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THE SOUTH INDIAN TEACHER

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No. 9

THE CONDITIONS OF SERVICE OF TEACHERS IN NON-GOVERNMENT
SCHOOLS AND THE SECURITY OF TENURE OF SERVICE OF
TEACHERS EMPLOYED THEREIN

MEMORANDUM SUBMITTED TO THE DIRECTOR OF PUBLIC
INSTRUCTION, MADRAS

BY

THE DEPUTATION OF THE SOUTH INDIA TEACHERS' UNION

*Object :—*The deputation should, on behalf of the South India Teachers' Union, express its gratitude to the Director of Public Instruction for his kindness in affording it an opportunity to present the facts relating to the conditions of service of teachers in non-government schools in general and in aided institutions in particular. It appeals earnestly to him to take steps to improve the conditions of service of teachers and to make it possible for them to devote their energies wholeheartedly to the cause of education without being perplexed by insecurity of tenure of service.

• *The topic for consideration :—*The subject is a wide one and the deputation feels that, at the present moment, it should, on grounds of urgency and convenience, confine its attention only to the conditions of service of teachers including the security of tenure of service in aided secondary schools for Indian boys. It should, however, like to bring to the notice of the Director of Public Instruction that the conditions of service in secondary schools under the control of local bodies and municipalities, which have till recently been regarded as fairly satisfactory, are coming in frequently for sharp criticism. The G. O. 4619 on the salaries of teachers in secondary schools and the proposed application of communal rotation even in schools under local bodies, have begun to produce a disturbing effect and acute differences have arisen in regard to promotion and increment. As for Elementary schools, the question of conditions of service is really serious and if a solution should be found, it should not be mixed up with service conditions in secondary

schools but be dealt with immediately as a separate problem in consultation with the Statutory bodies associated with elementary education. It may be stated in passing that the conditions prevailing in aided elementary schools are as bad as, if not worse than, those in aided secondary schools.

Place of aided secondary schools:—It may be necessary at the outset to emphasise the place of aided secondary schools in the sphere of secondary education. They play a really dominant part if one should take their number, the number of pupils and the number of teachers into consideration. Out of 537 secondary schools, as many as 260 are under private management, 175 being under non-mission and 85 under mission management. Out of 1,79,411 scholars in the secondary schools for Indian boys, 1,00,920 receive their instruction in aided schools and there are 4,907 teachers employed in these schools, of whom as many as 4,026 are trained. Towards the total direct expenditure of Rs. 41,84,090 in aided secondary schools, fees contribute Rs. 2,654,342; endowments and subscriptions Rs. 87,031; provincial funds Rs. 14,644; and other sources Rs. 6,24,573.

Objectionable practices:—In view of the fact that aided secondary schools amount to nearly fifty per cent. of the total number and also in view of the fact that they are under the control of a large number of different managing bodies, the authorities have to face the delicate and difficult problem of exercising proper and efficient control over the general administration of aided schools. While a wide latitude should be given to the private managements in no grudging spirit so as to enable them to meet the varied needs of the different localities and to try experiments that are likely to promote efficiency, the system of recognition and aid makes it obligatory on the Department to be in intimate touch with the work of these schools and to satisfy itself that the recognised schools do really impart instruction on approved lines and are able to command the necessary financial resources. Many are the schools which are compelled to lead a precarious existence and they can hardly give necessary facilities to their pupils, who cannot therefore compete with pupils passing through well-equipped schools. Such pupils have to labour under a great handicap when they enter life. It is not the intention of the deputation to worry the Director with many painful details regarding the administration of aided schools. There is a consensus of opinion that the administration of aided schools has been growing from bad to worse. A feeling of discontent has been growing in the ranks of teachers; and this discontent is not confined to any one district or to any one management or to any one school. Owing to the special difficulty caused by financial stringency, the situation has become very grave and teachers are in a state of alarm since no one can be sure of his position to-morrow, however honest and hard-working he may be. The causes for this deplorable situation are (1) low salaries, (2) inadequate provision for increment, (3) irregularity in the payment of salaries, (4) salaries kept in arrear for months together, (5) periodic revision of the salaries for the worse and the continuance of cuts on the reduced salaries, (6) retrenchment, (7) termination of services for

no valid reason but owing to communal or religious grounds, (8) discrepancy between the salary figure in the acquittance roll and the actual amount paid to the teacher, (9) Signature in the acquittance roll even when the salaries are not paid and so on. The deputation does not desire to paint the picture too dark. It will be content with inviting the Director's attention to the following observations taken from the Quinquennial Report on Public Instruction for 1927-1932, which the Departmental Educational officers have been constrained to make in the interest of sound administration and no further argument will be deemed necessary.

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"Pecuniary embarrassments undoubtedly affect the efficiency of teachers and their wages should not be reduced below the efficiency minimum. Judging from the results the cheapest teacher might prove to be the costliest."

D. E. O. TANJORE

"Their salaries are poor and what has been poor has become poorer still under the present financial stress. In a few cases the salaries are kept in arrears for months together."

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"Many a teacher does not put his heart into his work as his pay has been cut down and his security of tenure practically absent. The agreement between the management and teachers practically serves no useful purpose and certainly does not achieve the ostensible object in view. Even local bodies treat temporary and acting teachers in a harsh manner, sending them away at the beginning of the vacation and re-employing them on the re-opening date without vacation pay. Teachers are kept on probation for years on and without confirmation or the benefits of the provident fund. Under the circumstances efficiency has suffered."

D. E. O. MADRAS.

"One of the outstanding defects in the organisation of secondary schools was, as in the past, the lack of stability in the teacher's tenure. The introduction of these agreements could not, however, bring into being in all schools either uniform terms of service or identical scale of salaries or leave rules."

The South India Teachers' Union has officially brought to the notice of Mr. Smith, the then acting Director, a few cases of gross injustice and he was pleased to give an assurance to the union that he would not hesitate to exercise any powers he might possess. The South India Teachers' Union has learnt with pleasure that, as the result of a circular issued from the office of the Director of Public Instruction, the arrear salaries were paid in some cases. An idea of the situation may be gained from the proceedings R.O.C. No. 246 D. 34 dated 23-11-34 of the Director of

Public Instruction impressing upon teachers that disciplinary action will be taken against them if they should sign the acquittance roll and then complain to the Department about the pressure brought to bear upon them to affix their signature. The deputation feels that this is neither the time nor the occasion to go into the merits of the proceedings but it begs to point out that the objectionable practice whose seriousness the management is called upon to impress upon the teacher is due to the management itself. It is for the Department which is not unaware of such abuses, to see that the schools are freed from them and that teachers are protected by statutes or rules so that they may feel the helping hand of the Department in maintaining the moral tone of the school. The need for protection is becoming increasingly clear every day and the deputation feels it its duty to urge that the Department should arm itself with adequate powers of control over aided schools and that it should not hesitate to exercise them as occasions may arise. It should be made impossible for any unscrupulous management even to entertain the idea of penalising teachers if they be keen on standing for right principles and justice in the discharge of their duty. How serious the situation has become will be seen from the tendency shown by some managing bodies to fail to remit to the Post Office the contributions to the Provident Fund. It will be an eye-opener to the department that certain managements are reported to be clever enough to escape criticism by sending the P. F. contributions to the Post Office though the salaries are not paid. The loss which the teacher sustains is, on the whole, serious and it is not possible for him to protest or to bring to the notice of the authorities on every occasion.

The agreement system and Board of Arbitration:—The Department will easily realise that, under the existing circumstances, the teacher is helpless and that any honest attempt to get his grievances redressed will throw him out of employment. The agreement mentioned in Appendix 28 of Madras Educational Rules has not improved matters. In some cases, it has provided a convenient device to the management for terminating services without running the risk of incurring public displeasure or disapproval. Nothing is gained if the Department should merely compel the management to enter into an agreement with teachers on the lines mentioned in the model agreement. There may be one or two good points in this agreement but curiously enough, the feeling of insecurity of service has become more marked with the introduction of the agreement. Any agreement that seeks to ensure security of tenure and to place the conditions of service on a sound footing should be more explicit in regard to minimum salary, increments, leave rules, and termination of services. So long as the termination of services is not governed by definite rules specifying the causes justifying termination, teachers will feel their position insecure and there will be many cases of injustice. The temptation to make use of the provision of three months' notice with the sole object of reducing expenditure which will mount up when teachers are reaching the maximum, becomes irresistible in some cases. The frequent change of teachers which must result from this tendency is un-

desirable from the point of view of sound education. A Board of Appeal or Arbitration which can look into the cases of dispute between the management and the teacher in regard to the terms of the contract is a very important provision that should find a place in the agreement in the interest of the teacher as well as of the management. It should not be forgotten that the government has, under the existing educational policy of State aid, to deal with quite a large number of managing bodies. The mere existence of a provision for appeal would undoubtedly act as a great check on the vagaries of managers and neither an honest teacher, nor a management whose hands are clean, can have anything to fear from the Board of Appeal. The Department which is expected to exercise control over 260 aided schools should provide a machinery which will, without interfering unnecessarily with details of internal administration, enable it to discharge its responsibility in a well-informed and satisfactory manner. Such a Board of arbitration has been constituted in Bengal and the necessity for such a body cannot be questioned. Now that the conditions of service are being revised and brought up to date even in respect of government service and of service in local bodies, it is essential that the Department should not take for granted that the administration of aided schools cannot but be smooth and proper. The facts in its possession and the reports it receives from its officers leave it no option and the deputation would make a strong appeal to the Department to devise a uniform scheme of agreement with a definite provision for *minimum salaries, regular increments, reasonable leave rules, termination of services and Board of Appeal*. In this connection the deputation regrets to state that even the terms of the agreement are not observed in a few cases. It is not fair to expect the teacher to go to a Court of Law to have the terms of the contract enforced. He has neither time nor money to pursue the costly process of Law and the case for a Board of Arbitration should become obvious. It is not necessary to go into the composition of the Board just now but the Union feels strongly that the South India Teachers' Union which has been in existence over 25 years and which has thrown open its membership to teachers of all grades throughout the presidency should be directly and adequately represented in the Board of Appeal.

Plea for Government control:—The deputation believes that the case for effective departmental control is strong and that the time has come for taking a definite step in that direction. The large body of teachers who have taken service in recognised aided schools are subject to the disciplinary control of the department. While joining the staff of aided schools, they entertain the feeling expressed by the Right Hon'ble H.A.L. Fisher that a grant-in-aid from the State signifies that privately managed schools are really national schools serving the nation and controlled by the Department. Sometime back the point was emphasised in England by Sir George Trevelyan that the State would, on account of the grant it made from general revenues, be justified even in claiming some control over the appointment of teachers in aided schools from a panel of persons suggested by the manage-

ment. Teachers in aided schools cannot therefore be told that they should not look to the government for protection.

Finance and Grant-in-Aid Code :—Many of the abuses referred to in this memorandum, which militate against efficient instruction and which will spoil the academic atmosphere around the school, can be easily traced to the *indifferent financial condition of aided schools*. The deputation is aware that the discussion of the financial question is, strictly speaking, a matter between the Government and the Management. But teachers who are subject to the control of the department will, it is felt, be justified in making a reference to the financial aspect, especially when the Government contributes funds towards the salaries of teachers in the form of teaching grants under certain rules prescribed in the Grant-in-Aid Code. The managers often tell teachers that they cannot be expected to meet the deficit from their private funds. They make no secret of the fact that there is no endowment worth mentioning. The revision of the grant-in-aid code has been suggested at frequent intervals and strong criticism has been made against the illiberal provisions of the code in and outside the Legislative Council.

The managing bodies that ought to move in the matter are a heterogeneous group pulled in different directions. Consequently the code remains where it stood long before the Great War. Assurances that the code will be revised have been made in the Legislative Council but we have yet to hear of any action taken in this direction. Some years back, a provision for endowment in the case of aided schools was urged but Sir Henry Stone whose intimate knowledge of the conditions in South India will be admitted, wrote as follows to the Government recommending the appointment of a Committee for the revision of the Grant-in-Aid Code in response to the resolution of Rt. Hon'ble Dr. Srinivasa Sastriar moved in the Legislative Council in 1913 :—"There is hardly any non-mission school the finances of which are on an assured and permanent basis. They therefore live from hand to mouth, underpaying teachers, touting for pupils, economising disastrously in buildings and equipment and such essential matters of recurring expenditure as laboratory necessities and stationery. Secondary Education is consequently carried on at a decidedly low level of efficiency."

Mr. Statham, the special officer appointed by the Government in 1925 to make a survey of secondary education, made out a strong case for more liberal help to aided schools. It might not have been possible for the Government to accept all the suggestions made by him with the object of placing more funds at the disposal of aided schools and enabling them to build up a reserve. So far as the deputation is aware, these recommendations were not given the consideration they deserved and the hope of any relief which the teaching profession expected through the revision of the Grant-in-Aid Code has been dashed to the ground. Now and then official suggestions have been made that the managers should raise the fee rate so as to cope with the increasing expenditure necessitated by the insistence on higher

standard in regard to staff and equipment. The fee-rate has been increased; but the situation has not improved and no relief can be given to teachers. It will be a matter for great surprise that the fee-rate in many aided schools, especially in city-schools, is higher than the standard rate of fee prescribed in the code and collected in institutions under public management. Schools which took the bold step of raising the fee-rate above the standard rate with a view to meet a portion of the deficit and thus to become eligible for teaching grant found themselves in an awkward position. The code was interpreted in a peculiar manner at a time when there was no financial stringency, and the excess above the standard rate was not therefore treated as the contribution by the management. On a later occasion, an attempt was made by Mr. Grieve to give some relief by allowing the excess over the standard rate to be regarded as management contribution and a recommendation to that effect was reported to have been made to the Government. Schools were looking forward eagerly to some liberal revision but the code is yet to be revised. The urgent need for help which was pointed out by Mr. Statham in his report has not been appreciated. The deputation would put in a strong plea for the immediate revision of the Grant-in-aid Code; and in a scheme of revision, the assessment of grants should pay regard to the nature of the locality, the kind of service done, the tone of the school, and the size of the school. The feeling is growing strong in the ranks of teachers that the apparent disinclination on the part of the government to deal with this question quickly and comprehensively is due to an erroneous notion that no further expenditure on secondary education should be thought of when elementary education is not receiving as much as it ought to. The deputation should like to point out that it is not against the improvement of Elementary education. Elementary, Secondary and University education should not be pitted one against the other. A programme for the improvement of each grade with provision for funds is what is desired. It is a short-sighted policy to expect Secondary or University education to mark time. No one will argue that secondary education in our province has, at the present moment, come up to the standard of secondary education in other countries. In point of equipment, accommodation, playgrounds, library and the conditions of service of teachers, our presidency is far behind Western countries and even other provinces in our own country are stealing a march. The policy of marking time is to force posterity to spend a considerably larger amount in the future. The number of trained and qualified teachers is larger in our presidency and the existence of a large number of aided schools relieves the provincial revenues to a considerable extent. The deputation feels that advantage of the favourable conditions in our presidency should be taken now and with a more liberal and forward policy in respect of grants it should be made possible for our secondary schools to keep pace more or less with the times.

Amendment to Educational Rules as a solution :—The deputation believes that it has brought to the notice of the Director the serious defects and abuses in the system of administration of aided secondary schools. If necessary,

the department may institute a comprehensive enquiry into the condition of aided institutions and there is no doubt that the Director will be convinced of the urgency of adopting suitable remedial measures so that the state aided policy of education may really contribute to the rapid progress of sound secondary education. In view of the various facts set forth in this memorandum, the deputation makes an earnest request that the Director of Public Instruction be pleased to introduce in the Madras Educational Rules and in the Grant-in-aid code suitable provisions which will go a great way towards the eradication of the objectionable practices and the promotion of a feeling of contentment and security in the ranks of teachers. The Service Conditions Bill now under the consideration of the South India Teachers' Union aims at unifying the teaching service and at ensuring fair conditions of service. The difficulties in the way of seeing a bill of that type through the Legislative Council are obvious and the time factor cannot be ignored. It is essential that a definite line of reform should be undertaken just at the moment when the situation is admitted to be serious. It should also be remembered that the new Indian Constitution is to come into force soon. The success of the constitution depends to a great extent upon the atmosphere of the schools and the responsibility of the teaching profession. The South India Teachers' Union therefore holds that the desired relief can be more effectively secured if the Director be pleased to take the initiative to introduce new provisions in the Madras Educational Rules and in the Grant-in-aid code for the proper and efficient management of aided schools.

Conclusion :—The deputation ventures to suggest that the Director be pleased :

1. to undertake the revision of the Grant-in-aid Code on liberal lines so as to enable the willing managements interested in the efficient running of schools to maintain a high standard in regard to staff and equipment ;

2. to recommend to the Government the appointment of a Salaries Standardisation Committee on the lines of the Burnham committee as suggested by the South India Teachers' Union at the special meeting held in November 1934 to consider the question of standardisation of salaries and to suggest suitable scales for adoption ;

3. to introduce into the agreement mentioned in the Appendix 28 Madras Educational Rules, provisions relating to the following so as to make it an effective instrument for promoting a peaceful and harmonious atmosphere in the school :

(a) minimum salaries and minimum scales of salaries as may be recommended by the Standardisation committee mentioned above.

