30.5 million living on the farms and 26.7 million living in villages with a population of 2500 or less. They have a total enrolment of over 12 million pupils or about 48 per cent of the total number of public school pupils. They employ nearly half a million or about 52 percent of the total number of teachers; and they spend a total of about 90 crores dollars annually.

—K. S. VAKIL.

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Raising of the School Age

APRIL 1, 1947 marks an important stage in the history of education in England. It saw the putting into effect of the provision in the Butler Education Act under which the compulsory school age is raised to 15. Attempts in this direction have been made since 1918 when the Fisher Act was passed granting permissive powers to local authorities to pass bylaws raising the age to 15. But very few authorities took advantage of this clause. The Hadow Report of 1926 recommended that the age should be compulsorily raised to 15. But it took ten years to give legal effect to this recommendation. Under the Act of 1936 provision was made to raise

the age to 15 with effect from September 1, 1939. On that day, however, Hitler invaded Poland. The World War began. School-children had to be evacuated to places of safety. The whole question was subsequently reviewed. The Butler Education Act was passed. And it is the fruits of that Act that the children of England are to enjoy from April 1. They will now spend one more year in school.

OBJECTION has been taken to put the Act into effect at the present moment when England is suffering from man-power shortage. Several argued that at a time when the country is in need of more labourers and when the level of productivity has to be raised it is a serious mistake to divert the youth from agriculture and industry into schools. But Government did not regard this as a serious objection. As the President of the National Union of Teachers pointed out, the raising of the age would affect only 130,000 boys and girls in 1947—a loss to industry equivalent to 6½ minutes' work a week for each adult working and that also on the assumption that every child secured employment immediately on leaving school. It is a folly to sacrifice permanently the interests of children and exploit their helplessness with a view to effect a very very small reduction in the hours of labour for adults.

DEFENDING the raising of the age, Mr. Tomlinson, the Minister of Education observed thus:

"One thing we have neglected more than any other in the past and for which we have paid dearly has been our failure to perfect the human machine in its service to the community. Our technicians have done wonderful things. We have mechanized our industry and we have brought our productive machinery up-to-date. But too often we have said that it did not matter what happened to the human machine. From the economic point of view alone, the raising of the school age and the spending of another year at school is worthwhile. I look upon this extra year as an investment for the child which will pay dividends for the whole of the rest of his life."

SOME others have argued that the extra year would to-day be of little value as there are not enough teachers, not enough accommodation and equipment and not enough books owing to the shortage of paper. It has also been pointed out by critics that as yet there is no real grasp among teachers generally of what should be taught to children during the extra-year.

THERE is not enough force in any of these arguments. Schools for the emergency training of teachers have been at work for the last eighteen months and an adequate number of teachers is being produced. The difficulty it is pointed out is not in getting teachers to handle the classes in the extra year. It is more in staffing infant schools. The

emergency scheme has not attracted very many women. Owing to the increase in birth rate since 1941 more women teachers are required for the infant classes.

THERE is shortage it is true of accommodation. But this is not the case in all localities. Some local authorities had the foresight to make provision for additional school buildings. As regards the kind of education to be provided experiments have already been made in several places where considerable numbers of children have been attending voluntarily until 15. Much can be learnt from them. Many authorities are arranging conferences and courses this year at which their teachers may hear and discuss what has already been done in the more progressive schools.

THERE are some who point out that the better quality of man power will not be produced by raising the school age alone and that the other parts of the Butler Act of 1944 must be put into operation before its value can be realized, especially the parts which provide for compulsory part time education until 18. All this is true. It only calls for greater effort on the part of all to take more steps in the direction contemplated. It does not mean that the nation should wait until ideal conditions are established. Any further delay in raising the school leaving age would as one writer observes have created a psychological shock.

they like to their teaching staff and divert the fee income for capital expenditure. It is only in very rare cases that managements are found to work hard to secure additional funds when once their school is started and recognition is obtained for it from the government.

