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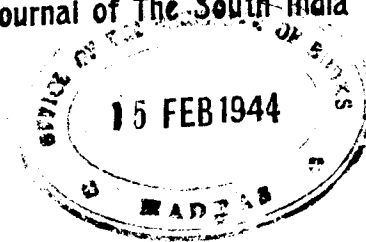
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(The Official Journal of The South India Teachers' Union)



JANUARY 1944

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Elementary Schools appreciate the help and are grateful to Government. Sir Meverel Statham is always having the case of the Elementary School teachers before him and may we hope that he will succeed in his efforts to improve substantially their salaries?

The S. S. L. C. Examination :

We are glad to learn that the Headmasters' Association, Madras, has represented to the Director of Public Instruction the need for revising the time-table for the conduct of the S.S.L.C. examination so that the candidates may not have to write their examination on any day for more than four or four and a half hours. Even the University examinations do not last for more than four hours per day. Candidates for the S.S.L.C. do find it a great strain to have to write for five and on some days five and a half hours. Apart from the strain of writing, the load of preparation for each day is very heavy. If the time-table be revised as suggested by the Madras Headmasters' Association it may extend the duration of the examination by a day more. No doubt it would increase the cost of the examination by a few thousands, probably four or five thousands. It is well known that the Department makes a very big profit out of this examination. An expenditure of four or five thousands should not be grudged if thereby we can relieve the strain of the examiners. We hope the Director of Public Instruction, who, we are told, promised sympathetic consideration, will make the modification suggested.

A great loss :

We are sorry to have to record the sad demise of our esteemed friend Sri M. S. Sundareswara Iyer which took place early last month. He was of great help to us. He was a man of untiring energy who devoted his time and energy in the cause of Education. He was a fearless fighter for and a zealous guardian of the teachers' privilege. He was a great friend of the Teachers. By his death the teaching profession has suffered a serious loss. We offer our heartfelt condolences to his wife and children.



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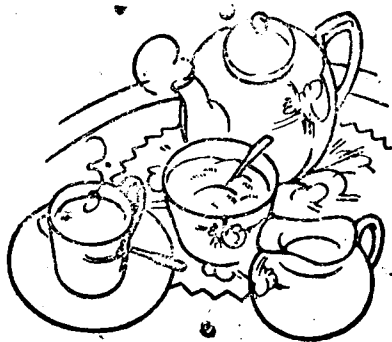
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THE SOUTH INDIAN TEACHER

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January, 1944

No. 1

POST-WAR EDUCATION RECONSTRUCTION IN INDIA

By

SIR MAURICE GWYER, K.C.B., K.C.S.I., LL.D.

(Extracts from the Presidential Address at the 19th All-India Educational Conference, Jaipur.)

Mr. John Sargent's Memorandum

We meet to-day at a very significant moment in the history of education in India. Within the last few months, a scheme has been drawn up—the work of the Educational Adviser to the Government of India, with the assistance of the very competent staff of his office,—for postwar education reconstruction in India. That scheme has not yet been published to the world, though its outlines are already known; and indeed much of it embodies a number of reports approved from time to time by the Central Advisory Board of Education. Mr. Sargent himself has also explained the principal features of the scheme at a number of meetings and gatherings, and I think that he would be of opinion, as I certainly am myself, that the wider the publicity given to it the better. After it has been submitted to the Reconstruction Committee, no doubt copies of the full text will be readily obtainable; but there is nothing confidential, so far as I know, about the scheme itself; and it now fills so great a part of the educational firmament that it may be said not unjustly to supersede all other schemes which from time to time and usually in piecemeal fashion have been put before the public for examination and discussion.

It is the first time that a scheme has been prepared, with full details of costs, covering the whole field of education in India, beginning with the nursery school and not education of adult illiterates. It extends to matters not forgetting the strictly educational in the narrower sense which that word has hitherto received, but which are now recognized as of vital importance; I mean the medical examination and treatment of school

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children, including their proper nutrition, physical training, the encouragement of social and recreational activities, and the use of employment bureaux. This is truly a vast and comprehensive programme, and one which it would be unreasonable to expect any presidential address to describe in detail.

The Main features of the Scheme

The fundamental conception on which the scheme is based is that it is the obligation of the government of every country to provide all its citizens, without exception, with a minimum preparation for citizenship in the form of free and compulsory education up to the age of fourteen years. After that a selective process will have to become operative; for it is not every child who is able to benefit by education of a more advanced kind. But where a child is able to benefit by it, then it is the duty of the State to secure that it is given the opportunity to do so: and no child, by reason of poverty, or perhaps the disinclination of its parents, should be shut out from benefits which more fortunate children enjoy. The wealth and prosperity of a country are the concern of all those who dwell in it. It is not to be supposed that intelligence and brains are the monopoly of any particular class; and the loss to the State is incalculable, if it cannot draw upon the brains and intelligence of every class, instead of only a few. I am for the moment looking at the matter from the point of view of the State as a whole; but each individual child has also his or her rights which are not to be neglected, and the State must give the same opportunities to all.