(b) Leave rules and allowances as may be recommended by the Standardisation committee.

(c) conditions justifying the termination of service,

(d) conditions justifying dismissal.

(e) a Board of Appeal consisting of the representatives of the department, management and the South India Teachers' Union to decide disputes between the management and the teacher arising out of the terms of the contract ;

4. to arrange for maintaining a general register of qualified teachers and to require the management to select from the list in regard to the teaching posts in schools ; and

5. to provide for the recruitment of a certain percentage of inspecting officers from the ranks of teachers as has been suggested recently in the scheme of re-organisation of education published for public criticism by the Bengal Government ;

Investigations (vide annexures) on a humble scale were made at different times by the South India Teachers' Union regarding the economic conditions of teachers in our presidency and a report on the standardisation of salaries was published by the South India Teachers' Union. The deputation is aware that there will be differences of opinion in regard to details such as the scales of salaries, leave rules and allowances, and the assessment of grants. If the principles underlying the five proposals be accepted, the differences in detail will not prove a serious obstacle in the way of a better understanding. The deputation is indebted to the Director for the opportunity he has given to the South India Teachers' Union to place its views on the conditions of service of teachers in aided secondary schools and it hopes that, with his sympathy for the teaching profession and with his real desire for smooth and efficient administration of aided schools, he should be able to appreciate the point of view of the South India Teachers' Union and to do his utmost to restore the confidence of the public and the teaching profession. The deputation realises that the work which it requests the Director to take in hand is delicate and difficult but it also feels that such an opportunity does not arise often. While presenting the case of the South India Teachers' Union before the Director, the deputation would like to assure him that the teaching profession will always be prepared to bear its burden willingly and to act in a manner which will accelerate the progress of education in this presidency.

S. K. YEGNANARAYANA AYYAR,

M. S. SABHESAN,

M. G. KUOLT,

T. P. SRINIVASAVARADAN,

S. NATARAJAN,

S. T. RAMANUJA AIYANGAR,

K. S. CHENGALROYAN,

Members of the Deputation.

**The South India Teachers'
Union.**

13, Sep. 1935

SECURITY OF TENURE AND EDUCATIONAL EFFICIENCY

BY

MR. M. J. SARGUNAM, M.A., L.T.,

Principal, Union High School, Coimbatore.

Security of the tenure of teacher's post is so vitally connected with efficiency in educational work that although the problem has been so baffling in the past years, it is nevertheless imperative on all concerned with the promotion of Education in the Country to give their best consideration to the subject.

Never before was this problem so acute and intricate; and even when it can be analysed and fully understood, its solution seems still so far away. The ever-increasing number of the educated unemployed, the great number of untrained teachers, the number of trained teachers considerably in excess of those that can be absorbed in schools, the various grades of workers—elementary, secondary and collegiate, the consequent competition and rivalry among them and the steady and speedy lowering of the market value of qualifications tend to further intensify the problem.

However, unless a teacher enjoys secure tenure of a post, how can he be expected to put forth his best efforts and if he is not encouraged to do his best, how can his work be effective or efficient? Some have expressed a doubt as to whether, given security of tenure, the teacher will not become dominant like the Government servants and grow less useful to the people. Really that is not the point. But what will be the effect of insecurity of tenure on education? Un-speakably dreadful even to think of it!

"Work without hope is dead" says the poet and truly when the teacher has no hope of a secure tenure of his post, there is very little to inspire him to fulfil his calling in his life worthy of the noblest of all professions.

Yet before discussing the question of security of tenure, it is necessary to point out that there is a serious anomaly in the profession namely, its followers do not have any special qualifications to satisfy before entering it, and any one, irrespective of whether he has a sense of calling or not, whether equipped or not, joins its ranks with the result, it has to be acknowledged sadly, that not every one deserves to be a teacher. In spite of the restricted admissions to the training institutions—schools or colleges, which are now admitting double the number taken before, teaching is still easier to take up than other professions. So long as teachers are not an exclusive body of experts but one which is open to everybody, this problem will persist. I do not suggest that it ought to be an undemocratic organization, but only point that the fact that it is not so, complicates the situation.

For the situation will be greatly eased if only those who have a sense of vocation and are specially qualified to be really teachers—priests, and prophets, and leaders and servants of the people, take up teaching. When men of character, of intellectual ability, those inspired by a passion for service and self-giving join this noble calling, there will then be no such problem. We shall not have to frame the Service Conditions Bill. We shall then be called to lead the country and to serve the cause of humanity in the way our brethren in other lands

have been privileged to do like a Woodrow Wilson, a Mussolini or as in our own, a Sastri.

It is a pity that such a high standard is difficult to maintain. For in practice, we admit anyone who drifts into our ranks or who stumbles on it; the untrained are permitted to serve on probation, which may be extended to three or four years and in various schools in succession until he secures admission in the training institution. Then out of courtesy appointed and retained on some staff. How can such men be given secure places until they develop love of work, love of learning and prove worthy of their responsibility?

Again it is sad commentary of our present day life that it is based so much on competition, promotion, increments and the like that even the teachers proverbial for their poverty in ancient times should complain and crave for material prosperity and thus cease to be preceptors of the lessons they teach. If we were wedded to poverty this problem of security of tenure will not arise.

At the same time, since conditions are so different, let us see for what reasons teachers lose their posts. From the stand-point of the management, it must be admitted that definite and precise reasons cannot always be given; nor is it really in the interest of the teacher that they should publicly show cause why he should be sent away. Sometimes, the charges, even if true, can't be proved easily; but does it not show that the teacher is not up to the standard or that he does not fit well in his particular post in the particular surroundings, even while he may be a good teacher and make a great success elsewhere. It can't always be said that the security of teacher's post is subject to the caprices of the management. For example, granting it is difficult for the management to prove that a teacher is professionally inefficient, would it not be equally difficult for the teacher to prove the contrary? Yet managements are reluctant to prove it, sometimes out of sympathy for him. And cases are known where teachers who were not quite suitable for one school, made fairly efficient teachers in another under different and favourable conditions. It may be that a teacher does not get a chance of proving his worth where boys are unforgiving and don't take kindly to the teacher's eccentricities. In a different school he may get the chance of doing his work well. That of course points to the need for effecting transfers which doesn't obtain in private schools.

Then there are different types of managements having their own outlook purpose, policy and resources. To add to this, the canker of communalism, and narrow religious bigotry in managing bodies, in teachers and even in pupils make this problem well nigh impossible to solve. In some cases teachers lost their places because a section of pupils made it impossible for them to do good work. Until people rise above communalism and the differences of religions, what chance have the teachers of being treated as nation builders and not subjected to the baneful effects of such differences?

Another serious factor in this problem is finance. Very few schools are really above want; and no institution is so much glutted with money that the management can be free from anxiety. Insecurity is largely caused directly or indirectly by shortage of funds. A salary cut is never welcomed even when justifiable. The worker loses his enthusiasm for work and all unconsciously the work also suffers and one would feel relieved if the unhappy teacher left the institution. Conditions will never improve unless the Grant-in-Aid Code is revised. By the rules the management is required to bear half the cost on certain items and the whole on other items towards which no special grants are obtained. But unless the management had enormous endowments, which in these days are yielding

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Then there are different types of managements having their own outlook purpose, policy and resources. To add to this, the canker of communalism, and narrow religious bigotry in managing bodies, in teachers and even in pupils make this problem well nigh impossible to solve. In some cases teachers lost their places because a section of pupils made it impossible for them to do good work. Until people rise above communalism and the differences of religions, what chance have the teachers of being treated as nation builders and not subjected to the baneful effects of such differences?

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poor income as rent, or produce or interest, they can't meet half the cost in addition to the expenditure incurred in part or whole on library, laboratory etc.,

To add to the above, there is the anxiety regarding the precise manner of assessing grants and delayed payments. Many a teacher would never have been sent away if the ways of the department in point of subsidy and grants were not so inscrutable. If the grants were more generous and more promptly paid, the anxiety of the management will be greatly allayed and the discontent and the feeling of insecurity in the teacher's mind will be removed. The managements have no way of anticipating the amount of reduction likely to be made on their grants from year to year and the consequent extra burden that may have to be borne with the result that in their uncertainty and alarm they in turn deal so unsatisfactorily with the staff. Even wealthy parents contribute to this strain, by unduly taking advantage of the half fee concessions granted to backward communities and a few schools sacrifice the teacher's salary to meet this unscrupulous demand, while the Ministry of Education in its over-anxiety to be popular increases the list of scheduled classes and encourages the unrestricted demand for such concessions without placing adequate funds at the disposal of the Department for compensation to schools.

Also from the teacher's standpoint, his finances are so slender that he exerts himself in some ways to augment his income. This requires considerable time and energy of the teacher, on which, in these days of extra mural activities and the like, great demand is made by the institution. Frequently the one clashes with the other. When a teacher desires to do this thoroughly, it takes all his spare time to study, plan and prepare his work, and to correct exercises and the like. Yet he is compelled by circumstances to engage in private tuition, writing of text-books for publication which normally brings no windfall and more often than not cost some hard earned money and similar enterprises, all of which make it difficult for him to give his best to the pupils. Managements look on suspiciously on these adventures of the teacher, sometimes unable to show sympathy with his financial struggles and are not too anxious to retain his services. I do not hold that insecurity is inevitable in the nature of things, but merely desire to suggest that the difficulties are so numerous and formidable.

The Service Conditions Bill suggests that termination may be made for seven reasons; while that sounds excessive, it may be pointed out that they do not exhaust all. (e.g.) What of a person who frequently falls ill, but can't afford to take leave and so works at 50% efficiency because he fears that if he should take leave for health reasons he would be asked to go for physical incapacity for work? (No. 3). What of a teacher not sufficiently co-operating in the work of the school, while not grossly insubordinate to authority? Also a teacher may run into heavy debts which he is unable to discharge and thus lowers his self-respect, and brings his institution into discredit. Or he may have to defend himself, is litigant and has to take leave often. Should he be deprived of his pay when he takes more than the prescribed days of casual leave? Is it a case of accommodating the teacher? or should the teacher accommodate himself with the management in the best interests of the school? The reasons need not be further defined in any case.

But what is the remedy? A compulsory registration of all qualified teachers, a standardized scale which may be modified to suit local conditions, a central authority with power to transfer teachers may to some extent simplify the situation. The above things presuppose community of purpose, common

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SHOULD TEACHING BE A BRANCH OF THE CIVIL SERVICE ?

BY

REV. T. R. FOULGER, M.A.

The question to which I am asked to suggest an answer is raised in a very definite context. The teachers of South India rightly regard education as one of the most important of nation-building services; yet they feel that their profession is not held in such honour as it deserves. Moreover it is alleged that the work of many teachers is hampered by the facts that often salaries are inadequate, payment is uncertain and the tenure by the teacher of his post still more uncertain. In other words, they desire an honourable status, adequate remuneration and security of tenure. To some it has seemed that the easiest way to achieve these aims would be by making teaching a branch of the Civil Service. Then, it is contended, all teachers would have a definite status, a definite salary scale in accordance with the position they hold, and the security necessary for efficient work.

It is impossible however to frame a satisfactory answer to the question in so narrow a context. We teachers are, without doubt, a very important element in the educational system; but we are not the whole of the system. It is just that we should seek adequate status, remuneration and security; but the manner of attaining them must be such as will promote the best interests of education as a whole. In attempting to answer our question therefore, it is necessary to raise certain wider questions. These questions concern practical educational administration on the one hand and educational and political ideals on the other.

In the first place what would be the effect on the educational system of this Presidency, for instance, if all teachers in recognised schools were to be made members of the Civil Service? At present education as a whole is *controlled* by Government, but the vast majority of educational institutions are *managed* and largely financed by Local Authorities or by Aided Bodies. Were this proposition to be adopted, the whole educational system would need to be drastically revised and every institution would presumably need to be financed and managed as well as controlled by Government. Without going into details, it appears to me that an examination of the educational expenditure at present borne by Government, by Local Authorities and by Aided Bodies suggests that such a revolution would be financially impossible for many years to come, unless we are prepared to face shrinkage instead of expansion of educational opportunity for the children of this Presidency.

But what of the effects of such a revolution on education itself? Granted that it might remove certain hindrances to the efficiency of the teacher and raise the status of the teaching profession, would it also tend to promote sound educational ideals? Perhaps I can best begin to answer this question by referring to the fact that every educationist of repute, now-a-days, emphasises the necessity of promoting *individual* as distinct from *mass* methods in education. The teacher, we say, should not think and act in terms of the class but of the child. He should not seek to impose upon all children a rigid pattern of knowledge and conduct but should assist each child "to grow to its own shape" (as one great educationist has put it). Now all this pre-supposes that one of the chief glories of human personality is that it presents an infinite variety of worthy possibilities. The life of any nation or social group is enriched only in

so far as its schools are so organised as to promote such variety of personality in the service of the common good. It seems to me that this can only happen if the individual school and the individual teacher are permitted, each in their own degree, to exercise considerable initiative in aims, curriculum, organisation and method. Within the limits of control which any civilised state rightly exercises over the education of its children in the interests of the nation as a whole, a wide area of freedom must be left to the school and to the teacher if they are to do their best by their scholars and promote that variety of personality which enriches the life of the nation. It seems to me that the very best way to *prevent* this would be to bring all recognised schools under the management as well as the control of the State by constituting the teaching service as a branch of the Civil Service. Already many of us groan under departmental requirements and the rigid shaping of the curriculum towards a School Leaving Certificate examination which, despite all our juggling, is dominated by the requirements of the small proportion of scholars who will seek entrance to the University. The more educational administration is centralised the more rigid it will become; not necessarily because of failure of vision among those who direct it, but because it is impossible to run a huge administrative machine without relegating its component parts to something like the status of wheels and cogs, and that on which it operates to the status of raw material to be turned out as standard products.

Closely connected with this objection on the ground of educational theory is the objection on the ground of political theory. I have suggested that the concentration of direct responsibility for education in the hands of the State (which appears to me to be inseparable from the re-constitution of the teaching body as a department of the Civil Service) would inevitably hinder that variety, which appears to me to be vital to any successful educational system. It involves however, a danger perhaps graver even than this. Such concentration of direct responsibility would not merely hinder variety but would leave the way open for the enforcement of uniformity in ways which most of us would conceive to be harmful to personal liberty and to national and inter-national well-being. A statement of this kind would seem fantastic were it not for actual happenings in the world to-day. Many of the best minds in the West are gravely perturbed by the appearance of what has come to be known as the "Totalitarian State". During the past century there has been an unparalleled expansion of the functions of the State. In education and public health, in the regulation of industry and in the ownership and operation of public services great strides have been made. This is all to the good in so far as it promotes the well-being and the freedom of individual citizens and of the voluntary social groups which make up the nation. It is right that the State should control the external actions of its members in so far as this is necessary to enable them to live valuable lives. But in some countries there is a tendency to go much farther than this. The State, which should exist by the will of the people as a *means* to the promotion of the well-being of its citizens, individually and collectively, has been transformed into an *end* to which personal liberty of action and of thought must be subordinated. Powerful political parties have captured the machinery of Government, suppressed their opponents and are seeking, through all the agencies of public information and education, to impose upon individuals both young and old and upon all social groups a uniform philosophy of life. Under this new tyranny, religion, culture, the family, the individual are alike insecure. For the achievement of a regime of this kind there could be no instrument more potent than an educational system in which the teachers are the servants of the State and the schools are directly responsible to it. It is the sacred duty of the teacher to share impartially with his pupils the treasures of Truth, Beauty and Goodness which he has learned in study and

SHOULD TEACHING BE A BRANCH OF THE CIVIL SERVICE ? 469

experience; and he should jealously watch any measure calculated to interfere with that duty. In the long run, not the politicians but teachers, the journalists, the lawyers are the real guardians and promoters of freedom; and the absolute control by the State of either profession is to be deprecated.

Happily there are other ways of achieving our ends as teachers. The status of any profession is, after all, not something granted from without but something achieved. In so far teachers unite as a corporate body (as the members of the South India Teachers' union are now doing) to promote a higher standard of efficiency and a real professional pride among themselves, they will be held in increasing honour. In so far as they can establish among themselves a professional etiquette which disdains unworthy competition between teacher and teacher, and can unite as a corporate body to seek, by reasonable methods, fair salaries and equitable conditions of service, their remuneration and security will improve. As they pursue their quest they may find that their desires are best promoted, not by seeking the fiat of Government to compel managements, which after all have their own grave problems, but by cultivating the good-will of enlightened managements, whether Local Authorities or Aided Bodies, and by making corporate protest against genuine injustice to any member of their professional Association.