It is because of this that several Teachers' organisations have requested the government to so modify the rules of recognition and Grant-in-Aid that Teachers' Salaries according to standard rates are made the first charge on the income of schools derived from fees. If this is done there is a guarantee that some at least of the schools—schools which have a large number of pupils on their rolls and which manage to get large fee incomes—will be compelled to pay decent salaries to their staff.

THERE is no meaning in government adopting a "soft" attitude towards managements and saying that unless they are permitted to use fee income for buildings they will not be in a position to raise the necessary buildings. It is this 'softness' and sympathy towards the view point of the employers that is responsible for the misery and suffering of the teachers in a large number of cases.

ANSWERING a question in the Legislative Assembly as to the obstacles which stood in the way of the Government making it obligatory on the part of private managements to adopt high-

er scales of pay, the Minister of Finance stated that if higher standards were laid down it was likely that many of the managements would not be able to comply with them and would be put to the necessity of closing their schools. So long as this timid attitude is adopted by government there is little chance of managements discharging their just duty by the teachers.

Sirdar Patel on Teachers

It is a pity that Sirdar Patel was rather very harsh towards the teachers when he addressed them at Bardoli a few days ago. He drew a contrast between teachers in old days when they were the most respected men in every village, when people took their advice before they did anything and gladly supplied all their needs and the present day when teachers are imitating the labourers in the factories, are insincere in their work with the result that society is spurning them. He made a reference to all this because he found teachers going on strike when they were not given a certain remuneration. But one should remember in this connection that it is the society which does not pay even a living wage to the teacher and treats him as inferior even to a menial that is really responsible for teachers going on strike. Society does not now-a-days attach any real value to education. Everything is looked at from a materialistic and business stand point.

It is only work which secures a definite money return that is valued. And what the society finds is that the education which the teacher provides for his pupils does not enable them to earn even their living. Education therefore has ceased to be of any value in the eyes of the majority of the people and this is the reason why they place so little value on the work of teachers. What the teachers therefore require is a certain amount of sympathy from the country's leaders; and sympathy from a great leader like Sirdar Patel will go a great deal towards infusing a new spirit into their work.

Notes

It may be of interest to know that in England there is the National Association of School Masters with a membership of 10,000 teachers distinct from the National Union of Teachers. The Association had its annual conference recently. For quarter of a century it had opposed equal pay for men and women. It is also opposed to the provision of a free dinner at school for all children. It carried a resolution deploring the increasing practice of appointing women as head-teachers of mixed schools, including some modern mixed secondary schools. One of its grievances is that it has been excluded from the Burnham Committee.

In Melbourne, Australia university work is being carried on in huts. This is the first Australian experiment in the decentralization of an overcrowded University. 600 first

year students in Medicine, Dentistry, Architecture and Engineering, including 43 women from the University of Women are now studying in this University of huts. It is also the first time an Australian University has boarded, lodged and taught students. The cost of board and lodging is 25 sh. a week—a sum the poorest student can afford. More than half the students are ex-service men.

Fourteen Jewish Youth organisations met recently in Jerusalem and after a long discussion passed a resolution disapproving terrorism. The meeting asked the young members of terrorist groups to realize that the strength of the community lay in internal discipline and that the salvation of the Jewish people was to be found in pioneer work, immigration, settlement and the creation of Jewish way of life.

All-India Council for Technical Education

The Mysore Government have invited the All-India Council for Technical Education to hold their next meeting at Bangalore. This invitation has been accepted and the Chairman of the Council, Mr. N. R. Sarkar, has fixed May 29 and 30, 1947, for the meeting.

The Council will consider, among other matters,

- (i) a preliminary report on survey of technical institutions in the country,
- (ii) reports of the Visiting Committees appointed by the Co-ordinating Committee of the Council to visit some of the important technical institutions in the country and to make recommendations for their improvement,
- (iii) the question of formation of the Regional Committees of the All-India Council for Technical Education, and
- (iv) the location of the proposed Higher Technical institutions for the North and the South.