Next comes secondary or high school education for those whom a selection test shows to be able to benefit by it. The experience of Western countries indicates that this may be taken as between a fifth and a fourth of the children attending the primary schools; and places will therefore have to be provided for that number. That does not mean, as some have thought, that parents will be prevented from giving higher school education to their children, if they desire to do so, even though they may not be able to pass the test; but they will have to pay for it themselves, as they do at the present time. Free and compulsory education for all at the secondary school stage would be impossible on financial grounds, but it would be also uneconomical and wasteful to insist upon children receiving an education which did not benefit them. Parents of children who are unlikely to benefit by higher education have therefore no right to demand that they shall be given it at the expense of the general tax-payer; but, as I have said, there is no reason at all why they should not continue to give it at their own. Nor, if the authorities concerned are of opinion that the children in their area are for some reason or other more intelligent than those elsewhere and therefore more likely to benefit by advanced education, ought they to be prevented from providing facilities in excess of those which western experience has shown to be required; i.e., places for twenty to twenty-five per cent, of the children coming from the primary schools. There is no magic in that figure, and the question is one to be determined in the last resort as a matter of commonsense and of prudent finance.

The selection test is clearly a matter of the greatest importance, and steps would have to be taken to secure that it is both reasonable and just, and that no element of favouritism or of local influence can enter into it. It will comprise, I assume, some form of examination, partly written, partly oral, though I hope that the writing part will be reduced to a minimum; and the child's record at school will be known not only to his Headmaster but also to the educational authority's own inspector. A further opportunity must also be given to those children who develop later than others; and, within reasonable financial limits, the educational authority will always desire that the facilities which it affords are too large rather than too small.

The scheme contemplates that the types and curricula of higher schools will show much greater variety than at the present time, since higher secondary education has been hitherto regarded almost exclusively as a prelude to the university. It is calculated that a proportion of perhaps one in fifteen of the children in higher secondary schools would be able to benefit by university education or education at technical institutions of an equivalent standing. The other fourteen will require that kind of education which will best fit them to become good citizens and enable them to earn their living when they go out into the world.

Lastly, there is university and higher technical education, which the scheme contemplates would be entered upon at a higher average age than at the present time. Here also, there will have to be a selective test, and also ample provision for students whose parents have not the means to give them a university education themselves. In some respects, university education is the most important of all; because those who go to the universities should be the elite of their contemporaries, those who will be the leaders of the next generation in public life, in industry and in commerce. I think that no one who surveys the pass lists of most universities at the present time and sees how great is the proportion of those who fail would have the hardihood to assert that that is the type of young man with whom Indian universities are now filled; and on the other hand it is sad to reflect on the immense loss which the State now suffers, because so many who would profit by university education have at the present time no opportunity whatsoever of receiving it.

Teachers, their qualifications, Training and Salaries.

Such are the basic features of the scheme; but there are others of no less importance, and first and foremost of these is the supply of properly trained teachers at all stages. Teachers are the linch-pin of every educational scheme; and unless it provides for an adequate number of teachers, capable of performing the vital tasks entrusted to them, it will fail. But two conditions must be fulfilled, if such teachers are to be found: they must be properly trained, and they must be attracted to the profession by adequate and reasonable salaries. There are many men and women no doubt who become teachers because they are conscious of a

vocation for that most difficult and exacting profession, and for whom love of the work is a greater inducement than the salary which goes with it. But two million teachers will be required for the whole of India, and the greater part of them, as in all professions, will enter it because they desire to make an honest living. Hence the need for the payment of adequate salaries; and this is no reflection upon the teacher's profession, as some have oddly thought, for the labourer is worthy of his hire. The Committee of the Central Advisory Board of Education considered some time ago the salaries which would be adequate for teachers other than university teachers, and their conclusions are now embodied in Mr. Sargent's scheme, though they may perhaps require modification in view of the general rise in the cost of living which has since taken place. I do not think that Rs. 30 a month, which is the minimum salary suggested for rural teachers, can be called excessive; most certainly not, if it is recalled that in one of the greatest Province in India the average salary of a rural teacher at the present time is less than Rs. 10 a month. In England the salaries of elementary school teachers have risen on the average during the last twenty-five years by approximately 400 per cent and Mr. Sargent, than whom no one in India has had more experience of educational administration of every kind and not many elsewhere, has told me that no one who has not seen it can imagine the raising of educational standards generally throughout the country which has come about through this improvement in the teacher's status and emoluments.

School Medical Service.