SECURITY OF TENURE AND EDUCATIONAL EFFICIENCY

(Continued from page 466)

accepted professional code and liberal grants. Even these steps can't remove insecurity so long as diversity of managements persist. If appointments of teachers and their salaries are in the hands of different types of managements it will be difficult to solve this problem either by agreement or the Service Conditions Bill, for the simple reason that Law can never create devotion or unselfishness in a teacher nor force a management to be charitable or good. Goodwill and trust are really outside the pale of Law. Only the minimum can be enforced and that will not conduce to educational efficiency. We are really up against rocks, age-long problems and as Rt. Hon. V. S. Sastri pointed out at an educational conference, we are dealing with educational problems which were vigorously discussed even thirty years ago.

There seems to be but one solution, which I am however loath to see adopted, that of *making Teaching a branch of Civil Service.*

TEACHER TENURE.

(The stand-point of the teacher explained.)

BY

MR. S. T. RAMANUJA IVENGAR,

(Secretary, S. I. T. U. Vigilance Committee)

I the maintenance and operation of an educational system is a major public enterprise, as it should be in all civilized countries, the problem of teacher-tenure is no less a matter of public policy. The teacher in aided educational institutions is out to know what place he occupies in the school he serves and what laws and regulations govern his tenure as a teacher. That is why the South India Teachers' Union, the premier body of organised Teaching opinion, is tackling the problem and focussing public attention to it to educate all the parties concerned in the point of view of the aided school-master.

THE TEACHERS' POSITION IN THEORY

Ever since the beginning of the aided education movement in British India, the position of the aided-school master, though a member of an admitted public utility service, has always been a regrettable anomaly. He is a teacher by virtue of a license from the Government which prescribes the qualifications of the Educator. He is however passed by the State to serve a private individual or a committee of private individuals, who are employers by accident, and whose actions as employers are reviewable or not reviewable according to the discretion of the State and the extent of state control of aided education. As a citizen, the aided school teacher has the right to seek the protection of the normal law of the land to interfere on his behalf in case of arbitrary and unreasonable treatment by his employer exceeding the limits of discretion and transgressing the school contracts. His license to teach is liable to be cancelled for stated causes in the Madras Educational rules. His right to practise as a teacher in a school is dependent upon his maintaining his qualification to teach and his competency, inclusive of his learning, his trade skill and his professional conduct. He is not a public servant in the eye of common law but only a private servant and an employee under a contract. In the absence of Indian State laws and Case laws relating to teacher-tenure in aided institutions, his duties and rights are defined, in Madras, by a contract imposed by a Government Order and incorporated in the warp and woof of the Madras Educational rules and amplified by departmental circulars. Common law relating to teacher-tenure under the contract may therefore be said to allow educational employers to dismiss, or dispense with, a teacher for good and sufficient cause the burden of proof resting with employers. It thus appears that the legal position of the aided school master is neither public nor private but an anomalous one, whereby he is recognised as a public servant in respect of his social duties but he is recognised as a private servant in respect of his rights.

THE TEACHERS' POSITION IN PRACTICE.

In practice, the aided schoolmasters' position is unenviable. As the M. E. R. merely gives a model, the contracts in vogue are varied and are not

definite contracts. The obligations of parties are neither definite, nor discoverable nor enforceable. For example the contracts are indefinite regarding salary stipulations. Salary scales and increments are left to employer's goodwill or financial position or availability of employees. Compensations for sickness or other valid cases of absence recognised by fundamental rules relating to other vacation departments, are either nil or negligible. The hours of work and leisure, the days of work and vacation, the time for teaching and tutorial work are perennial sources of friction and disharmony between the employers and employees. The subject matter of the contract is sometimes transgressed by oral contracts, in spite of departmental and therefore statutory requirements, that contracts be reduced to written form. Thus arise the subterfuges disfiguring school contractual relationships—of the employer withholding some portion of specified salary as enforced contribution not accounted for; of the employer making teachers bear his contribution to the G. P. F. established by government order; and of the employer making the teachers give false acquittances in respect of the now defunct special teaching grant. The submission by the teacher, in spite of his education and vocation, to such malpractices is an inevitable evil promoted by the ill-defined, written cum oral, void contracts. In practice, the contracts become unenforceable, where the employer evades his obligations or violates them, and where the employee is unable to stand up against it out of beggarly necessity. Even the morally courageous employee has only to bide his time. Again the contracts do not meet even the legal requirements of the law of contracts either in their substance or form or in their signing and in their execution or in the restrictions against fraud, collusion or miscarriage. They offend propriety, as the master becomes the accuser and the judge, and naturally exceeds the even limits of power of authority. Thus they become contracts in excess of legal, statutory and moral limits. This is especially the case when the employers act arbitrarily under the reserve powers read into the contract by implication, and terminate services or dismiss teachers, as they seem to do from caprice, passion or prejudice. Enquiry *in camera* and in confidence will reveal that abuses are rampant in the existing teacher-tenure system, which has reduced the aided school master to the position of an indentured labourer who can neither come under organised labour or learned professions, if he is ever to exercise his franchise without fear or favour. Teachers are willing to face the music of an enquiry into the working of the tenure system and it is up to employers of aided agencies, as a mere moral measure, to stand the scrutiny of an enquiry into the part they have played in shaping teacher-tenure. The wrongs and injustices done to aided school masters, recorded in the log-book of the Creator are an injury not merely to the individuals doing duty in aided schools but also to the public and to the nation's child capital.

WANTED A. TENURE-PLAN.

If the state, society and employers are at all anxious to use the teacher in the only way he should be used—as a respected public servant—let them give up their attitude of mastery over the teachers and recognise the basic partnership and fellowship of teachers and authorities. Let them give up the talk of high ideals for the teacher while all the while they violate themselves. Let their representatives sit with representatives of organised teaching opinion to settle the fundamentals of the teacher-tenure problem and the imperative adjustments in the formulation of a tenure plan. It is never “premature” to find out the way for the moral recovery of the aided educational system with all its indefiniteness, evasions, subterfuges and levity. The S. I. T. U. Executive has agreed upon the fundamentals of a tenure plan for aided school masters. Teachers are willing to place their duties first before their rights in any tenure plan in the interests of children, their country and its prosperity. Will aided

school agencies subordinate their interests for the causes they do lip-service to? The immediate demands of teachers as administrative measures are the following :—

1. The Department should not only license the teacher but also fix up his salary for his qualification, irrespective of the aided school he serves or the grade of the school he serves.
2. The Department should also make teaching grants fixed in proportion to the salary of the teachers employed and assure managements about it.
3. The contract should not be varied, recommendatory, or model but should be one uniform for all aided schools with definite standardised salaries and increments, leave rules on the lines of the C. S. R. with compensation grants to managements, working days and hours, termination and dismissal and permitted and prohibited activities.
4. All making, modifying and marring of contracts must be with the approval and sanction of the Department.
5. What should constitute termination or dismissal must be defined and disputes arising from such cases must be settled by the Department or *ad hoc* board for the purpose established by law or G. O. after due judicial enquiry.
6. Managements must be allowed to continue in their rights but they must be made to submit to control of the state in respect of teacher-tenure.

THE ROLE OF THE S. I. T. U.

The S. I. T. U. is not interested in the problem from a partisan point of view or from the sordid point of view of agitation inconsistent with the vocation of the teacher. As the mouth-piece of the teaching profession, it is merely a call to authorities to reform the tenure-system in time, as the continued absence of administrative and legal guarantees for the teacher to live and labour honestly is bound to wreck aided education sooner than later. The union has realised that its individuals cannot fight their tenure-battles and that redress can come only through the functioning of the teaching profession as a corporate entity, fearless of consequences. It is the teachers' plea that an emergency does exist for administrative and legislative action; that the interests of children, schools and education are suffering by the discontent of teachers under the contract system; that the service conditions of teachers in aided schools lower the character of teachers and demoralise schools; that the abuses, latent and patent, are an evasion of common law, equity and justice; that it would be hurtful to education for responsible authority to continue to tolerate them; and that the time is mature for decisive measures in respect of teacher tenure in aided educational institutions. But who will bell the cat?

CRYING FOR THE MOON

BY

"Whole-time Teacher"

Both its own weakness and the spoiling to which it is accustomed are betrayed by the infant stretching out an impotent fist to clutch the moon and accompanying the demand with howls. The proposed "Non-Government Teachers Service Act" seems to us a parallel case.

It is because the bulk of our Teachers feel themselves to be ineffectual that they are afraid about their tenure of employment. Was ever a real Teacher (that pearl of great price for which all of us keep straining our disappointed eyes) ever treated otherwise than as a management's dearest possession? And it is because the prevailing type of indolent and selfish Teacher has been pampered into thinking himself necessary, by managements haunted with the fear of falling into the hands of a still worse and positively malicious type, that these people, who would not be tolerated for a moment in banking or business or post-office or railway, have now the "nerve" to cry out for the moon.

The Act is a typically modern document. It cuts down work below any minimum ever dreamed of even by the idle rich, who must do some little thing each day or die of simple boredom. It contains some clauses about 4 hours work a day on not more than 180 days a year! On seeing the first figure we wondered whether it was a misprint for 24—having always been trained to believe that the educator (parent or teacher) was "on the job" of forming the minds and characters of the children at all times, without any respite. Like being a Priest. But we had forgotten that the Act did not even pretend to be concerned with educators, only with Teachers.

Apart from its obvious purpose of consecrating the incompetents and thus debasing still further the fair name of education, already so withered in this country, the Act sets out to clutter up more hopelessly than ever the channels of instruction with bureaucracy, whereas even now the Department has effectively bogged us in administrative futilities. The Rules are a maze of ill-expressed, often contradictory (and not less often altered) regulations, in urgent need of codifying by a Committee, from which should not be excluded someone who has studied logic, someone who can write English, someone who has a legal mind and even (if the demand is not outrageous) someone who knows something about education. As things are now, no two officers (or even, which is far more serious, no two head-clerks) are ever sure to interpret the same Rule in the same way. And it is on this chaotic situation that the Act wants to superimpose a new Board, with extensive powers to do nothing for education but to harry into an early grave anyone who is determined to de-mechanize his school and give it a standard and a tradition.

Fortunately for education, nobody will take the Act seriously and it will never see the table of the Legislative Council. Otherwise it would be worth attacking in detail. As it is a mere opium-dream of the depression, we may be content to express the strong feeling that it is not what is required; what is required is a generation of Teachers who know how to teach, who love teaching

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JUNIOR RED CROSS IN THE AMERICAS

A BRIEF SURVEY OF JUNIOR ACTIVITIES IN FIFTEEN COUNTRIES

Contributed by the organising Secretary, Junior Red Cross League, Madras.

With the triumph of the Junior Red Cross at the Tokyo Conference still fresh in the memory, and on the eve of the Rio Conference, the moment seems appropriate for a lightning review of the manner in which the Junior Red Cross is acquitting itself of its task in the three Americas. Before embarking on our tour of the New World, however, let us pause to consider the eloquent fact that more than half the total world membership of the Junior Red Cross is to be found within the boundaries of these American Continents. The majority of these eight million Juniors, be it said, are in the United States and Canada.

In the circumstances, it is only fitting that we should begin our survey with the country which is acting as host to the Third Pan-American Red Cross Conference. Junior Red Cross was introduced into **Brazil** in 1924. In working out their programme of service activities, the Brazilian Juniors showed that they had head as well as heart. Here are a few of those activities, picked at random: institution of dental clinics, baths and school canteens; supplying milk to undernourished children; distribution of garments and toys at Christmas time; organization of "Health Brigades" and "Little Mother's Clubs"; institution of a model medical service to watch over the health of school-children. Junior Red Cross members are entitled to free medical treatment in the Brazilian Red Cross clinics.

Argentina was the first of the Latin-American countries to organize Junior Red Cross, and its Junior Section dates back to 1921. In schools where the movement has been introduced one may find portable pharmacies, savings boxes for anonymous aid to needy children, and school libraries, all provided by the Juniors. A model school in Buenos Aires supplies the clothing requirements of five schools for indigent children in the Andes. A magnificent example of international solidarity was given a few years ago when a cyclone demolished a school in Paraguay and the Argentine Juniors raised a fund of 25,000 Pesos to rebuild it.

In **Salvador**, several Junior groups have been supplied by Red Cross headquarters with school pharmacies. That the Juniors of Salvador have fully grasped the spirit and meaning of the Red Cross was amply demonstrated by a poster competition held recently in one of the schools of the capital. Several of the competitors depicted the Red Cross symbolically as a tree the sap of which was endowed with healing properties.

The enthusiasm of the Juniors of **Venezuela** finds expression in a manner of Credo, drawn up by each new group, establishing rules of physical and moral hygiene to be observed by all the members. Here, as in Argentina, the Juniors gave a fine example of international friendship, at the time of the cyclone in Santo Domingo, by providing relief for the child victims of the disaster.

The Junior Red Cross Sections in the **Dominican Republic** and **Guatemala** have a "Day" of their own each year. The Dominican Section founded in 1931 has to its credit a splendid record of disaster relief activity.

In **Paraguay**, where Junior groups have been formed in all the schools of the capital, and in **Costa Rica**, processions of Juniors carrying the Red Cross banner are a feature of the Independence Day celebrations each year.

In **Uruguay**, the Junior Red Cross has instituted special courses for teachers having organized Junior groups in their schools.

In the spring of 1934, the Junior Section of **Peru** organized an international exhibition of Junior Red Cross work, and one of the features of his exhibition was a stand illustrating every phase of the Section's activity. The Peruvian Juniors specialize in the creation of canteens for children of the indigent poor, and have issued a propaganda film on this subject. All over the country, Juniors have constituted themselves into Health Brigades and Cleaning-up Squads. They equip playgrounds, give first-aid demonstrations, and take an active part in the annual Health Week. Their magazine has been approved by the Ministry of Education as an official school text-book.

The League Secretariat had the pleasant surprise one day of a visit from a **Columbian** Junior bearing an album prepared by the Juniors of a high school in Bogota. This album gave a remarkable insight into the achievements of the Junior Red Cross in Columbia. The programme of the Bogota Juniors includes aid to orphans, milk for under-nourished children, the protection of animals, and the publication of a magazine.

In **Chili**, the Junior Red Cross has had the excellent idea of instituting a "Civic Merit Prize" for Juniors performing conspicuous acts of devotion and self-sacrifice. The movement is gaining ground every day in Chili, and the "Golden Book" published recently by the Chilean Junior Section contains striking testimonials from teachers, who are unanimous in proclaiming that the Junior Red Cross has transformed school life. The wireless programmes broadcast every Saturday by the Chilean Juniors are proving an excellent means of making the movement better known by the general public.

The Juniors of a school in **Mexico** turned out, in less than a week, sufficient garments for all the child victims of a flood, as well as for their mothers.

And now let us strike northwards to the **United States**. Strictly speaking, an entire number of the BULLETIN would be necessary to give anything like an adequate picture of what the Junior Red Cross is doing in the great North-American Republic. We must perforce content ourselves with an enumeration of the more important of their activities, such as Braille transcription, social service projects (making garments, and canning fruit and vegetables for the unemployed), the organization of swimming and life-saving courses, the preparation each year of thousands of Christmas boxes for Juniors abroad, and last, but by no means least, the participation of Junior delegates at the Annual Convention of the American Red Cross. Interschool correspondence has assumed phenomenal proportions in the U. S. and the American schools are linked up with the entire world through these exchanges. Through their contributions to the National Children's Fund, the American Juniors have made it possible for the national Sections in several European countries to organize school canteens, baths, play-grounds and distributions of first-aid chests, soap, foodstuffs and

clothing. The Juniors attached to the American Red Cross Chapter at **Porto Rico** cultivate kitchen-gardens in an endeavour to combat the diseases caused by the lack of fresh vegetables.

The Juniors of **Canada** are keen on every form of health activity, and show special solicitude for cripples. They maintain a Crippled Children's Fund which provides treatment for thousands of girls and boys every year, and have established orthopaedic clinics in all the provinces. In many hospitals, cots have been endowed by the Juniors. Like their comrades in the U. S., the Canadian Juniors take part in regional Red Cross meetings, and carry on a lively correspondence with Juniors across the seas.

There is much more that could be said about the wonderful educational and humanitarian mission which the Junior Red Cross is pursuing in the Americas. The examples quoted, however, should be sufficient to give an idea of the manner in which the movement is spreading in that part of the world and how it is bringing to millions of boys and girls the unselfish joy of being able to serve a high ideal.

The Madras Red Cross Branch earnestly appeals to the teachers of South India to give their boys and girls the same opportunities through J. R. C. Groups in their Schools.

The Organising Secretary, of the Indian Red Cross Society, Madras Provincial Branch, Monteith Road, Egmore, will gladly provide literature on the subject and render all possible assistance in organisation of Groups.

CRYING FOR THE MOON

(Continued from page 473)

and who are selfless, as every teacher has always been who has counted for anything. For that we need not new laws but a new spirit, and, in the concrete, new training schools, where something is taught and characters are trained. Then there will be no fear of the most exacting Management coming into conflict with its staff of Teachers. Only those Managements will present a problem which are in education for personal gain: and presumably no Teacher worthy of the name will tie himself up with such an institution.

Education is a consecrated virgin, and loses its whole bloom when touched by the money-monger. (And that is why the perpetual necessity to strain for fees or grants is so murderous of the best in education).