Royalaseema and Andhra University

SOME weeks ago a committee was constituted by the Madras Government to consider the inclusion of the Royalaseema districts of the province within the jurisdiction of the Andhra University. It is now reported that the Committee came to certain exploratory conclusions which are to form the basis for further consideration at another meeting to be held later. It is desirable that the public should know the nature of all the issues involved in the question.

WHEN the Andhra University was first constituted in 1926 all the Andhra districts including the Royalaseema districts were within its jurisdiction. But later on the Royalaseema districts were taken out of its jurisdiction as a result of the transfer of the headquarters of the University from Bezvada which was a central place to Waltair, which was at one corner of the Andhra Country and very far away from the Royalaseema districts. From that date onwards they have continued to be within the jurisdiction of the Madras University.

ALL along there has been a move to bring them back to the fold of the Andhra University primarily on the ground that all Andhras—of Royalaseema and of the coastal districts—have a common culture and it is only through a common university that this can be maintained and

promoted. It was also felt that one single university for the whole of Andhra would help the formation of an Andhra province for which there has been a strong demand.

BUT this movement had not much substantial support behind it in the Royalaseema districts. There was also a good deal of opposition to it. It was partly due to a suspicion on the part of the Royalaseema people that they would not gain much from a university dominated by the people of the coastal districts. Moreover Madras is nearer to them and they have not been conscious of any special disabilities arising out of their affiliation to the Madras University.

THE question has to be examined in the main from the educational standpoint. What the Royalaseema districts want is additional educational facilities. Just as they are backward in most other spheres they are also backward in education. What is needed by them is a number of professional colleges like a Medical College, an Agricultural College, a Teachers' College and an Engineering College and special courses in Commerce and Sciences—theoretical as well as applied. It does not matter very much whether the Colleges started in this area affiliated to the Andhra or the Madras University. In addition to this intermediate colleges have to be started in all the districts where they do not exist at present.

SOME may object to the view that it is a matter of indifference whether these colleges are affiliated to the Andhra or Madras University. But there is no force in the objection. The Andhra University has been in existence for twenty years. It has done little to develop research into Andhra culture or History. The Madras University has done more in this direction than the Andhra University.

MOREOVER it is best that Royalaseema has a university of its own. This is the direction in which this region should develop. There is nothing wrong in the Andhra country having two or even more universities. There are two universities in Bengal and five in the United Provinces. There is already a move to have a university at Tirupathi, and there is no reason why this project should be abandoned.

THE Committee will therefore do well to discourage any attempt to include the Royalaseema districts in the Andhra University, recommend to the Government and the public the starting of more colleges and the establishment at an early date of a separate university for Royalaseema.

Government, Managements, and Teachers

IT is a universal tendency for Governments to support the point of view of employers in all disputes between the employ-

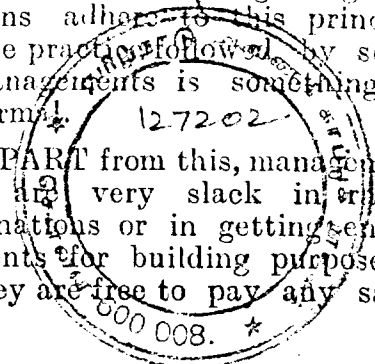
ers and employees, however just the demands of the latter happen to be. This is what has happened in the Province of Madras in connection with the demands made by teachers for higher salaries and allowances.

TEACHERS have been pointing out that the income which school managements get from pupils' fees should be utilised in the main for paying the salaries of the teaching staff according to standards found to be just and reasonable and it is only when any balance is left that it should be used for constructing buildings and meeting other items of capital expenditure. It is a matter of common knowledge that in several cases managements have been using fee income for strengthening their building funds and for expenditure on permanent equipment and laboratories while denying the teachers even a living wage. In their view buildings are more important than teachers.