No educational scheme is complete without a school medical service which means regular medical examination of all children attending school and medical treatment when it is found to be necessary. There is a corollary also to a provision of this kind for a child must be properly nourished if it is to be healthy, and undernourished children cannot benefit by education of any kind. The schools where children are educated must also reach at least a minimum standard of hygiene. It is now recognized that the training of the body is no less important than the training of the mind, so that physical training and recreational facilities must necessarily find a place in any modern system of education. Special schools are also required for children who from mental or physical defects cannot take their place with their fellows in ordinary schools. And then there is the vast subject of adult education, though fortunately this is a problem which with the advance of a universal system of education will disappear within the next generation or so.

Such in the broadest outline is the scheme which the Educational Advisor and his Department place before us; and it seems to me that henceforward all educational schemes will have to be judged according as they come near to or fall short of this scheme. Mr. Sargent, I am sure, would not for a moment claim that his scheme is verbally inspired, and I

think that he will welcome all well-informed comment and criticism. But let it be remembered, too, that the scheme does no more than embody those features of education which the nations of the west now regard as the minimum which can be accepted by any country which calls itself civilised. Some countries have gone a good deal beyond it; and I observed only a week or two ago that a new and very comprehensive Education Bill had been introduced into the House of Commons by the President of the Board of Education, the provisions of which will, it is estimated, add almost a hundred crores to the present educational expenditure in England, though that already has reached a figure of nearly 150 crores. England proposes to assume this immense additional burden at the conclusion of a war which will have made cruel inroads, at any rate for the time being, into the national wealth; will India, almost the only country in the world which will end the war much more wealthy than she entered it, desire to lag behind?

The Cost.

All this is going to cost a great deal of money, it is estimated nearly 300 crores of rupees when the whole scheme is in operation some forty years hence. Even the cost in the earlier years will be very considerable, and the question has been already asked from what sources are these immense sums to be drawn. The answer is of course from the tax-payer; for private benefactions even of a vastly larger scale than has ever been seen in India could not furnish a fraction of what is needed. Hitherto the poverty of India has been too often pleaded as an excuse for doing nothing at all; but how can the national wealth ever be really increased unless those who have to create it are given the education which alone will enable them to do so? All of us have met people who seem to get a kind of perverted satisfaction in harping on Indian poverty; but such defeatists will have to understand that in the scheme which we are now discussing there can be no compromise. The expense must be incurred unless, as its author has said, India is content with a permanent position of inferiority in the society of nations, a thing which presumably no one would contemplate; and once begun it will have to be carried through to the end. And it is all or none; it cannot be partially implemented, for there can be no justification for giving education to some children and denying it to others; in setting up a compulsory system of primary education but refusing to give more advanced education to those who might benefit by it. So the money must be found; and I am happy to say that economists, both Indian and European, with whom I have discussed the matter, are agreed that the great increase in the national well-being likely to follow the establishment of a national system of education will, if a well-conceived and prudent financial policy is adopted, put it within the capacity of India to find it. And I should like you for a moment to consider the results which may be expected from a distribution of sums of this magnitude through the length and breadth of India, mainly in the form of teacher's salaries. Will it not have a vivifying and invigorating economic effect?

It will be a redistribution of wealth in return for public services rendered; and the effect on the rural life of India might be very far-reaching.

But even if finance can be found and other obstacles removed, about some of which I propose to say a few words in a moment, the scheme could not in any case be introduced without a preliminary period of some five years, during which a beginning be made in the training of the large number of teachers who will be required,—two million is the estimate when the scheme is in full operation. Can nothing else be done during this interval of waiting? I think it can and should; and the difficulty rather is to select among so many tempting and attractive items. I know however which I should select myself.

Opportunities to Educational Authorities.

The quality of the teachers and the status accorded them is the test by which any educational system is to be judged; and in India both quality and status by universal consent often leave much to be desired. School and even University building also in many places fail to reach even a modest standard of efficiency, and indeed are sometimes wholly unfitted from every point of view for the purposes for which they are used. Cannot a beginning be made under these two heads? Cannot existing educational facilities at any rate be brought up in these two respects to the standards envisaged by Mr. Sargent's scheme? Or, if that is not wholly possible, cannot this be done in selected establishments or areas. Such a programme would have an immense propagandist value, for it would show the world what was going to be done for the whole Province later on and it would serve both as a model and as an incentive; for the great mass of the people are often content with an existing state of things because they know no other. One district in which all school teachers receive adequate salaries; two or three model schools, or more if possible; a University in which proper conditions of service are insisted upon for the teachers in every constituent college;—would not this produce effects which would be plain and manifest to all?

So much for the Educational Adviser's scheme itself and for the opportunities open to educational authorities in India at the present time to adopt or embody in their own systems some at any rate of its more important features, pending the time when the scheme can be introduced and adopted as a whole. I said, however, at the beginning of this address that I had a word of warning to utter; and I do so not from any desire to qualify the scheme,—far from it,—but because no useful purpose could ever be served by refusing to face the difficulties which every educational reform of this kind must encounter, and still less by declining to admit their existence.