Still less can it hope for anything but disgrace from such an alliance with politics as the proposed Act implies. One shudders to see the grimy traces of the politician's paws on the white vestment of this god-like creature to whom we entrust the minds and hearts, the bodies and souls, the happiness and destiny of our little ones. The whole Act, except, from the point of view of the lazy and incompetent retailer of so called instruction at so much an hour, is nothing but a bad dream, which, thanks to God in Heaven, never can come true.

THE SYNCHRONISED CONFERENCES

BY

MR. N. SUBRAMANIA AIYER, M.A., L.T.,

Delegate of the S. I. T. U.

The two conferences that I attended are very huge affairs—many-sided and comprehensive—and I cannot do anything like justice to them by trying to condense them in the nut-shell of a letter-paper. I was thrown at the time into an exhilarating and stimulating atmosphere radiated by the presence and activities of the cream of the educational world; and I had the rare privilege of coming into personal contact with some of the best of them. Reserving the fuller description of the conferences to be done in person (as it would run to several pages), I shall give in this note a brief account of the Oxford Conference; and next week, I shall give an account of the St. Andrews' Conference.

The Oxford affair is really a triple conference in one—known officially as the "Synchronised conferences of World Federation of Education Associations, the International Federation of associations of Secondary teachers, and the International Federation of Teachers' associations." All three were at first independent bodies, working separately; but the amount of agreement that has so far been achieved is to synchronise their biennial conferences. Complete amalgamation has not yet found favour.

The first thing to note is the magnitude of the conference, and its spectacular effect on the public and on ourselves—Over 2000 members, representing 50 nations of the world. Naturally Britain was over-represented; and from America there were over 250 teachers. From India we were about a dozen—places represented being Bombay, Ludhiana, Jodhpur, Udaipur, Gwalior, Jubbulpore and Calcutta; and of course, I was the only one from South India. Another remarkable feature, which is however not at all strange in functions here, is the extra-ordinary preponderance of ladies who composed nearly 60 to 75 per cent of the audience in every general and sectional meeting. During the whole week, the amount of good will and sympathy that was exhibited by one and all was so full and spontaneous that the President Mr. Mander himself could not refrain from speaking at some length about it in his address. We, as teachers felt, everyone of us that we were stronger and more potent than even the League of Nations for bringing about universal peace. No body waited for ceremony or introduction but people would accost each other and ask where they came from, and begin to discuss their peculiar academic and professional problems and questions. In fact, we all felt that the establishment of these personal contacts between fellow-workers in the same field in different countries was one of the most valuable results of the conference.

The lodging accommodation of such a large number of visitors necessarily strained the capacity of Oxford to the fullest extent—All hotels, colleges, boarding houses etc., being availed of to the fullest extent. A few had to be accommodated in adjoining villages or even in caravans. Several of us, however, were lodged in the various colleges, as the students were all away for the vacation; and I was myself lucky enough to find room in the Balliol College, where I had to live like a student, eat the same fare as the student at the same table and return to the college within the prescribed time at night after which the gates would be closed. We thus got a peep

of the inner life of Oxford colleges—minus the lectures and the lecturers and the "ragging" etc.—a week's discipline of a worthy kind.

The hosts had organised the reception arrangements in the most splendid manner and they had spared neither expense nor trouble. I am sure they must have shelled out a large sum of money for the delegates, who got, not something, but a good deal without paying for it. Every one of us was supplied with (1) a beautiful inscribed badge in metal (which we feel proud to wear always) (2) a copy of "Guide to Oxford" with an account of all the colleges, 160 pages. (3) a copy of "Oxford 1935"—a hand book to the University of Oxford 320 pages and (4) a copy of an illustrated folio volume entitled "Schools at Work"—giving an account of the working of schools of all grades at present and comparing it with what it was 50 years ago—besides other minor pamphlets. (5) A whole-day excursion by bus to (a) Shakespeare country or (b) Windsor and Eton, or (c) Salisbury and Winchester—at the option of the delegate—with free bus service and free lunch. (6) Free Bus Service to Hampton court palace, where His Majesty's Government gave a tea party to the delegates of the conference.

One of the most interesting and enjoyable features of the Conference has been the large number of social items, the Programme:—(1) A Reception at the Town Hall with music and light refreshments by the president of the National union of Teachers at the outset (2) a *Grand concert* in the New Theatre (3) *Garden party* at the Hampton Court already mentioned (4) a Garden Party at the New college by the Warden and Fellows of that college (5) Reception at Ashmolean Museum by the Vice-Chancellor of the University (6) Reception at the Town Hall by the Mayor of Oxford, and (7) Garden Party at Headington Hill Hall by invitation of Mrs. Morrell. In the Town Hall Reception, there was a dance also. Besides these, there was Folk Dancing, Community Singing, Cricket matches and plays arranged to suit all temperaments and tastes. On the intervening Sunday, there was a Special Conference service in Christchurch Cathedral, when the Dean of Chirstchurch delivered an appropriate topical sermon. The Bodeian Library and all the Colleges and institutions were thrown open to us during the week.

So far I have not mentioned anything about the Main work of the Conference, not because that it was not important, because it could be easily gathered from Reports—Official and Newspaper; also because I was more impressed by these other social functions, which brought out fully the fact that the Teacher was recognised as part of the Social Edifice, and honoured as such. In our Country, the Teacher has yet to find such an honoured place as he has in the West, or as had in the past in our own land. We have to recover so many things; and this is one of them.

Coming next to the main Programme of the Synchronised Conferences:—

The first General meeting was held in the Sheldonian Theatre, when there was a National, University and civic welcome by the Right Hon'ble Viscount Halifax (Chancellor of Oxford University), the Vice-Chancellor, the Deputy Mayor and others. This was followed by the presidential address of Mr. F. Mander, which is worth publishing in our journal, atleast in parts. The general meetings were usually held every evening from 8 P.M. and 10 P.M. (immediately after dinner), except on those evenings when there were social functions at the same time.

But the real spade work of the conference was done in the various sectional meetings, which were held simultaneously, and people had to choose which they would attend. The following were the chief sections:—1. Broadcasting; 2. Adult Education; 3. Colleges and Universities; 4. Commercial education; 5. Educational

crafts; 6. Elementary Education; 7. Geography; 8. Health; 9. Herman Jordan; 10. Home and school; 11. Pre-school and kindergarden; 12. Preparation of teachers; 13. Rural life and rural education; 14. Secondary education; 15. Social adjustment; 16. Teachers' Organisations and 17. Visual education—besides several subsidiary and auxiliary meetings.

The sections generally met from 9 A. M. to 4 P. M. with a break for lunch at mid-day.

One of the most important items of the conference was the educational exhibition in which the work of the schools in England and Wales was exhibited. Its main feature is the indication that in English school education the emphasis is now laid on arts and crafts for every boy and girl—not merely for those in technical schools. The exhibits were of a high order, and showed how hand work and doing are generally fostered and encouraged, and mere mugging up discredited. I now realise the prophetic wisdom of the late Mr. M. Ramaswami Ayyangar of the Ramakrishna Home, who had successfully given such an orientation to the fine education that is imparted in his school. The same feature was in evidence at the Scottish Exhibition which was held as an auxiliary to the New Education Fellowship conference at St. Andrews. We have taken up this idea in our conference too, and broadcast it. Further details about it I shall tell you in person. I have exhausted all the points and features of the Oxford conference; and I shall fill up the gaps and supplement them in my personal talk.

In my next letter I shall give you an account of the St. Andrew's conference. You will be interested to know that the next conference of the World Federation of Teachers' associations has been invited to Japan. That will be in 1937; and we can't say what the world conditions will be then.

GLEANINGS

This Inspection Business.

BY

MR. FRANK ROSCOE, M. R. S. T.

Three weeks ago there appeared on another page of this journal *The School Master and the Woman Teacher Chronicle*. some comments of mine on the doings of one of His Majesty's Inspectors as described to me by a responsible and trustworthy teacher. I ventured to suggest that if any inspector acted in the manner described to me he was not following the practice now approved by the Board of Education, and therefore was open to censure on this ground alone. I said also that the conduct ought not to be tolerated by the members of any selfrespecting profession. These words have brought some letters from teachers who tell me that they also have suffered or are suffering from the action of inspectors who seem to fail somewhat in tact and courtesy. I am convinced that such conduct is extremely rare but I hold that it should be rendered impossible. A brawling woman in a wide house is condemned by the writer of the Book of Proverbs, but she is a ministering angel in comparison with a nagging inspector.

To speak plainly, such inspectors are tiresome nuisances and they should be asked to remove themselves from the educational field promptly and finally. They do not know their job, but, like many bunglers, they will try to make up for their

incompetence by a vast parade of self-assertion, seeking to command deference instead of trying to deserve respect. Rightly regarded, the inspector's function is that of a sympathetic and considerate colleague. It is true that he must on occasion criticise the work of teachers and the conduct of schools, but criticism should not be restricted to adverse comment. There is place for whole-hearted commendation, for helpful suggestion and advice, but there is no place for the expression of any demand that the teacher shall adapt his methods to the personal views of the inspector. Teachers are, or should be, professional men and women, which means that they should be regarded as fully competent to carry out their duties in the light of their own knowledge and experience, with due regard to the conditions in which their pupils live, since these conditions must materially affect school procedure.

The Inspector's Position.

It is clear that no inspector, however gifted with sympathetic insight and imagination, can apprehend fully the special conditions prevailing in every part of his district, nor can he draw upon his own experience of the conditions in any particular school to an extent which will enable him to judge fully and completely all the difficulties that the teacher has to encounter. With the best will in the world he is liable to make mistakes, and it is for this reason that any assessment which he makes should be made with infinite caution lest grave injustice should be done and the work of the school unfairly judged. I have never regarded the position of an inspector with envy, for it is always difficult and sometimes extremely tedious to frame appropriate comments day after day and week after week concerning work which is in the main of the same character. The quest of adjectives is a familiar experience to all of us who have had to prepare 'end-of-term reports' on pupils, but these are required only at intervals, whereas the inspector must sit in the seat of judgement every day. It is easy to understand, too, that an inspector who is himself skilled in the craft of teaching may sometimes be fretted by the sight of inferior work and thus be led into an over-critical attitude through comparing mentally the work of a young teacher with what he feels in himself he could have accomplished in the same time. Teachers generally desire to have their work inspected by teachers, and they are naturally desirous that those who judge their work shall have ample experience of the same kind of work. I have called this a natural desire, but I have known more than one inspector appointed to his post by reason of his success as a teacher or headmaster who has nevertheless to some extent failed as an inspector. I surmise that the cause is to be found in the fact that he continues to judge schools and teachers by the standards which he reached before his appointment. He tends to think that these standards represent the peak of possible performance, not recognising that educational methods change and that standards are not invariable. Years ago I knew a local inspector in an important centre who in his day had been a highly efficient schoolmaster, but was oppressing the teachers by demanding from them requirements which were out of date by at least twenty years.

Inspectors as Assessors.

In this business of inspection, as in other features of our educational system, we find it difficult to discard traditions and practice of the past. Perhaps this is not to be deplored, since an educational system is not a structure to be pulled down and rebuilt at will, but rather a growing organism with its roots deeply embedded in the past. Formerly, and especially during the gloomy period of payment by results, the Government inspector was an assessor and nothing more. I cannot recall a single example in my youth of an inspector making any kind of suggestion to us concerning teaching method. His task was to test the results of our work without making any comment on how it had been done. I suppose the assumption was that a high percentage of passes in reading, writing, and arithmetic indicated good teaching throughout

the year. This conclusion was hardly warranted, but it prevailed to the extent that a head teacher would certainly have felt aggrieved if a high percentage of passes in the examination had been accompanied by an adverse report on the general work and conduct of the school. To day the inspector's task is far more difficult. Instead of basing his assessment on an examination of individual pupils on a prescribed syllabus, he is expected to form some opinion of the general value of the school as an educational enterprise. This means that he must consider the scheme of work, the time-table, the mental and physical alertness of the youngsters, and pass some judgement on what is called the "tone" of the school. The possibility of error is very great, and it is for this reason that I think that every comment on the work of a school, whether made orally or in writing, should be accompanied by a statement from the teacher concerned. I think, too, that where the oral comment is made, the teacher should be allowed to ask the inspector to put his views in writing in order that a suitable comment may be appended. From what I can learn I am inclined to think that some teachers are harassed not so much by the written reports as by the *obiter dicta* of inspectors during their visits.

Teacher versus Inspector.

The heading of this paragraph is not to be taken as suggesting mutual hostility. As I have already suggested, the proper part for an inspector is that of a helpful and experienced colleague. What I wish to consider is the relation which should exist between inspectors and teachers. On this I find room for complaint that far too many teachers are prone to take inspectors too seriously. It is bad for any man to be treated with undue respect, and of the inspectors I have known the best have always experienced discomfort when teachers have insisted on hanging on their words with reverence. These inspectors would rather obey the sound maxim that a man should always take his job seriously but never take himself seriously, and I wish that teachers everywhere would constantly remind themselves that inspectors are human, that they do not bring counsels from Mount Sinai, but are entitled only to offer suggestions and not to prescribe methods. Where an inspector is prone to insist overmuch on his advice being followed, the proper course for a teacher is a reply to the effect that his suggestions will be considered, and, if found appropriate to the school, will be adopted. Some years ago a friend of mine was acting as an inspector of doctors under the panel system, and I asked him whether his duties included a criticism of the doctors' method of treating patients. When he had finished laughing he reminded me that doctors were members of a profession, and would instantly and rightly resist to the uttermost any inspection which involved criticism of the way in which they performed their professional duties. He said that his own work as inspector was confined to a general survey designed to discourage the use of over-costly remedies and appliances.

With our elementary school traditions we cannot immediately demand similar restrictions on our inspectors but I am convinced that our educational system would gain if it were more generally understood that teachers are invested with complete responsibility, and if teachers themselves insisted upon exercising it. It may be that some day we shall adopt a different plan of inspection. I doubt very much whether any man or woman should be sentenced to be an inspector for life. Instead of this we might extend the principle which is already adopted in secondary school inspection, whereby teachers are chosen to serve on the panel of inspectors for special occasions. It might be a good thing if we had panels from which teachers could be chosen to act as inspectors for a limited period, say, three or five years, their posts being kept open so that they might return to school work and thus recover their sense of values and be relieved from the tedium which undoubtedly attaches to the work of continued inspection. This plan would have the advantage of offering to many teachers the opportunity of seeing other schools, and at the same time they would be free from the danger of becoming mere critics.

(*Schoolmaster and Woman Teachers' Chronicle*, July 25, 1935.)

MANAGERS

BY

MR. F. W. BEAL.

On Dit, we know, is the biggest liar in France, or elsewhere for that matter. So we do not believe all that we hear about School Managers, though some bold spirits might ask: "Do we need Managers to day?"

The great charm in a body of Managers is its infinite variety. Your Manager may be a butcher or a baron, a farmer, a retired admiral, or one of those indescribable ladies who exclaim "Children simply go to my head, you know!" in nearly genuine ecstasy. Then there is the parson, the hub of the non-provided school system. Quite often he is the body of Managers, because none of the others knows what it is all about, and we have that wondrous trinity, the Vicar, chairman and Correspondent. The system has its roots deep in the past and its despotism dies hard.

Fifty or sixty years ago the poor teacher was the veriest puppet in the hands of his managers, who often had all sorts of axes to grind quite remote from education. Those were the days when the teacher weeded the squire's garden on holidays, though even then teachers were credited with a little intelligence.

Thus, in a letter about entries in the Log Book, written in 1862, the Board's official wrote: "MY LORDS are of opinion that a zealous and intelligent teacher will not find that the term 'ordinary progress' expresses the whole of his experience from year's end to year's end." And again: "If it were necessary to specify entries of importance, one that might be named would be the record of each occasion when the Managers examined the several classes of the school, and with what result." The same letter expresses the opinion that a teacher should find the Log Book "an honourable monument of his labours."

To-day, thanks to the National Union of Teachers and to other influences, all that has changed. Yet even now we may hear ominous whispers from some un-enlightened spot. What tales could be told from the Union files! Humorous enough for the outsider, but bad indeed for the victim. Of course, some legends we encounter are merry all through, as when a Manager wrote that he had "chequed" the registers; it may have been the same Manager who complained that the children could not spell "taters."

"If we must have Managers....."

Now, however, we may hope that Managers are adapting themselves to the march of ideas and discovering the true meaning of that oft-misused word "co-operation." If we must have Managers we would hardly wish them to be merely a "bricks and mortar" committee, concerned only with such dead things as building repairs or bean sticks for the school garden. They should be in contact with the soul of the school, the living thing, and it is in this that the great test comes. For co-operation calls for tact, since no teacher worth the name will suffer relegation to some inferior part without a protest. And if friction comes the essential happiness of a school vanishes and the child suffers accordingly. The moral of the old tale of Dr. Busby and his hat in the presence of the King is still as good as ever. The teacher *must* be the centre of school life, which means that no Manager can be. It is, of course, largely

a question of the intricacies and clashings of individuality, and no rules can be framed to govern those.