THIS is unsound in principle.

It is an elementary proposition that current income should be primarily used for current and not capital expenditure. All efficient and well managed organisations adhere to this principle. The practice followed by school managements is something abnormal.

APART from this, managements are very slack in raising donations or in getting endowments for building purposes as they are free to pay any salary



OUR BENGAL LETTER

Sardar A. T. MUKHERJEE, M. Sc.

(NOTES & NEWS)

Prof. Catlin's Lectures

Prof. George Catlin, who came to attend the Inter-Asian Relations Conference as a guest, delivered five lectures on 'The Crisis of World Civilization' at the Calcutta University and visited Poet Rabindranath's Santiniketan. In the course of his last lecture he emphasised the need for re-education and for the development of new technique of human co-operation as recently explored by psychological science. While discussing the problem of justice and authority the learned professor said that it was an error to suppose that liberty was an alternative to authority: it was a compliment to it and without authority liberty lacked guarantees. National liberty also involved international responsibility. World Government, he said, required the Rule of Law and the rule of the majority to decide what was to be the law. He advised the people to contribute to a powerful movement to eliminate the 'Domination Motive' first by the work of intellectual analysis in understanding its psychological springs in fear and mal-education. He paid great tribute to the spirit of Indian Civilization of which the University of Calcutta was an outstanding expression.

Bengal Education Council

The Council was reconstituted recently, Dr. Shyamaprasad Mookerjee being elected President in place of the late Sir P. C. Roy, the renowned scientist of international fame. The Bengal Secondary Education Bill and other educational measures proposed by the Bengal Ministry will come up for consideration before the Education Council at an early date. The Government would do well to give due weight to the recommendations of the Council which consists of eminent educationists of the province.

Persecution of Teachers

We record our emphatic protest against the police excesses in Mymensingh where several teachers were arrested and put to indignities. The Executive Committee of the Mymensingh Town Teachers' Association has called upon the Government to intervene in this matter and to make an end of this rule of oppression on the teaching profession and restore normal atmosphere in the surrounding localities.

Calcutta University

(1) The Government of Bengal, which is anxious to rush the Bengal Secondary Education Bill through the legislative anvil has invited the opinion of the Vice-Chancellor and the Syndicate of the Calcutta University regarding the amended provisions made therein of late. The bill raised a province-wide controversy and the importation of communalism in the sacred precincts of the Goddess of Learning was stoutly resisted by the intelligentsia. What is wanted is an independent Board with a non-official Chairman and majority of elected representatives with an adequate representation of the teaching profession. Dr. Zuberi, has been specially entrusted by the Government with the task of drafting proposals regarding the reconstruction of the Secondary Education in Bengal and to draw up an independent Bill. We reserve our comments till the draft proposals are published.

(2) The Institute of Jute Technology, which the Calcutta University has decided to establish in collaboration with the Bengal Jute Mills Association, will begin to function as soon as the necessary constructions and other arrangement are completed. The selection of suitable candidates is an important affair and the Appointment and Information Board of the Calcutta

University should take particular care regarding the admission of pupils. Recommendations and favouritisms should never be allowed to play their respective parts.

Dacca University

The resolution urging the early inauguration of a Diploma Course in Tuberculosis Diseases in the University of Dacca in connection with the Dacca Medical College, contains a request to the Bengal Government to expedite the construction of the tuberculosis hospital at Dacca in pursuance of the post-war reconstruction plans. Meanwhile the resolution has been referred to the Academic Council for consideration and it would come up before the Executive Council in due course.

(2) By the death of Dr. Nalini Kanta Bhattasali, former Curator of the Dacca University, the country has lost an eminent historian and an able custodian of University museums. His researches and historical works attracted public attention.

Student Movement

Britain was transferring power to India and it does not matter whether this was being done out of an altruistic motive or under the irresistible forces of circumstances. Our students have to play shortly some considerable part in shaping the destiny of the country. The student organisations have to be overhauled and kept above party politics.