"Why have Managers at all?" it may be asked. And we may hazard a guess that in a hundred years' time Managers, as at present organised, will be non-existent. When teaching is really a profession, an established profession will there be room for Managers in the scheme of things? At present there are still some people who would endorse that school boy howler which asserted that "Teaching is a sedimentary profession." But the time must come—doubtless it is a long way distant—when teaching will be as self-governing as law and medicine, or the Church. By that time, also, the children may be going on school journeys by air to many parts of the world, guided by teachers occupying yet a greater place in the life of the nation, to whom the word Manager will convey as much meaning as the terms "Truant Officer" or "Payment by Result" convey to the teacher beginning his career to-day.

Here then is an opportunity for pioneers—to discover how best we make the next step forward to a greater professional freedom. The managerial system rests on a complicated legal structure, and it will be difficult to find a working principle which will obviate its disadvantages. A self-governing profession is the ideal for which we must work.

(*The Schoolmaster and Woman Teachers' Chronicle*, July 25, 1935).

AN EDUCATIONAL COMPROMISE.

[To our readers acquainted with the Individual Work plan of Mr. R. M. Savur, D. E. O., Madras the following account of the working of a similar plan at Moray House College School, Edinburgh, by George Mowat will be interesting.]

A teacher, faced on the one hand with a voluminous educational literature demanding greater freedom for children to develop their individualities, and on the other hand by large classes, unsuitable surroundings, a more or less fixed standard for all, and the risk of failure, finds himself on the horns of a dilemma. It is little wonder, therefore, if he is content to tread the well-worn path in the traditional way. The trail into new places must be blazed for him, and it must be clear and well-defined. In plain language, what the average teacher wants is to be shown some way in which he may adapt the new educational ideas to his own circumstances. Too many of our educational ideas are so airy, and too many of our educational experiments involve organizations and conditions so different from the normal that he finds them of little value as inspiration or example. An educational system, which is to find a firm place in the ordinary schools, must be such that it may be readily adapted to them. This will generally mean some form of compromise.

Combining Class Teaching, Individual Methods and Group Activities.

It is such a compromise that has been successfully conducted in Moray House School for the past five years. A system has been developed which involves some at least of the advantages of class teaching, of individual methods, and of group activities.

The school, which is housed in a good modern building, has an elementary department of some 420 children. The normal organization consists of one class for each year group. Each class, therefore, contains children of a whole year range, and of normal distribution of ability for a year group. In addition to the seven classes

thus accounted for, there is a two-teacher unit containing in two classes the whole age range from 5 to 12 years, such as would be found in a two-teacher rural school. There is also an additional class called on 'adjustment' class.

In the normal seven classes—two infant, two junior, three senior—the day has been divided as follows: From 9 a. m. until 11.10 a.m. there is class teaching; from 11.20 a.m. until 12.40 p.m. there is individual work; from 1.40 p.m. until 3.30 p.m. there are group activities.

Assignments.

The scheme of work followed is the *Edinburgh Minimum Scheme*, and approximately, the same total time is given to each subject as in that scheme, but the methods adopted have to some extent eliminated the usual clear distinctions between subjects.

In the infant and lower junior classes the individual work takes the form of each child going at his own pace through a carefully graded scheme, a record of individual progress being kept.

In the upper junior and senior classes the individual work is done from assignments. A certain proportion of arithmetic, composition, reading, history, geography and so on, has been allocated to the assignments, though there is no clear line of demarcation between them. Composition and silent reading indeed are involved in all. The assignments are weekly minimum assignments, of which each child receives a duplicated copy. Every child is expected to finish his assignment in the week. The work, however, may be done in any order the child thinks fit. The more diligent or intelligent children finish in good time and devote themselves to fuller study or to other activities. There are good class libraries in each room, containing not merely fiction, but excellent reference books, which it may be necessary to read for the assigned work or to supplement the minimum assignment or for pleasure. Time gained may also be given to writing of stories or poetry for the class magazine or to artistic or practical work where it is found desirable.

The assignments are done in exercise books which are corrected by the teacher. The teacher during the assignment time devotes herself to correction, to individual assistance, or to the instruction of small groups. General problems arising in the individual work are dealt with in the class lessons.

The class teaching takes the usual form, though it has been enriched by the knowledge gained by the children through the individual work and the group activities.

In the normal classes the afternoons are mainly occupied by the practical subjects with a large place given, especially in handwork, to projects, and to dramatic productions.

In the rural classes the time given to individual work and to class teaching is not so strictly allocated. Assignments play a very important part and the combination has been found to work very successfully in such a two-teacher unit. The system differs from that of the ordinary rural school in being more highly organized and more deliberately planned.

In the 'adjustment' class, which contains pupils who are either somewhat backward or for some other reason require adjustment to fit into a normal class, the assignment system to a large extent replaces the class teaching. The assigned work which is drawn up for the whole year, is divided into ability units and carefully graded steps with tests to be passed before the child passes on to the next step. In this way he may cover the ground at his natural pace. In this respect it differs from

the system in normal classes, in which the children are not usually allowed to get ahead of their fellows. The aim is rather to get variety in depth and richness according to capacity.

Advantages of the Scheme.

The whole system, which can be only briefly outlined here, has several advantages. It allows for a reasonable amount of class teaching with its economy of effort—its inspiration, and its corporate spirit, but it allows at the same time scope for individual ability, interest and achievement, which find both outlet and sublimation in creative group activities. It does something to adapt the curriculum to individual needs. It aids in developing useful habits of study, initiative and application, and it gives opportunities for ordered freedom and self-discipline. The system maintains the class as the unit of organization and accommodation, and though rooms with desks and chairs, suitable cupboards and usable walls, are an advantage, it might well be conducted in any modern classroom. It entails no disorganization in the form of subject-rooms nor does it involve elaborate apparatus or expense. Finally, it offers a means by which modern ideas may be temperately applied under normal conditions.

From The New Era July '35.

FROM OUR ASSOCIATIONS.

EDWARD BOARD HIGH SCHOOL NIDUBROLU.

*Resolutions passed by the Teachers' Association, Edward Board
High School, Nidubrolu at its meeting on 30-8-1935.*

RESOLVED

(1) that the Association offers its sincere thanks to the Government for liberalising the scales of pay for Pundits and thus giving due recognition to the importance of the teaching of vernaculars and Sanskrit in Secondary Schools under Local Boards.

(2) that while recognising the justice of the removal of the distinction between L. T. or B. Ed. High School Assistants and Headmasters of Middle Schools, this Association is humbly of opinion that the method of grading down the scale of the latter adopted by the Government is strange and utterly disappointing and unsatisfactory.

(3) that this Association feels that the Government have not given due consideration to the claims of Commercial Instructors for a better scale of pay.

(4) that this Association expresses its profound disappointment at the decision of the Government not to allow the existing incumbents on 1-11-1934 to draw their old scales and humbly appeals to the Government to reconsider their decision.

(5) that this Association reiterates its considered opinion that there is no justification for disparity in the scales of pay between teachers employed under Local Boards and teachers with similar qualifications and similar duties employed in Government service.

(6) that this Association appeals to the S. I. T. U., The Andhra Teachers Federation and other Teachers' Organisations to take active measures and explore all

possible means to urge upon the Government the need for revising the scales of all classes of Local Board Teachers, except the Pundits, in conformity with the scales adopted by the Government for their own employees in the teaching profession.

(7) that this Association humbly appeals to the Government to pass early and general orders granting personal allowances to all the teachers adversely affected by G. O. No. 4619.

BOARD HIGH SCHOOL, BUCHIREDDYPALEM.

The following resolutions were passed at a meeting of the Teacher's Association

While thanking the Government for the revision of the salaries of the pandits, this Association begs to bring to the kind notice of the Government the following resolutions for their favourable consideration and early redress.

1. Secondary Grade teachers in the service of the District Board were formerly drawing higher salaries than pandits and of late the pandits' salaries were put on a par with those of secondary grade teachers. Surprisingly enough, they are now thrown down to a deplorably low level in spite of their educational and technical qualifications and in spite of the fact that they are called upon to handle all the different subjects in the school curriculum.

This meeting, therefore, resolves that in the matter of salaries it is but equitable that secondary grade teachers should not be placed on a lower level than pandits and requests the Government to move liberally in the matter and make an early revision of their salaries not lower than that sanctioned for the pandits (45-2/2-75) according to the recent Government Order.

2. The question of the L. T.'s is really pitiable. G. O. 4619 has placed an undue disparity between their salaries and those of headmasters who possess the same educational qualifications. It is but fair that the pay of these assistants who are charged with responsible work in the High School Forms is generously revised and they are given at least Rs. 125/ in the scale Rs. 65-5/2-125.

THE TRICHINOPOLY TEACHERS' GUILD

45TH ANNUAL CONFERENCE.

The 45th Annual Conference of the Trichinopoly District Teachers' Guild was held on 7-9-35 from 12 noon in the Srirangam High School. Mr. S. K. Matrubhutham Aiyer, Headmaster of the High School, Srirangam welcomed the large number of delegates and the guild President. In the course of his speech, he paid a glowing tribute to the late Mr. M. C. Rajagopala Nayudu and congratulated the guild on the happy idea of presenting an address to Mr. M. M. Balakrishna Aiyer, retired teacher and worker of the Guild.

Principal V. Saranatha Iyengar, President of the guild then delivered his address. At the outset, he added his tribute to the late lamented Rajagopal Nayudu

and said that the departed was a sterling representative of the Teaching profession, with a remarkable good sense and vitality.

Adopt Self-Sacrifice.

Continuing he said that the motive which had been actuating them was the motive of consolidating the teaching forces in the district. While he was aware of the dependent position of the teacher which did call for a remedy, as one of them he would appeal to them to adopt the vow of self-sacrifice, if really they wanted to have schools all over, if they wanted to have all schools on, and if really they wanted to give education of a really wide kind. He agreed that it was not for others to impose self-sacrifice on them, but he contended that the teaching profession could not repudiate the position that they had to adopt self-sacrifice. He knew it was too much to expect Hindu Society to set up an order of teaching priests who would give up family life and personal ambition as catholic agencies did. But it was possible for them to evolve something similar to the Wesleyan protestant ideal of Social service or the Poona ideal which was really suited to Indian national genius. It was possible by such practice of self-sacrifice to put managements out of action because teachers would then be capable of running educational institutions themselves, burdened though they were.

Root Out Dependence.

Proceeding he said that the dependent position of the teacher was due not to their low pay, but the prevailing political circumstances, whereby authority over teachers was vested with uneducational people, and to the indifference of society, which was weak, ungenerous, and ill-regulated. He was of opinion that the expanding liberties of the new era were bound to enable them to exercise their vocation freely and correctly. The remedy against this dependence of the teacher was for the teacher to raise himself by being a man, by not being accommodating in the matter of his self-respect and by developing security from within their ranks, rather than through bills, or deputations and other instruments of redress. Teachers too had to be independent as in the ancient past of India and had to be ready to die for their self-respect. In the last resort, the teacher had to awaken the conscience of the community, instead of being a mendicant.

Raise Yourselves.

The only way in which the teacher could be a power was by doing his work absolutely well and by keeping his soul unspotted. Fussiness, meddlesomeness and alliance with men of influence would not pay. Teachers were not under a feudal tenure but were in democratic times and there was no need for them to kowtow to others. The morally weak teacher had no right to teach. Only the teacher who possessed a modicum of courage and who was personally efficient could rise in the scale with the community. The teacher had to make education his deepest concern, as education was the only instrument for not only the material but also the moral progress of the nation. The teacher had to induce the majority of the land to live decent and educated lives. For this, it was imperative that the teacher should not be slack. Education of the country was in the hands of the teacher and if education did not progress, the teacher was responsible for it, and guilty of degrading the profession. It was the duty of the profession to strive to raise the quality of its members. They should not wink at inefficiency in the ranks but as a guild they should provide teachers with opportunities for improving their knowledge, and formulate ideals. Security for the teacher was possible only if education of the right sort spread nation wide. They had also to wind up the half-educated

men who were lording over them. If the teacher ingratiated himself in villages, the gratitude of the countryside would flow and give them all the security they needed. They had, as of old, to become powerful and strike down others who kept them down. Perfection, knowledge, enthusiasm, hardwork, economic living, all round leadership—those were the qualities required of the teacher to get out of the conditions under which they lived.

Concluding the president appealed to teachers to pursue learning and advance the cause of learning and be leaders of the future community.

Mr. T. S. Ananthanarayanan, Joint Secretary presented the 45th annual report which among other things revealed that the guild had 30 associations, with a strength of 952 members, representative of all grades of teachers and that it had done active work for the profession by submitting (1) a memoranda on G. P. F. (2) a memoranda on service conditions and (3) a memoranda on G. O. 4619, during the year, and by celebrating the Education week and otherwise standing by the S. I. T. U. programme.

After the adoption of the report, Mr. P. V. Srinivasa Iyer, Secretary of the Guild read the address of the guild to Mr. M. M. Balakrishna Aiyar, who was garlanded by Mr. S. K. Mathrubhutham. Mr. Balahihum made a reply in the course of which he acknowledged that his success was due to many causes, like teachers' faith in him, his influence with the members of the District Board and the backing of Sir T. Desikachari, Kt. He said that if teachers' professional agitation was ever to succeed, the administration of education had to be lifted out of party politics and at the same time teachers had to be non-partisan as they were under a political ban and had no academic freedom. He was sorry that the encroachments on the conditions of work of the teacher were becoming intolerable but they had to recognise the limitations of the system whereby the teachers were obliged to be under different agencies and avoid treading on the corns of authorities by producing maximum agreement among themselves. They had to have consistency and one-pointed agitation under the S. I. T. U. Concluding, he thanked the guild for the address.

Then the election of office bearers took place. Mr. V. Saranatha Iyengar was re-elected President, Rev. Fr. A. M. Artoniswami S. J. and Mr. S. K. Mathrubutham were elected Vice-Presidents. Messrs. P. V. Srinivasa Aiyar and E. R. Srinivasa Iyengar were elected secretaries. Mr. S. T. Ramanuja Iyengar was elected guild representative on the S. I. T. U. A resolution was passed placing on record the services of the retiring office bearers, Messrs. S. K. Devasikhamani and T. S. Anantanarayana Iyer.

On the motion of Mr. P. V. Srinivasa Iyer, Secretary, certain amendments to the guild rules were passed relating to the minimum subscription of Elementary Teachers' Association and disaffiliation for arrears.

The amendments to the S. I. T. U. rules were explained and moved by Mr. S. T. Ramanuja Iyengar, Guild representative on the S. I. T. U.

They were all passed with the following Guild amendments to them indicated in italics.

3. *Programme:—controlling the protection Fund by insisting on members of the S. I. T. U. P. F. being members of the Union.*

6. *A. I. Affiliation:—The annual affiliation fee for affiliated Associations shall be calculated at the following standard rates of subscriptions from teachers to associations based upon the salaries of teachers as under:—*

Elementary School Teachers irrespective of salary.	As.	4
Secondary and College Teachers,	Rs. 50 & below	4
	Rs. 50 to 100	8
	Rs. 100 & above	1

The affiliated associations shall annually pay 20% direct to the S. I. T. U. and 30% to the Guild, at the standard rate above.

Prof. K. Chinnasami Aiyar of the St. Joseph's College then delivered his lecture on "Educational Reform." He wanted the purpose of Education to be defined as the absence of such a definition was responsible for the faults in the educational system. He advocated the training of the mind rather than storing the mind with knowledge. Proceeding he pointed out, the need for adoption of questioning, avoidance of notes-dictation and bad text-books, use of maps and charts to arouse curiosity and interest, emerging out of ruts and a reasonable practice of the principles of real education. The president, in thanking the lecturer, said education was possible not by direction but by activities and by study of a variety of subjects and said that they were in the meeting of the ways, without producing a clash of ideals.

Mr. S. T. Ramanuja Iyengar, General Secretary of the XXV. P. E. C. made a statement about the wiping of the deficit incurred thanks to government grant from provincial funds and moved a vote of thanks to the Government and the Department of Education for their generous grants towards the deficit in 1934 and in 1935.

After the Presidents concluding remarks, Mr. N. S. Narasimha Iyengar, Secretary of the E. R. H. S. invited the guild to hold its next quarterly meeting there which was accepted.

Messrs. S. T. Srinivasa Iyengar, Secretary of the Srirangam H. S. T. Association thanked the President, lecturer and guests. Messrs. T. S. Ananthanarayanan and K. Rajagopalar Iyengar thanked the Srirangam H. S. T. Association for being at home to the Guild.

The following resolution have been passed.

1. *Personal pay.*—This conference of the Trichinopoly District Teachers' Guild regrets that the personal allowance promised by the Hon'ble the Chief Minister to the teachers who have been affected by G. O. 4619 has not yet been sanctioned and requests that such sanction be expedited.

2. *Salary standardisation.*—This conference supports the S. I. T. U. demand that the entire question of standardisation of salaries of teachers in non-Government schools be referred to a committee of the Legislative Council representative of all interests and that the adoption of the standard scales be facilitated by a liberal revision of the Government policy regarding grants-in-aid and subsidies.