The All-India Educational Conference held at Trivandrum was of opinion that boys and girls in Secondary schools should not be allowed to take part in politics. The Bengal Provincial Students' Congress has just decided that the Indian National Congress was the only organisation which deserved to be followed for the welfare of the country. It was further resolved that students should not allow themselves to be exploited for party ends. The Congress believed in democracy and adjustments and was against class-war and all sorts of dictatorships—even against the dictatorship of the proletariat.

Teachers on Strike

The Primary School teachers, numbering about 1 lac and 20 thousand, have gone on strike as a protest against the callousness of the public and the Government alike to whom several representations were made by them for redress of their grievances.

The Teachers of the Secondary Schools, whose appeal for improvement in their pay and prospects so as to enable them to get at least living wages, having fallen on deaf ears, have appointed a Council of Action for taking necessary steps. Both the Calcutta University and the Government of Bengal have failed to give them the relief which the poor teachers of Bengal sought at their hands and it is no wonder, therefore, that they are losing patience and growing desperate.

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DELHI

SCIENTIFIC MAN-POWER COMMITTEE SET UP

To ensure the proper development and utilisation of India's scientific manpower and resources the Government of India have set up a Scientific Man-power Committee with the following terms of reference:—

1. To assess the requirements for different grades of scientific and technical manpower, taking a comprehensive view over a period of the next ten years, of the needs of Government (civil and defence), of teaching and research, and of industry, agriculture, transport, medicine and other fields dependent on the use of scientific and technical manpower;

2. To make recommendations regarding action to be taken during the next five years to meet these requirements in particular with reference to

- (a) the immediate improvement and expansion of facilities for scientific and technical training in Indian universities and special institutions,

- (b) training overseas in scientific and technical subjects,

- (c) the promotion and development of scientific and technical research,

- (d) the utilisation of scientific and technical manpower, and

- (e) the maintenance of a register of scientific and technical personnel to facilitate their utilisation to the best advantage.

The future of industry and defence as well as the large number of development plans and projects which have been prepared or are under preparation depend upon the proper and most effective organisation and utilisation of the scientific manpower and resources available in India. The Scientific Man-

power Committee will survey the problem in all its aspects and recommend policies which should govern the use and development of the country's scientific manpower and resources during the next ten years.

DELHI POLYTECHNIC DIPLOMA AND ENGINEERING SERVICES

The Government of India have decided, with the concurrence of the Federal Public Service Commission, to recognise provisionally the All India Diploma in Electrical Engineering, for which the Delhi Polytechnic prepares students, as a sufficient educational qualification for admission to the Combined Engineering Services Examination for recruitment to the Signal Engineering Department, the Electrical Engineering Department and the Stores Department, of the Superior Revenue Establishment of State Railways, the Indian Railway Service of Engineers, the Central Engineering Service, Class I, and the Telegraph Engineering Service, Class I. This qualification is being included in the rules for the above examination and the Federal Public Service Commission will accept candidates possessing this qualification as eligible for the examinations to be held from this year.

Action is being taken to secure the recognition of the Diploma by the Institution of Engineers (India) as exempting from sections A and B of their Associate Membership Examination. If this is secured, the provisional recognition now accorded will be confirmed.

EDUCATIONAL CONFERENCE: IMPLEMENTATION OF DEVELOPMENT SCHEME

An Educational Conference, under the Chairmanship of the Education Member, Government of India, will be held in Simla on May 23 and 24, 1947. Pro-

vincial Ministers of Education, Vice-Chancellors of Universities, representatives of some Indian States and other prominent educationists will attend the meeting.

The agenda for the meeting includes discussion of the Sargent Report with a view to ascertain what modifications are required in the plan in the light of experience gained since the report was published. The meeting will also consider how to secure cooperation between the Central and Provincial Governments and between one province and another.

The question of the medium of instruction at all stages of education and the steps necessary for encouraging study of national culture and oriental classics and research in all branches of learning will also be considered by the meeting.

MADRAS

THE BASIC TRAINING CENTRES

The opening of three more basic training centres in the Province has been recommended by the Sub-Committee appointed by the Advisory Board for Basic Education. The Committee, consisting of Messrs Aryanayagam, G. Ramachandran, K. Arunachalam, L. Rajagopala Rao and G. L. Lobo, has submitted its report which is under consideration by the Government. It is understood that the Committee has also suggested that the period of training should be two years and the syllabus the same as that followed by the Hindustani Talimi Sangh.

It is learned that the Government have selected Koilpatti as one of the centres and two other centres will be selected by the Director of Public Instruction, one in the Andhra area and the other in Malabar.

SCHEDULED CASTE STUDENTS

The Government have received representations that candidates from Scheduled Castes do not get admitted in sufficient numbers in Colleges and Schools. It is stated that the Government find that this complaint is mainly

with reference to the Science Groups in regard to which there has been a lot of competition in recent years.

Suggestions have been made to the Government that in view of the difficulties which the students belonging to the Scheduled Castes are experiencing, a certain percentage of seats might be reserved for them.

Government have decided to issue orders that ten per cent of the seats might be reserved for the Scheduled Caste Students. If, however, a sufficient number of students are not forthcoming from the Scheduled Castes, students belonging to other communities might be admitted to those seats.

EDUCATION FACILITIES FOR DEMOBBED MEN

The Government have constituted an Education Board with the Director of Public Instruction as Chairman, for the grant of educational facilities and concessions to demobilised personnel.

The members of the Board are the Principal, Madras Medical College, the Principal, Madras Veterinary College, the Director of Agriculture and the Deputy Director of Resettlement. The Personal Assistant to the Director of Public Instruction is the Secretary.

The functions of the Board will be to select applicants to whom financial assistance is to be awarded, to assess the extent of assistance to be granted in each case, to place the applicants in the right institutions, to fix the course to be undergone by each applicant and its duration and to review the awards from time to time where necessary.

The director of public instruction will place all applications from the demobilised personnel received by him before the Board and will submit to the Government a report of its working at the end of every academic year.

FIRST GRADE COLLEGE FOR TELLICHERRY

The Government have accorded sanction for raising St. Brennan College, Tellicherry (at present a second grade college) to a first grade college.

SCHOLARSHIPS TO HARIJAN STUDENTS

The Government have sanctioned a sum of about Rs. 32,000 for the award of an additional 100 residential scholarships to students of Harijan and Eligible Communities studying in various professional and arts colleges in the province.

The applications for these scholarships were made at the beginning of the academic year 1946-47, but were rejected by the Labour Commissioner due to lack of funds. The amount will now be paid to these students with retrospective effect.

BOMBAY

FOREIGN SCHOLARSHIPS FOR HARIJANS

Mr. Jagjivan Ram, Labour Member, Interim Government, had informal talks with members of the Bombay Legislature, belonging to the Scheduled Caste community.

The Harijan M. L. A.'s in Bombay, it is understood, urged on the Labour Member to take up with the Government of India the question of reserving some of the scholarships granted by the Central Government for foreign training to Scheduled Caste candidates and to take more effective measures to ensure the recruitment of Harijans to services according to the ratios decided upon in 1931.

ONE-CRORE FUND FOR MARWARI EDUCATION

Shri Madan Lal Jalan, Publicity Secretary, Sixth All-India Marwari Sammelan writes to say that the Marwari Sammelan held in Bombay on April 4, 5 and 6 was an momentous session and came to decisions which would have far-reaching effects on the entire Marwari society.

One of the tasks before the Sammelan is to make the Marwari Society more education-minded. There is a plan to raise a One-Crore fund to award scholarships to Marwari students for higher education in all branches of Science, Technology and faculties.