3. *The University constituency.*—This conference views with concern the retrograde character of the provincial Delimitation committees' proposal regarding the University constituency and supports the dissenting minute of the University representative on the Madras Legislative Council which insists that the electorate shall be the constituency of the Registered graduates.

4. *Service conditions.*—This conference views with grave concern the deterioration in the Service conditions of Teachers in aided institutions and considers that it is imperative for the department to interfere effectively to put a stop to the growing abuses.

5. *Senate election.*—This conference requests the Registered Graduates among teachers who are members of the Union as well as the members of the Headmasters' constituency to evince professional solidarity by voting for the candidates adopted by the S. I. T. U. in the ensuing election of the Madras University.

6. *Teachers' councils.*—This conference requests local bodies and, aided authorities in charge of schools to secure to teachers' associations the status of teachers'

councils and to lay down that membership of the Teachers' Association shall be a condition of service for each teacher.

7. *Standing subject councils*.—Resolved that standing committee of the Guild on each subject of the curriculum be formed to assemble and give expert advice to teachers on new methods of teaching and to organise refresher courses for teachers.

8. *Education week*.—Resolved that the South Indian Education week be celebrated from the 14th to 19th October and that the celebration be organized by a local Education Week Committee consisting of the ex-officio members of the managing committee of the Guild, the President, Dt. Board, the Commissioners of Trichinopoly, Srirangam and Karur Municipalities, and representatives of the Managements of educational institutions in the District, with the Town Secretary of the Guild as convener, and Messrs. N. S. Narasima Ayyangar and S. Sivaramakrishna Ayyar as Exhibition secretaries.

9. *Further Revision of G. O. 4619*.—This conference of the Trichinopoly District Teachers' Guild while thanking the Government for improving the scales of pay of Pandits and Physical Training Instructors, in the Local Board Secondary schools again urges that a satisfactory revision of the salaries of the following classes of teachers also should be carried out. Viz., (1) Secondary Grade Teachers, (2) Intermediate Trained Teachers, (3) L. T. Teachers, (4) Commercial Instructors and (5) Headmasters of Middle schools.

10. This conference offers its sincere thanks to (1) M.R.Ry. Rao Bahadur T. M. Narayanaswami Pillai Avl., M.A., B.L., M.L.C. (2) Janab Khan Bahadur P. Khalifullah Sahib Bahadur M.A., B.L., M.L.C. and M.R.Ry. C. Basudev Avl., B.A., B.L., M.L.C., for the help they have given the Local Board and Municipal Teachers in their legitimate demand for the improvement of their scales of salary.

11. This conference views with dissatisfaction the Memo No. R. C. 13471-35 dated 27-6-1935, suspending the grant of the provincial allowance drawn by teachers of the Municipal schools in Trichinopoly since the year 194 and requests the Commissioner, Trichinopoly Municipality, to consider favourably the sanction of the Provincial allowance by merging it in the Teachers' salary in accordance with the original G. O. No. 1980 of 24-9-1929 (Ministry of education, and Local Self-Government).

The following gentlemen be requested to make a representation to the Commissioner on the above subject:—

1. Town Secretary and Guild Representative on the S. I. T. U.
2. Mr. N. Natesa Ayyar.
3. „ V. S. Sethumadava Ayyar.
4. „ Govindaswami Pillai.
5. „ Shan Muhammad.

SALEM DISTRICT TEACHERS' GUILD.

The annual meeting of the Salem District Teachers' Guild was held on Saturday the 24th August, 1935 at 1 p. m. in the London Mission High School hall, Salem. M.R.Ry. M. K. Swaminatha Aiyar Avl., M. A., L. T., the president of the Guild presided.

The Auditor's report for the year 1934 was read and approved. Then the Joint Secretary Mr. K. S. Chengalroya Aiyar made a statement on the work of the Guild, on the actn itoaken on the resolutions of the Rasipuram conference and the General Body

Meeting thereat, about the work of the S. I. T. U. and on the Silver Jubilee Fund to be collected for the S. I. T. U. He referred to the resolution passed at the last year's conference regarding the tenure of teachers in private managed schools about which the S. I. T. U. would be interviewing the Director of Public Instruction next month for requesting him to support the service conditions Bill. He appealed to the members of the guild to subscribe to the Silver Jubilee Fund of the S. I. T. U. He also read important portions of the correspondence from the various Elementary Schools Teachers' associations with reference to their becoming members of the Guild. He closed the statement after giving an idea of the steps to be taken for running the Provincial Educational conference successfully and how the financial condition of the Guild stood just then.

The next item on the agenda was the amendments to the S. I. T. U. rules. As still opinions from a few constituent associations had not been received, it has resolved to appoint a committee consisting of the President of the Guild, Messrs. K. S. Chengalroya Aiyar, S. Sivarama Aiyar, Norbert George and R. Nagaraja Row with Mr. K. S. Chengalroya Aiyar as the convener, to go into the whole question and report before the end of October, 1935.

As regards the letter of the District Elementary Teachers' Association informing the Guild of their being prepared to become a member of the guild on payment of an annual subscription of Rs. 10 it was pointed out that the guild was prepared to admit Range associations individually. A contribution of Rs. 10 was sanctioned to Mr. K. S. Chengalroya Aiyar to enable him to attend the All India Educational Conference to be held in Nagpur in December next.

The resolutions of the executive committee of the guild in connection with the ensuing Provincial Educational Conference at Salem in May, 1936 were approved with one amendment in reference to the enrolment of non-educationists as members of the Reception Committee.

Messrs. B. N. Sangameswara Aiyar and A. V. Sundaresa Aiyar were elected conference secretaries and Mr. V. Vedanayagam as treasurer. A working committee consisting of the President, Vice-president, the two Secretaries of the Guild, and the two conference Secretaries and treasurer was formed to make the necessary arrangements for running the conference. Local Committees for each Secondary School centre were also formed. (Krishnagiri and Kaveripatnam—one committee). It was also resolved to conduct an educational exhibition along with the Provincial Conference.

The election of the office-bearers of the Guild for 1935—36 then took place. Mr. A. Ramaswami Gounder, M.A., L.T., Principal of the Salem College was elected President. Mr. Edwin. I. Rajaratnam, B. A., L. T., Headmaster of the Namakkal High School, vice-president, Mr. V. Duraiswami Aiyar, B. A., L. T., of the Municipal High School, Salem, Secretary and Mr. K. S. Chengalroya Aiyar of Krishnagiri High School, joint secretary.

Mr. K. S. Chengalroya Aiyar was re-elected to the S. I. T. U. executive Board as the Guild's representative.

The following Resolutions were then considered and passed:—(1) This guild requests the Government that the children of men-teachers drawing Rs. 50 and below be extended the same concession as is shown to woman-teachers drawing a similar salary.

(2) This guild requests the Director of Public Instruction to treat all Elementary Trained teachers trained during the period 1907—1914 as Higher Elementary Trained teachers for purposes of service and salary since the same training certificate was issued to all teachers trained during that period.

(3) This guild is of opinion that the revised scales of salaries for Elementary

School teachers in the District Board are low and inadequate and that they should be liberally revised.

(4) This guild is of opinion that the rate of the teaching grants paid to the managers of teacher-manager-schools is inadequate and requests the authorities and the District Educational council to raise the rate of teaching grants by at least 25%.

The joint secretary then read a letter from the Secretatry A. I. F. E. A. inviting suggestions for the ensuing All India Educational Conference to be held at Nagpur.

The guild placed on record its appreciation of the services rendered in its cause by the out-going President Mr. M. K. Swaminatha Aiyer, Headmaster, Tiruchengode High School and the out-going vice-president Mr. Norbert George, B. A., L. T. of the Little Flower High School, Salem.

The joint secretary proposed a vote of thanks to the President and others and to the authorities of the London Mission High School for their kind permission to hold the guild meeting there.

After the close of the meeting the members of the guild were entertained at a tea-party by the Salem Town Teachers.

K. S. CHENGALROYA AIYAR,
Joint Secretary.

KURNOOL DISTRICT TEACHER'S GUILD

The annual General Body Meeting of the Guild was held on 31-8-1935 in The Coles Memorial High School, Kurnool with Mr. B. J. Rockwood, M. A., B. D., in the chair. There was a large attendance including many lady members, though there was no mofussil representation.

There were lectures on (1) The Teaching of Telugu in the lower clases by Mr. C. Venkata Krishniah of Coles (2) The Teaching of Geography in the lower classes by Mr. K. Nilakanta Rao of Coles (3) The S. S. L. C. Scheme by Mr. K. N. Pasupathy Iyer of the Municipal High School (4) The Italo-Abyssinian question by Mr. S. Vaidyanatha Iyer of the Municipal High School.

The Secretary Mr. S. Radhakrishna Iyer : of the Municipal High School read the annual report which was adopted by the General Body.

The following office-bearers were then elected for the ensuing year 1935-1936.

President :—Mr. B. J. Rockwood, M. A., B. D.

Vice-Presidents :—

(1) Mr. R. K. Kuppuswami Iyer, B. A., L. T.

(2) Mr. G. Gurubotham, B. A., L. T.

Secretary :—Mr. S. Radhakrishna Iyer, B. A., L. T.

Joint Secretary :—Mr. O. Timothy, B. A., L. T.

Members of the Council :—

(1) Mr. M. P. Rajam, B. A., L. T.

(2) Mr. K. Ranga Rao, B. A., L. T.

(3) Mr. T. Venkoba Rao Gupta, B. A., B. ED.

(4) Mr. Mohedeen Sahib, B. A., L. T.

(5) Mrs. David, B. A., L. T.

Mr. G. Siva Rao, B. A., L. T., was elected as the representative of the Guild on the Executive committee of the S. I. T. U.

The following are some of the resolutions then passed :—

1. The Guild requests the Government to extend to the employees of the aided Schools as well the privilege of meeting, out of the Contribution to the Provident Fund, the premium due on the Insurance Policy of a contributor on the same conditions as are now obtaining in the Board and Municipal service.

2. The Guild is of opinion that the rate of the teaching grants to the Managers of Teacher manager Schools is inadequate and requests the authorities and the District Educational Council to raise the rate of teaching grant by 20 per-cent.

3. The Guild requests the authorities of the Madras and Andhra Universities to permit secondary grade trained Graduates to appear for the L. T. Degree Examination without attendance at any training College.

4. The Guild appeals to the Managing bodies to meet in Conference to consider the working of the Grant-in-aid-code and to urge on the Government the necessity for immediately liberalising the provisions of the Grant-in-aid-code to enable the Managements to improve the Salaries of teachers.

5. The Guild urges on the government to ensure security of tenure of Service of teachers in aided Schools, by introducing in the Educational Rules a provision similar to the Section obtaining in the Local Board's Act relating to the regulation of the conditions of service such as fixing of scales, leave rules, appointments and dismissal.

6. (a) The Guild requests the Government to rescind the G. O. No. 71 dated 11-3-1935 on text books as it interferes with the discretion of the teachers in prescribing suitable text books.

(b) The Guild is of opinion that, while heads of Educational Institutions should be vested with powers to prescribe suitable text books, they shall not ordinarily be changed during a period of three years.

7. (a) The Guild, while approving of the principle of Standardisation of scales of pay for teachers employed not only in District Board and Municipal Schools but also in aided institutions, protests against G. O. 4619 L and M dated 20 10-1934 regarding the Scales of pay for teachers employed in District Board Municipal and Secondary Schools as the Scales are quite inadequate and retrograde.

(b) The Guild, while thanking the Government for revising the scales of pay of Pandits, urges on the Government the need for suitably revising scales of pay of other grades of teachers.

(c) The Guild urges on the Government to pass orders immediately granting personal pay to all teachers who have been in receipt of a higher pay than the maxima of the revised scales of pay now sanctioned for teachers in the District Board and Municipal Secondary Schools.

8. The Guild requests the S. S. L. C. Board to remove the restriction to the number of times that a candidate may appear for the S. S. L. C. Examination provided that no candidate appears more than twice from any recognised School.

9. The Guild requests the District Board, Kurnool, to institute circulating and travelling libraries for the benefit of rural schools and population in the District, and for furthering the cause of adult education in the district.

10. That, in view of the S. I. T. U. Protection Fund having gained increased stability as a result of the recent revision of the rules, the Guild exhorts such of its members as have not jointed the fund to do so without any further loss of time.

MADRAS TEACHERS' GUILD.

Indian Languages Section.

Under the auspices of the Indian Languages section of the guild Mr. K. Ramakrishna Sastrigal, Senior Telugu Pandit, St. Gabriel's High school, delivered a lecture on 'The present day text books and their defects.' Mr. T. S. Ramaswami Iyer, M. L.C., presided.

Geography Section.

On the 17th instant at the T. T. V. High School Mr. S. Muthukrishna Iyer, M.A.L.T. Dip (Geog), delivered a lecture on "The obstacle race in Geography Teaching." Mr. K. Govindachari, Assistant, Sir. M. Ct. Muthiah Chettiar's High School, Purasawalkam presided.

English Section.

At the Singarachariar Hall, on the 19th instant an interesting lecture on 'Problems in the Teaching of English' was delivered by Mr. R.M. Savur, District Educational Officer, Madras. Over 200 members were present. Mr. M. D. Manikam, vice-president of the Guild, presided.

THE TANJORE DISTRICT TEACHERS' GUILD

An ordinary meeting of the Guild was held at the Kalyanasundaram High School, Tanjore on Saturday the 14th instant, at 2 P.M. Mr. V. Mahadeva Aiyer presiding. There was a fairly large gathering. To begin with, the draft-amendments to the rules of the S. I. T. U. were taken up for consideration. The joint Secretary, Mr. N. Kalyanarama Aiyer, after explaining the objects underlying the suggested changes in the rules, read out the amendments with brief comments on each item. In the course of the discussion, it was recommended that the retired teachers also might be eligible for membership. There was a keen difference of opinion regarding the affiliation fee. At last it was resolved that opinions might be invited from the affiliated associations of the Guild on this clause and the Ex. Committee might draw up a note, based upon those opinions. The Guild was agreeable to all the other amendments.

After lunch the Tenure plan drawn up by the W. C. of the S.I.T.U. was placed before the meeting. Mr. V. Guruswami Sastri, after referring to the sorry plight of teachers in aided schools and numerous cases of wrongful dismissal and termination of services of teachers and of cuts in their salaries, explained the provisions of the plan. There was a lively discussion. The House was in general agreement with the provisions enunciated in the plan and strongly felt that similar provisions ought to be introduced in the M. E. R. and Grant-in-aid Code with a view to ensuring the tenure of teachers in aided schools and bettering their lot. But a doubt was raised as to whether, according to this plan, the incremental charges were to be borne by the Government irrespective of the fee income of the school and whether the Management should meet, out of its own resources, the deficit in case the fee income could not cover even the payment of the initial salaries. Further it was pointed out that the plan did not say anything with regard to contingent and other charges.

These points ought to be cleared up and suitable changes should be made in the plan to that effect.

Mr. T. Rajam Aiyangar, B.A., L.T., retired H. M. and Vice-President of the Guild spoke on the importance of celebrating the Education week. He observed that it should not be made a mere annual tamasha and it should be made a real, live thing with a view to the securing of greater Co-operation of the public and teachers in the noble work of education. The President thought that the teachers were grossly ignored and left in the back-ground by the Public, owing to their undue modesty and therefore he urged that teachers must press forward, make more noise and demonstrate to the outside world that there are eminent, talented men among their ranks, for which in his opinion the Education week provided a splendid opportunity.

After the passing of certain resolutions and vote of thanks, the meeting terminated.

The following resolutions were passed at a meeting of the Guild held at TANJORE on 14-9-1935.

1. The Guild, while thanking the Government for having improved the scales of salaries of the Pandits urges that similar improvements ought to be effected in the scales of salaries of other grades of teachers in Local Board Secondary Schools.

2. The Guild urges that the new scales of pay introduced for the teachers in Local Board Secondary Schools shall not apply to existing incumbents in cases where they are adversely affected by these scales.

3. The Guild is strongly of opinion that no difference need be made in the Status and salary of Pandits who are already in service and who have been, till now, considered to be on the same cadre.

4. The Guild strongly recommends that the Intermediate trained teachers be given a higher grade of pay than the S.S.L.C. trained teachers, in view of the former's superior academic qualifications.

5. Now that the S.I.T.U. has put up candidates for election to the University bodies both for the Registered graduates' and Head-masters' constituencies, the Guild calls upon all the registered graduate teachers and Head-Masters of the District to give their preferential votes to these candidates and thus maintain the honour and solidarity of the profession.

6. The Guild earnestly advises all young teachers to join the Protection Fund of the S. I. T. U., thus helping themselves and their bretheren in the profession.

7. The Guild regrets to note that the S. I. Teacher, our professional organ is now working at a deficit and therefore calls upon all schools, associations and teachers to subscribe for the Journal, so that its sphere of usefulness may be widened.

N. KALYANARAMA IYER.

NORTH ARCOT TEACHERS' GUILD

The Eleventh Annual meeting of the N. A. Teachers Guild was held on 24th August 1935 in the Cobb Memorial Hall, commencing at 2 P. M. when Rev. Milton G. Kuolt M. Sc. (Ed.) Principal M. E. L. I. M. High School, Ambur, President of the Guild and Joint Secretary of the S. I. T. U. presided. About a 100 delegates were present on the occasion and members of the public were also present.