C. P.

TEACHERS' STRIKE CALLED OFF

The twenty-eight-day-old primary school teachers' strike in the C. P. has been called off unconditionally by the President of the Primary Teachers' Federation, at the suggestion of the President of the Nagpur Provincial Congress Committee. The latter in a letter to Pandit Shukla, the Premier, has indicated his full support to the policy of the Government in dealing with the strike.

In view of the abandonment of the strike, the C. P. Government have accepted the recommendation of the President of the P. C. C. for the release of all the teachers who were arrested for defiance of the ban on processions in March last. The arrested are said to number about 60.

The Government, in a communique, have issued a warning that should the primary teachers again resort to a similar action under the influence of outside agencies, Government will not fail to take strong measures against them.

SIND

SIND UNIVERSITY

The Sind University is expected to start functioning from June this year.

The Government of Sind has appointed Prof. A. Haleem, Pro-Vice-Chancellor of the Aligarh University, as Vice-Chancellor of the University. The appointment of a Registrar is likely to be made shortly by the Chancellor.

The construction work of the Sind University Buildings will also begin soon.

GWALIOR

NEW MEDICAL COLLEGE

Medical colleges will shortly be opened at Gwalior and Jaipore with well equipped hospitals. They will be affiliated to Agra University.

About 2 crores of Rupees will be spent in building the Agra Medical College which will be shifted from the City to Sikandra on the Delhi-Muttra Road.

PUBLIC OPINION

SIR S. RADHAKRISHNAN ON NEED FOR NEW SYSTEM OF EDUCATION

"Man is not merely a consumer of goods, or a labourer or a peasant, he is primarily a human being with a distinct inward life of his own and if in his thirst for political power he mutilates that inward life, then he has sacrificed the most essential element of civilization," said Sir Sarvapalli Radhakrishnan, addressing the students of the Lady Irwin College, Delhi, at their convocation.

Great changes, Sir Radhakrishnan said, were in store for India. At present it was undergoing a political revolution. But with 85 per cent of its people illiterate, would this political revolution mean very much, he asked. A great deal of work had to be done to transform that revolution into a socio-economic revolution. Revolution need not be one with which blood and violence were associated. Honest men and women were capable of bringing about a revolution with silent work, a revolution in front of which even the Communist revolution would appear conservative.

Sir Radhakrishnan deplored the social incohesion which he said was standing in the way of India achieving a leading position in the world. Civil strife which left bitterness in its wake was the greatest tragedy that a nation could experience. He blamed the present system of education for creating mistrust and hatred. "If an institution like this is endeavouring to cultivate among its students a conception of one nation and India as an organic unit, then it is doing a great service to this country at this critical juncture," he remarked.

SIR C. V. RAMAN ON SCIENTIFIC RESEARCH IN RURAL CENTRES

Speaking at the Basic Education Centre at Gurukula Ashram near Banga-

lore, Sir C. V. Raman stressed the need for establishing in our country rural centres of scientific knowledge, for scientific research in rural surroundings devoted to rural problems conducted with stern consciousness and reality of what the ryot wanted and solve them there and not in cities where Universities and Colleges had been concentrated at present.

Sir C. V. Raman stated that to-day modern science was practically equated to Europe and America. They in India had also science and Indian scientists had done something. He had heard diverse opinions mentioned by Congress leaders in our country on science. He felt that there was no way of raising our country from its slough of poverty, disease and misery except to accept what modern science could place before them and use it for the benefit of the country. Russia was a lesson for them in this regard. India could not ignore the essence of modern science. They must find a way to link up the benefit of Western science with the needs of the people, especially of the poor ryots. He would suggest that scientists should go to villages and learn first from villages and import their knowledge to them. Sir C. V. Raman envisaged the springing up of not necessarily Gurukulams or basic education schools, but of rural centres of scientific research.