Dr. John DeBoer M. A., Ph. D., Principal of Voorhees College welcomed those present in a felicitous speech and expressed the hope that the conference would prove better than ever before.

Mr. V. M. Ramaswami Mudaliar, M. A., B. L., M. L. C., Chairman, Municipal Council, Vellore and Vice-President of the North Arcot District Board, in declaring the conference open, said that they (teachers) belonged to a great body of public servants, but they had none of the security of Tenure which those in Government service enjoyed. And their duties involved a sense of high responsibility. And so, they were much more important to society than other public servants.

Even in India, things were changing, he said and the speed with which educational ideals were being replaced was almost inconceivable. It behoved them therefore to consider what the requirements of the Educational world in India were. They had to tackle the problem of illiteracy. He next condemned what he called a little too much insistence of the educational authorities on certain standards of equipment in schools as pre-requisite to teaching, which hampered the solution of the problem of compulsory elementary education, and also higher education. There was then great wastage in elementary education. Of every 100 children who studied in elementary schools, only some 20 went up to the High School. He pointed out that open air classes were the order of the day in Europe even for High School and College Courses, and suggested that Europe's example be followed in India. He added that the rules regarding school equipment in the shape of buildings, furniture, etc., should be relaxed. Those responsible for prescribing text books had unfortunately often blundered. Books that ought not to have been scanned and do not deserve a place even in the dustbin, have been often approved by the Text Book Committee and prescribed for use in schools. Enormous pressure is brought to bear on school managements by publishers to prescribe particular books. Therefore it has been usual to prescribe the first unit of one series of 'readers' for the first standard and second unit of a different series of 'readers' for the second standard and so on. This and other anomalies can be checked, only by concerted action on the part of teachers. Teachers should demand that this task of prescribing books is their special province, and for ably performing the task should constitute a representative and select body from the profession all over the Presidency to act as their "brain trust."

The teachers, he concluded, should not feel satisfied, if they did merely the teaching work, but they should also interest themselves in the extracurricular activities and strive to approximate their educational ideal to the ancient Gurukula Ashram ideal by coming into contact with students. But he said "I cannot sympathise with your demand for higher salaries than are paid to you. Payment is not made in proportion to one's talent. I would commend to you the ideal of the ancient teacher, namely of doing his duty without reference to the material rewards." It is possible, he also said, you may differ with me on this last point; but facts have to be faced, however unpleasant. He thanked the guild for the opportunity he was given to address them.

Dr. Milton G. Kuolt in the course of his presidential speech, said that if teachers were successful in getting security of service, he hoped they would not become dominating agents of the community as Government servants did.

He then reported the progress that had been attained during the past year, and said that the Guild had thrown open its doors wide during the year to Elementary School Teachers, and hoped that the Guild would become thoroughly representative of the teachers of the district. He then suggested that they should keep themselves in touch with live educational problems by devoting at least as much time as they were doing to ventilate their grievances. The time was not far off when the community would care for them and their interests more than it did at present.

THE S. S. L. C. SCHEME

Mr. S. Natarajan B. A., L. T., of Madras, Managing Editor of the "South Indian Teacher" then delivered an interesting address on the "S. S. L. C. Scheme"

After detailing with the various metamorphoses the scheme had undergone, ever since it was inaugurated some 25 years ago he stated that it was not wise to tinker with the scheme or do any kind of patchwork or plastering merely. They should insist on a committee enquiring into the whole question and frame afresh a scheme most suitable for the various educational aims which a school-leaving examination might have determining once for all the purpose and scheme of the S. S. L. C.

THE LIBRARY MOVEMENT AND THE EDUCATION OF THE MASSES

The above was the theme of an address which Mr. S. M. Fossil of the Madras Library Association delivered to the conference during his itinerary in this District. He referred to the appalling illiteracy of the masses in India and the difficulties they were confronted with in stamping out that illiteracy and said that in this task, the teachers had a great duty to the country and cited the example of Russia where the masses were educated by means of "Reader's Huts", the Radio etc. Of the several agencies that were utilised for the dissemination of knowledge, the rural library service was one of very great value. The ordinary village is very much pleased to hear of the urban news or for the matter of that, news a month old. This dissemination might take the form of reading from newspaper and periodicals, bajanas, recitations, distribution of light literature etc. Books are not now taken out to be dusted and kept there to be worm eaten but to be used by one and all for enrichment of knowledge.

The Conference then adjourned for half an hour for tea.

After tea Mr. D. Sundararajulu Naidu, Assistant Board High School, Cheyyar read a paper on "Civic and Social Education." He emphasised the need for the inclusion of these items for improving the welfare of the future citizens of the land.

Then the Secretary Mr. S. Subramanyam B. A., L. T. presented the annual audit reports and financial statement. They were adopted.

Election of office bearers for the year 1935-36 was proceeded with and the following were elected to the respective offices.

President: Rev Milton G. Kuolt M. Sc (Ed)

Principal, M. E. L. I. M. High School, Joint Secy, S. I. T. U. Ambur.

Vice president: Mr. M. Natesa Mudaliar M. A., L. T.,
Headmaster, Devasthanam High School, Vellore.

Secretary & Treasurer: Mr. S. Subramanyam B. A. L. T.,
M. E. L. I. M. High School, Ambur

Other 2 Secretaries: 1. Mr. C. A. Samuel B. A., L. T.
Voorhee's High School, Vellore,

2. „ K. Sethurama Aiyar of Arni
Representative of the Guild on the S. I. T. U. Executive.
Mr. V. R. Krishnaswami Aiyangar B. A., L. T.
Voorhees High School, Vellore.

Messrs Seetharaman of Gudyattam and M. S. Sundareswaram M. A., L. T. Dy Inspector of Schools, Vellore were elected as members of the Guild Executive to represent the individual teacher-members and non-teacher members respectively. Janab Shaik Dawood Saheb Bahadur B. A., L. T. D. E. O. of North Arcot was unanimously enrolled as a member of the guild.

Business part of the programme included the following resolutions :—

1. The recommendations of the Rules Revision Committee of the S. I. T. U. together with the amendments of the Trichy District Guild were referred to the consideration of the Executive Committee of the Guild and for report for the next meeting of the Guild.
2. A resolution on the tone of the communication of the member for organisation of the S. I. T. U. Working committee, in the May issue of the South Indian Teacher was withdrawn on an assurance being given by Mr. S. Natarajan that no offence was meant and that a note to that effect would be published in the S. I. T.
5. This Guild commends for the consideration of the Board of the S. I. T. U. Protection fund the suggestions contained in the letter of Mr. S. Srinivasa Aiyar B. A., L. T. in the June issue (1935) of the South Indian Teacher.
6. While thanking the Government for its favourable consideration in revising the scale of salaries of Pandits and Instructors, the Guild requests Government to liberalise the scales of salaries for S. S. L. C. secondary grade teachers and trained Intermediate and commercial instructors.
7. This Guild endorses the recommendations of the S. I. T. U. to provide for the introduction in aided Schools of the Scales of pay sanctioned for teachers employed in local and Municipal Schools in the contemplated revision of the Grant-in-aid code.
8. Resolved that in the opinion of the guild scouting should be a living movement in the Schools, and earnestly hoped that school managements would allot sufficient funds for stabilising the movement.
9. That this Guild requests the Municipal council, Vellore to sanction for teachers in municipal schools the scales of pay in force for govt. employees of similar character in the place of the lower scales sanctioned in 1934, and pending such sanction, to protect the existing incumbents at least from loss of emoluments, by granting them personal allowance equal to the difference between the pay drawn by them before and the pay to which they were eligible in the revised scales of the 1934 as suggested in para 3 of G. O. No 1693 L. E. of 2nd May last.

The President brought the proceedings to a close at 7-30 P. M.

THE S. I. T. U. PROTECTION FUND

(List of names continued.)

Reg. No.

1232. Mr. S. Narayanaswami Iyer, Asst. Ramakrishna Mission High School, Mambalam.
1233. „ S. Jayaraman, Asst. Chintadripet High School, Madras.
1234. „ Syed Mahamood, Teacher, Muslim High School, Triplicane Madras.
1235. „ R. Mahadeva Ayyar, Asst. Hindu Ele. School, Ambasamudram.
1236. „ R. Chockalingam Pillai, Commercial Instructor, Tirthapathi High School, Ambasamudram.
1237. „ L. S. Arunachala Sastrigal, Teacher, E. R. High School, Trichinopoly.
1238. „ Mr. K. R. Rajam, Asst., A. R. C. Higher Ele. School, George Town, Madras.
1239. „ K. Ramiah Chetty, Headmaster, A. R. C. Higher Ele. School, George Town, Madras.
1240. „ G. Krishnamurthy, Asst., E. R. High School, Trichinopoly.

Triplicane, Madras.

Dated 20—8—35.

M. K. RAMAMURTI,
Honorary Secretary.

TEACHERS' BOOK-SHELF

Short Modern Plays, selected by Guy Boas, Published in the Scholar's Library by Messrs. Macmillan & Co., London. Price 2sh. 6d.

In these days of great enthusiasm for the drama with its offshoot the movie it is a pleasure to have a handy volume of good plays, good to be read and good to be acted and the volume under review is such a collection. Except *The Dynaster* which is unstageable unless the stage places its unlimited resources at one's disposal all others are short and easily stageable and they all hit off very effectively some aspects of life.

Even this extract from Hardy can be staged if we, like Elizebethans be satisfied with a mere symbolic representation of things and bank upon our imagination to fill up the details. The extract contains some of the most dramatic situations in the play, Nelson's walking with his stars on the deck of his "Victory" in spite of warning and his death-bed scene. Students of Hardy will note the pardonable pride of the author whenever he brings in his kinsmen the famous Captain Hardy and also the reference to Richard Loveday of Overcombe the hero of his novel "the Trumpet Major."

We in this country are not worried over the fact that some of these come from one part of the British Isles and some from another, as the editor seems to be. In his introduction he seems to be at pains to show that England still leads, though Wales, Scotland and Ireland produce good plays.

Where there is such a uniformly high level of excellence it is difficult to choose and indicate one's partiality for particular plays. J. E. Squire's "Clown of Stratford" and Gilbert's "Rosencrantz and Guildenstern" will appeal to students of English literature because of their rich association of ideas. "The End of the Beginnings" is a page from the book of Life and can well be adapted to suit the local conditions of any country and age. It is so refreshing to know that even Bishops get disgusted with company of saints in long conferences and would like to rub shoulders with a couple of sinners as in 'Birds of a Feather'. 'The Dear Departing' wherein a clever hotel keeper increases his business by a new form of attraction and fools impartially the tourist groups from various countries is one of the most interesting; so are all the others.

The volume is bound to be popular with college students and amateurs and all others interested in drama either as a branch of literature or as a means of amusement.

S. K. Y.

Romeo & Juliet in the Scholar's Library. Published by Messrs. Macmillan & Co., Ltd., London. Price 2sh. 6d.

Another welcome addition to this extremely popular series of books. There is a learned introduction which though brief brings out the salient points of the tragedy and shows how this play has become a classic among the earlier plays of Shakespeare. Shakespeare's conception of the tragedy that happens to the star-crossed lovers in this play is almost like Hardy's notion of President of the Immortals sporting with Tess. There are short character sketches of Romeo, Juliet and Mercutio and a note about the date and sources of the play. There are brief notes at the end of the text where difficult words are explained. An appendix deals with Shakespeare's life and his plays arranged chronologically and also with the English theatre as it existed in those days. The usual sets of questions, one dealing with the text in detail and the other with the play as a whole are added. Every scholar would like to have this welcome addition to his library.

S. K. Y.

The Teaching of Mathematics in the New Education. By Mr. N. Kuppaswami Iyengar, M. A., L. T., Lecturer in Mathematics Training College, Trivandrum.

Lecturers and Teachers, who are in touch with the Mathematics work of the Training classes, must have felt that the large number of Reference Books, generally used in Training schools and colleges, do not always meet with exactly the demands of the candidates. Many of these books on "Methods of Teaching" contain very little matter and information, lengthened out into long essays. Very often, they are based on Theoretical considerations and suited to foreign conditions.

After having read a good number of such books, I find this book, indeed, a pleasant change and an agreeable surprise, since, unlike the rest, it contains a fund of useful information, and a lot of practical hints and suggestions, well arranged and lucidly written.

The book teems with examples and illustrations, culled out from personal experiences and observations of common school-room practices in South India, and will therefore be of tremendous help to every young teacher.

The book covers a good portion of the L. T. syllabus; and several topics which are generally slurred over, are discussed with great clarity and rigour.

There are twelve chapters of important topics and each one of them speak of the author's rich experience of over twenty years "in Teaching would-be teachers, how to teach Mathematics."

It would be very difficult to find exactly such a type of book from amongst the American and English publications.

R. B. NITHYANANDA,
Lecturer in Mathematics, Lady Willingdon Training College.

India and the world Studies. By Dudley Stamp. Published by Messrs. Longmans, Green & Co., Madras.

The book is written in accordance with the 1934 syllabus to suit the requirements of IV Form pupils. The subject matter is well analysed and couched in simple language so as to be within the easy comprehension of the pupils of IV form. A commendable feature of this book is that a large number of questions involving practical application of principles learned is suggested at the end of each chapter. Since the new scheme has not come into force, it is suggested that this book may well be recommended for study by the V and VI form pupils so far as the 'Studies in Climate' and India are concerned.

P. SUBRAHMANYAM,
Asst., Hindu High School, Triplicane.

A Junior Chemistry. By W. Littler, B.A., B.Sc., Published by Messrs. Longmans Green & Co., Ltd. Price. 1 sh.

The book is prepared to meet the requirements of the School certificate standard. It may also be used with advantage as a text book in Chemistry for those who take Chemistry as an optional subject in our S.S.L.C. course. It is an attempt by a classroom teacher to prepare a text book that would just be suitable. One important

feature of the book is that the students are gradually made acquainted with the use of symbols and chemical equations. The subject matter is made very interesting by the use of historical anecdotes and short accounts of eminent scientists. The chapter on atomic theory which follows the one on the two Chemical Laws is sure to make the study of chemistry intelligent. At the end of each chapter a short summary is given and it is followed by questions to test the pupils' grasp of the matter treated in the chapter.

The world since you were born, by Hela Spaul Published by Messrs. Macmillan & Co. Price 2sh. 6d.

This little book should be considered a successful attempt at placing in the hands of high school pupils a history of the whole world in recent years (1918-1935). In the first chapter the author describes how the invention of the steam engine changed world history, how the principal European powers took possession of lands in Africa and Asia; how this led to a competition which resulted in the world war and how after the war, the League was set up to ensure peace in the world. In the other chapters, the history of the principal countries, after the war is given in a simple language stressing whenever occasion arises of the useful work of the League and the importance of world fellowship. The book is so up to date that there is a reference even to the Italy-Abyssinian dispute. The book is written in no partisan spirit but gives an unbiassed account of world events. We wish that a generous number of copies of this book is placed in the class libraries in our High Schools.

The New Method English Dictionary. By Michael West and J. G. Endicott. Published by Messrs. Longmans Green & Co. Ltd. Price 1sh. 6d.

This dictionary is written specially for foreigners. It explains new words to him in words with which he is thoroughly acquainted. It is made up to date by the inclusion of words that have recently become current. It will be admitted that an English dictionary written for English men cannot be of the same use to foreigners whose vocabulary is limited. This dictionary is prepared with a vocabulary of about 1500 words but with these, the meanings of some 18,000 words and about 5000 idioms are given. This procedure will obviate the necessity for thinking in the user's mother-tongue while referring to a dictionary. It is useful and time saving too, that no cross references are given. But instead whenever, in the explanation a new word has to be used, the new word is also explained. A scheme of pronunciation is also introduced. The usual phonetic script is never comprehended by young readers. The scheme adopted in this dictionary is simple and can be easily understood. The dictionary is well illustrated. The types are not too small as is generally found in cheap pocket dictionaries. For the price of 1sh. 6d. it should be considered an excellent value. The publishers have also issued a teacher's hand book explaining how the dictionary is to be used. The hand book costs 6d.

Macmillan's Novel Series of School Plays for Infants (Six sets). By Kate Lay Price 6d. 1. In the Attic. 2. A great fall. 3. The vegetable Pie. 4. Greedy Fire. 5. The True Prince. 6. The Rabbits Christmas Parts.

These plays are specially written for young children of the ages 6 to 7. A good feature of this series is that the individual parts of each play are printed in bold type on cards for the children's use. A pamphlet containing the complete play, with instruction regarding the dress, stage arrangements is enclosed in each packet. The plays are written for English children but some like the 'Greedy Fire' may well be performed by Indian Boys.

EDITORIAL

UNIVERSITY ELECTIONS

Our readers will have known by this time that the South India Teachers' Union has decided to put up candidates for election to the Senate through the constituency of Registered graduates as in previous years. In view of the fact that important educational questions which came up for discussion before the Senate and the Academic Council, were not always presented effectively in the light in which they had been viewed by the teaching profession, the Working Committee of the Union has realised the desirability of nominating its own candidates for the Headmasters' constituency also.