MR. D. S. REDDY ON DIGNITY OF TEACHING PROFESSION

Presiding over the Silver Jubilee Celebration of the Kellett High School Teachers' Association, Mr. D. S. Reddy Deputy Director of Public Instruction said that the teaching profession was one of the noblest of professions. Everybody agreed it was so, but no one came forward to help them. It was a calling in which the members served humanity

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without receiving an adequate remuneration. Unfortunately, people were labouring under the misapprehension that only those professions which had something to do with the exercise of power should be well paid. Countries like Russia had realised that real good Government could be established only when the people were educated and so they honoured the teachers and also paid them well. Only public opinion, said Mr. Reddi, could compel a Government to respond to the demands of the teaching profession.

Continuing, Mr. Reddi observed that teachers too had certain obligations. They could not always be insisting on remuneration. They had to discharge a heavy responsibility answerable to both "uncritical parents and unreasonable pupils" and any appeal for raising their pay and privileges should be followed by action on the part of teachers to make the people realise that the teachers fully deserved them.

DR. J. C. KUMARAPPA ON BASIC SYSTEM OF EDUCATION

Speaking on "Basic System of Education" Dr. Kumarappa said that there was a philosophy behind basic education and it was that philosophy that should be understood properly. The whole of basic education was founded on and wound round work for the young, work for the adult and work for the old. If they did not understand what work was they could not understand what the system of basic education was.

This system of education as every system of education had a goal and the goal was to build up children into real citizens in a human society in which peace, good living and goodwill prevailed. That was the end and aim of basic system of education. This was the reason why an apostle of peace like Mahatma Gandhi had approved this system of education as proper and conducive to human society.

Dr. Kumarappa next described the various stages of basic education. Child-

ren were taken through spinning up to a level of education, in the second stage the system bifurcated into crafts, in the next it went into occupational sections and in the last it took the form of Post-Basic Education in which research would be made to build up children into real citizens.

Dr. Kumarappa added that work developed human personality and when they neglected work they would go down stage by stage ultimately leading to violence. If food nourished the physical body, work nourished the mental faculty of man.

SIR A. L. MUDALIAR ON IMPORTANCE OF ADULT EDUCATION

"Adult education is not merely adult literacy work, but it is a continuation of education a student has received in his earlier years" observed Sir A. Lakshmanaswami Mudaliar, Vice-Chancellor, speaking at the Teachers' College, Saidapet, in connection with the 20th anniversary of the Adult Night School run under the auspices of the College.

The Vice-Chancellor said that the most important thing about adult literacy was wastage or leakage should be prevented. The problem should be approached in two ways: One was to prepare teachers to carry on the scheme and the other was to prepare and publish such books as would encourage the continuance of literacy in the students. It was with this object the University had taken up the task of preparing the teachers if sufficient financial aid was available from the Government. He considered it as a very important step in all training institutions that there should be a section devoted to training teachers for adult schools. The approach to adult education should be different from that to child education or to the education of juveniles. The adult must be made to feel interested in his study. His education should, therefore, consist of useful information not only in the shape of material conveyed through news-papers but also about various events in the country.

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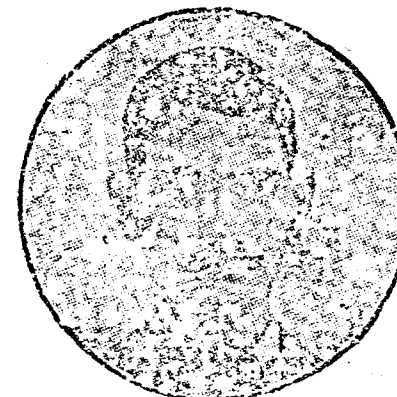
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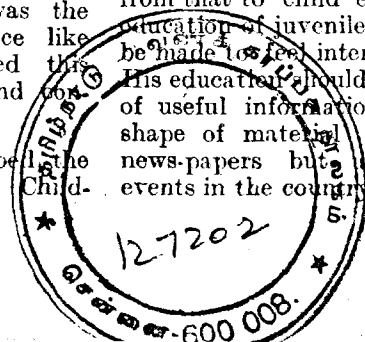
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