It is essential that our readers should be informed of the spirit underlying the official adoption of candidates in regard to the elections of the University authorities. There are no doubt several teacher-members in the Senate and Academic Council. Many of them who are principals of colleges are ex-officio members and our readers may have known that a good number of them have not chosen to associate themselves with the organised teaching profession. They may be eminent persons but they will not themselves lay any claim to an intimate knowledge of the conditions of the teaching profession or of the numerous High schools in this presidency. The representatives of the colleges who are returned to the Academic Council are mostly connected with colleges and many of them have been keeping aloof from the Union. If the views of the teaching profession should be placed correctly before the authorities, it should be in a position to utilise the services of members responsible to it. It is the duty of an organisation of the teaching profession, like the S. I. T. U., to have a definite programme in regard to University elections and to send accredited representatives to express without fear or favour the view of the profession. The way in which the S. S. L. C. question had been tackled in the Academic Council should convince anyone of the necessity for securing the presence of members responsible to the organisation. Whatever may be the constituency, the principle is the same and we are sure our readers will wholeheartedly support the policy of the Union.

An attempt has been made to show that the Union has gone out of the way when it nominates candidates for the Headmasters' constituency. Such a contention will be tenable if the S. I. T. U. be a sectional organisation of assistant masters alone. On the contrary, the Union includes quite a large number of headmasters as its members and they have been closely associating themselves with its activities. They will themselves resent any attempt being made to form them into a separate group apart from the Union. The Union stands for the entire teaching profession and it will be failing in its duty if it does not nominate candidates for the Headmasters' constituency also this time, especially when a good case for the presence of members in the University responsible to the profession has been made out. We appeal to teachers always to bear in mind that an institution or organisation should be regarded as bigger than any individual, however eminent he may be. An individual who offers himself on his own account may be unobjectionable but he can be reasonably expected to speak for himself alone. What is really needed for the working of representative institutions is the presence of men who will actively try to study the mind and view of the group that they seek to serve.

The Union may be taken to task if it has not proceeded with the nomination of candidates in a regular and systematic manner. The policy of adopting candidates for the several constituencies was announced in the official organ of the Union and in addition, we understand, a detailed note prescribing a time-limit for the forwarding of applications was published in the Madras dailies. Every headmaster who had an idea of doing his bit as a representative of the Union had his opportunity and the Working Committee made the final selection from among the applicants. The Headmasters' constituency is certainly an enlightened electorate and there is no doubt it will be willing to support the candidature of the Union candidates who have expressed their willingness to agree to abide by the policy of the Union in regard to educational questions. A compact electorate like the Headmasters' constituency may set a good example just now. Its readiness to stand by the Union will raise the prestige of the headmasters as well as of the teaching profession. It will also mean a definite and unambiguous call to their colleagues, the other graduate voters in schools and colleges, to do likewise.

At the last election, four of the six Union candidates put up by the Union for Registered graduates' constituency were returned to the Senate. The Union is putting up this time also six candidates and it should be our aim to see that all the six are returned without any difficulty. The election to the Senate by the Registered graduates' constituency is no small affair and individual teacher-candidates may not be able to command either the leisure or the money for effective canvassing. The Union which can speak for the teaching profession should rush of its own accord to extend its support to individuals who agree to abide by its policy and are answerable to it. Reports are reaching us that pressure, gentle and sometimes undue, is brought to bear upon the eligible teacher-graduates and many of them, we are told, are placed in embarrassing situations. The Union appeals to teachers to do their duty. Is it too much if we should ask them to exercise the privilege in a manner which will redound to their credit and to the credit of the profession? Let the masters in each school resolve in a body to stand by the Union candidates and let that decision spread abroad as rapidly as possible. A conscientious behaviour will have a wonderful effect and it will be difficult to tamper with the loyalty to the Union. The vote is not intended to be given away but is to be exercised so as to secure the services of persons competent to do the work in a manner acceptable to the group. Our registered graduates should remember that it should be their endeavour to make it possible for our accredited representatives to work as a team and to press the view of the profession. There is also another object of the problem. It is through opportunities for free participation in such public work that teachers should win for themselves a place in the body politic. Participation in public work is the one means by which a profession wins public recognition and rises in prestige. It is our duty to see that the public do not entertain the idea that teachers are not keen on bearing their burden even in respect of education. The election is on the principle of proportional representation by means of a single transferable vote. This system holds out a distinct hope to an organised group to return its chosen candidates. If the group wants to take the fullest advantage of this system, every individual of the group should have merely to vote *en bloc* for the chosen individual of the group in the first instance; that is to say *the first six preferences should go to the six Union candidates*. The names of the Union candidates for the different constituencies are published elsewhere and we are sure that anything more than this official recognition will not be necessary to commend the candidature of the official candidates to the notice of the respective electorates.

SERVICE CONDITIONS

In pursuance of the resolution adopted at the Provincial Educational Conference held at Anantapur, the Working Committee of the Union arranged for a deputation of the Union to wait upon the Director of Public Instruction and to place before him the interminable and vexed question of conditions of service in non-Government schools in general and aided schools in particular. The object of the deputation was to urge upon the Director the necessity for the introduction of certain provisions in Educational Rules so as to place the conditions of service on a sound footing. The memorandum presented to the Director is published elsewhere and the attention of our readers and the public is also invited to the articles contributed to this issue by distinguished persons in regard to the conditions of service. The seriousness of the situation and the need for suitable remedies are admitted. We understand that the Director showed a keen desire to understand the various points in the memorandum and was not slow to offer criticisms with regard to one or two points. He was convinced that the situation was getting worse and he was willing to give an assurance to the deputation that he would give his best consideration. The memorandum submitted by the deputation sets forth the whole case in as direct a manner as possible and it is noteworthy that there is not even a tinge of exaggeration. It is certainly proper that the Union should adopt the much commended method of constitutional agitation to achieve its aims and we hope the Director of Public Instruction will set the wheels moving so that suitable provisions in the code may be introduced and the grant-in-aid code be revised. The deputation should be commended for one suggestion it has definitely made. It has stated plainly that a solution of the problem lies only in the readiness of the Government to place additional adequate resources at the disposal of the management. Far from adopting a policy of antagonism towards the managing body, the deputation urges the Government to revise the code and help liberally the aided schools so as to enable the management to take in hand the improvement of equipment and conditions of service. While the deputation is anxious that the management should receive generous help, it does not overlook the fact that the Government should also provide for a general control over aided schools to ensure security of tenure of service of teachers. We hope the Union will arrange to bring this memorandum to the notice of public men and enlist their sympathy. Anyone who studies this problem will feel that something should be done. The confidence of teachers has been rudely shaken whether they are in aided schools or in schools under local bodies. The highly objectionable practices prevailing in aided schools, must tell on the efficiency of instruction. In a system where thousands of teachers are employed, it will be a shortsighted policy to let things drift for themselves. A "discontented teacher is a great social danger" and the Union has only done its duty by inviting the attention of the Director to the seriousness of the situation. It hopes that the constitutional agitation will bear fruit so that schools may continue to be centres of enlightenment. When the deputation was about to retire, it urged upon the Director that he should seek the opinion of the Union in regard to educational questions and act upon it so far as it may be practicable. It was also pointed out that he should consider the desirability of associating the representatives of the Union with any board or committee appointed to consider educational problems. There was one aspect which seemed surprising to the Director. He was unable to understand how quite a large number of teachers in a school could become parties to certain objectionable practices mentioned in the memorandum. Obviously, this should be

attributed to the undue pressure which any unscrupulous management can bring to bear upon all teachers or a select number. Anyhow the Union is greatly concerned to hear that conditions are so demoralising as to compel teachers to stoop to objectionable practices. It earnestly hopes that they will show grit enough to withstand pressure. This will be possible if the masters in a school stand together and work as a team in the real interests of the school. Let not one teacher try to get over the shoulder of another.

THE SPECIAL ARTICLES

We are glad to be able to give in the pages of this number a symposium of views on the problem of the Tenure of Teachers in Non-government schools. The views are representative. Dewan Bahadur K. S. Ramaswami Sastrigal is a retired District Judge and a member of the managing committee of a premier school in the city of Madras. Rev. T. R. Foulger is the correspondent and Headmaster of Wesleyan Mission High school, Royapettah, Madras. Mr. M. J. Sargunam, who was for sometime the joint-secretary of the S. I. T. U., is the Headmaster of the Union High school, Coimbatore. Mr. S. T. Ramanujam is well known to our readers as the secretary of the S. I. T. U. Vigilance committee. The "whole-time teacher" as the *nom de plume* indicates, is an assistant master with an ardent zeal for his vocation. No one disputes the fact that conditions of service of teachers in schools are not what they ought to be. All are agreed that there should be contentment among the ranks of teachers if they are to function in their true role as Educators. Dewan Bahadur K. S. Ramaswami Sastrigal has suggested the following improvements to be made if educational efficiency is to become an accomplished fact:—1. The teacher has to be set free from his care. Mr. Sastrigal suggests that the teaching service in Board schools might be provincialised and the security of the tenure of the teaching profession in aided schools be improved. He thinks that some form of government control in this respect is necessary. He advocates the establishment of some form of Arbitration Boards. Rev. Foulger analyses the advantages and disadvantages of making Teaching a branch of Civil service. He considers that it may not be possible on financial grounds, and holds that such a step would not further educational advance as it would make education mechanical, rigid and stereo-typed. He fears that, with teaching as a branch of civil service, the state may coerce schools to impose upon its pupils a uniform philosophy of life. Mr. M. J. Sargunam, however, feels that the only remedy for the present ills is to convert Teaching into a branch of civil service. 'The whole-time teacher' is apparently the true teacher, the self-less worker, with a priestlike devotion to his job—"forming the minds and the character of the children at all times, without any respite." Probably he has had very little opportunities to see his compeers at work in other places. He is obsessed with the notion that the bulk of teachers are indolent and selfish and that therefore they are in continual dread about their tenure of employment. It is alright to advise the teacher to be unselfish, to be wholly devoted to his duties discharging them with a missionary zeal. We are not wanting in public men to counsel us in this regard. Men who, in their walks of life are after personal gains and ambitions, are always accustomed to indulge in such platitudes as "Teaching is the noblest profession"—Work is its own reward." etc., All that will be right if a state or a community will choose to hold itself responsible to keep the teaching profession above want and satisfy itself that the emoluments and service conditions of teachers are such as to enable them to carry on their legitimate work with self-less devotion and missionary zeal.

THE CHIEF OBSTACLE

In the course of his concluding remarks, Mr. Govindarajulu, member of the Syndicate of the Madras University, told the members of the Telugu section of the Madras Teachers' Guild, that the chief obstacle to the development of the vernaculars in this presidency was the English educated class. He wanted the members to understand clearly what they meant by the importance of the vernacular and the status of Pandits. He stated as his view that the one important point about which there should be no difference of opinion was the medium of instruction. He felt it would be meaningless and wasteful if throughout the entire stage of college education, every student be compelled to study languages for culture or for linguistic ability. He is certainly right when he presumes that it should be possible to acquire a decent proficiency in the vernacular and even in English, say within the intermediate stage. There is much to be said for the view that a compulsory language course right up to the B.A. or B.Sc. takes away much of the valuable time which may be badly needed for the acquisition of proficiency in the special fields especially when, under modern education, a vast ground in the special field has to be covered. Study of a language may find a place in the optional group for the sake of those who have aptitudes for languages and he urged the Pandit members to bear this point in mind. The problem, as it appealed to him, was not so much the raising of the status of the vernaculars to that of English as the proper attitude towards the study of languages. He considered the vernacular medium inevitable and regretted that the teachers trained under English medium were unfortunately the chief obstacle. One suggestion which was made by some of the teachers was that the University should take steps to publish suitable books for non-detailed study if the vernaculars should be more frequently employed as a vehicle of modern thought. The University is committed to the policy that the study of the vernacular should be encouraged so that it may rightly serve as the vehicle of modern thought. It is awkward for the University to go on saying that books of the desired type are not available. If individuals be not in a position to undertake the publication of suitable books, it is the duty of the University to take steps to bring out a number of books in quick succession. Its duty does not end with prescription of books. If books be available, well and good. If not, the University should appoint a small committee of persons competent to help the University in regard to this matter and arrange for the publication of suitable books. It will be thousand pities if the Madras University with a good deal under publication account and with such a large number of Indian teachers teaching modern subjects in the large number of colleges plead inability to do the needful. A well-planned publication programme which should give prominent place to the publication in vernaculars of books on modern topics is essential and the University may even gain financially if these books be prepared with the object of being prescribed for non-detailed study. An experiment may be made and it will not certainly be disastrous.

THE NORTH ARCOT GUILD

Considerable feeling was expressed at the last meeting of the North Arcot District Guild when resolution deploring the use of strong language ["Of these Guilds.....North Arcot.....have not cared to supply the Union headquarters with facts about membership,"] in a note by the member for Organisation of the S. I. T. U. published in the May number of the *South Indian Teacher*. It was

pointed out at the meeting that the guild authorities did take steps to obtain the information needed by the Union secretary in the preparation of the annual report of the Union, but as the associations did not respond they were unable to supply the information. While we deplore the use of strong language we equally deplore the apathy and inertia on the part of the association. In these days when maximum efficiency is needed our organisations have to be more alert and active. We are assured that the intention of the member was not to cast any reflection on the guild or its executive. His object was only to indicate the apathy on the part of teachers. We are happy to note that the guild was satisfied with the explanation and we hope that out of this incident will arise great good, alertness on the part of teachers and associations in other districts.

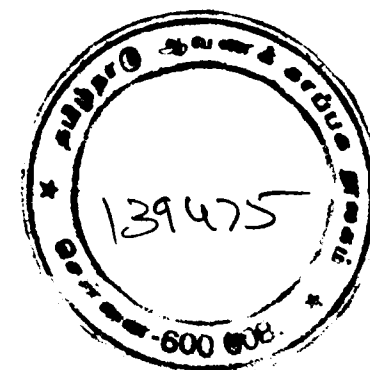
ELECTIONS TO THE UNIVERSITY BODIES

Academic Council.

The South India Teachers' Union has adopted the following as Union candidates to the Academic Council from the Headmasters' constituency.

1. Rev. G. P. James, B.A., L.T., B.D., Headmaster, High School, Pasumalai—President, Madura District Teachers' Guild; Member, District Secondary Education Board; Member, S. S. L. C. Board; Vice-President, Headmasters' Association.
2. Rev. Milton G. Kuolt, M.Sc. (Educ.), Principal, M. E. L. I. M. High School, Ambur; President, North Arcot District Teachers' Guild; Joint-Secretary, South India Teachers' Union.
3. Mr. N. Rangaswami Iyer, M.A., L.T., Headmaster, Town High School, Kumbakonam.

Please vote for the Union candidates and secure representation for organised teaching profession in the Academic Council.



ELECTIONS TO THE UNIVERSITY BODIES

Senate (Headmasters' Constituency).

The following gentlemen have been adopted by the Union as its candidates to the Senate from the Headmasters' constituency.

1. Mr. K. Kuruvilla Jacob, M.Ed. (Leeds), Headmaster, Christian College High School, Madras; Vice-President, Madras Teachers' Guild.
2. Mr. E. H. Parameswaran, M.A., L.T., Headmaster, Thirthapathi High School, Ambasamudram; President, Tinnevely District Teachers' Guild; Secretary, Headmasters' Association, Tinnevely District; Member, Working Committee of the South India Teachers' Union.
3. Mr. M. J. Sargunam, M.A., L.T., Headmaster, Union High School, Coimbatore (formerly London Mission High School); for sometime, President of the Coimbatore District and Joint-Secretary of the South India Teachers' Union, 1931-1933.

Please vote for the Union candidates and secure representation for organised teaching profession in the Senate.

Senate (Registered Graduates' Constituency).

The South India Teachers' Union has resolved to adopt the following as the official Union candidates to the Senate from the Registered graduates constituency.

1. Mr. N. Kuppuswami Iyengar, M.A., L.T., Lecturer in Mathematics, Training College, Trivandrum.
2. Mr. V. C. Padmanabha Menon, B.A., Lecturer in Malayalam, Madras Christian College; Member of the Council of the Madras Teachers' Guild.
- 3. Mr. V. R. Ramachandra Dikshitar, M.A., Lecturer in Indian History, University of Madras, Madras.
4. Mr. M. R. Rangaswami Iyengar, M.A., L.T., Headmaster, V. M. Board High School, Periakulam; Vice-President, Madura District Teachers' Guild.
5. Mr. A. Srinivasaraghavan, M.A., Lecturer, Hindu College, Tinnevely; Secretary, Tinnevely District Teachers' Guild.
6. Mr. S. K. Yegnanarayana Iyer, M.A., Professor of English, Pachiappa's College, Madras; President, South India Teachers' Union.

Please vote for the Union candidates and canvas support for them. You will thus gain for the teaching profession adequate representation in the Senate.

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