Some Difficulties.

I have explained that, large though the cost of the scheme will be, the expenditure upon it is inescapable, if India is to have an educational

system not inferior to that of other nations. It is obvious that the taxation necessary to raise sums of this order could only be levied by an Indian Government. It is no less obvious that not only will the cost in any case be beyond the resources of some of the Provinces of India, which will therefore require assistance from the Central Government, but also that there have to be a strong Central Education Department to stimulate and to guide educational progress and maintain educational standards throughout the whole of India. A moment's reflection will then show that this implies a radical alteration of the existing relations between the Centre and the Provinces, to say nothing of a complete recasting of the present financial system, if the immense sums necessary to finance the scheme are to be readily available. It is therefore a condition precedent not only to the ultimate success of the scheme but even to its initial introduction that constitutional changes of very considerable importance should be carried out. Educational reconstruction is however only one of the social revolutions which India will have to witness after the War; and I do not doubt that others, perhaps most of them, will also involve constitutional re-adjustment. And I will beg you to remember that these new problems are in addition to numerous other constitutional problems of the most urgent and vital kind, for which a solution will have to be found before India can settle down to a peaceful and progressive future. It is melancholy to reflect, but I fear that it is only too true, how few people are giving any thought at all at the present time to these problems or to the manner in which a solution for them is to be found.

I do not therefore wish you to go away under the impression that this new educational scheme, magnificent as it is in conception and in design, can be put, as it were, automatically into operation or without a preliminary settlement of vital and fundamental difficulties. By all means accept it as an answer to the question: "What sort of educational system ought India to have, if she is to take her rightful place among the nations of earth?" But do not forget that there is another question also to be answered: "What sort of polity must a self-governing India have, if she is to be strong enough to keep the peace within and without and possess the resources and machinery which will enable her to provide those social services which are today recognised as among the necessary and inevitable functions of a modern State?" Remember too that time does not stand still and that the inexorable processes of history have their own Statutes of Limitation.

A Stirring of National consciousness needed.

Enthusiasm is an essential element in the victory of a great movement. Sometimes it is almost wholly that of the leaders, until their followers catch fire from them; but the moment must also be propitious, or, to vary the metaphor, the seed must fall on receptive soil. And the great movements which have altered the history of a people, sometimes of the world, are those which have in the end caught the imagination of the

common man, though for the moment he may scarcely yet be conscious of the direction in which his enthusiasm is to lead him.

Are such conditions present in India today? I shall be told that the necessity for more and better education is very generally realized, and certainly the existence of your conferences, of which the present is no less than the nineteenth, affords evidence of that, were any needed. I do not dissent and I honour those who have kept the torch burning in spite of much official indifference and discouragement. Yet, as it seems to me, there is still something lacking. When I speak of education in this connection, I do not of course refer to that which is so often meant by the word, a method of accumulating that minimum amount of knowledge, often by the exercise of the memory rather than reasoning powers, which secures a degree and better prospects of employment. I mean something broader and deeper, something which is an essential element in the true conception of democracy as a spiritual force, as a habit of life, and not merely as a particular method of political machinery.

I am profoundly convinced that what I have called a stirring of the national conscience here and now is also needed. The day of the common man is coming and with it, I cannot doubt, radical changes in the social structure of many countries, India not excluded. You will not secure the co-operation or good-will of men suffering from a sense of social injustice or oppression. They are far more likely to take things into their own hands, and the breach with the past may then become violent instead of evolutionary. Hence my plea to enlist the enthusiasm of humanity in this great cause, but the cause itself must be based on justice and equality and there must be in it no affront to the dignity of man.

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THE ECONOMIC CONDITION OF ELEMENTARY AND SECONDARY SCHOOL TEACHERS IN THE MADRAS PROVINCE

By

Sri T. P. SRINIVASAVARADAN, B.A., L.T.

In this article, it is proposed to confine only to Secondary and Elementary Schools.

Agencies

The Secondary Schools and Elementary Schools are run by three Agencies—Government, Local Bodies, (District Boards and Municipalities) and Private Managements.

Classification of Educational Institutions

(As they stood on the 31st of March, 1941)

	Govt.	Municipal Council.	District Board.	Aided.	Unaided.	Total.
High Schools :						
Males ...	12	41	145	204	2	404
Females ...	15	1	2	68	—	86
Middle Schools :						
Males ...	2	9	63	85	4	163
Females ...	8	2	—	31	4	45
Primary Schools :						
Males ...	1569	980	14705	17946	133	35336
Females ...	44	442	2422	1453	6	4367

(The total number of High & Middle schools on 1st April 1942 was 655)

In the case of Secondary Education, fees from pupils meet 50% of the total cost in District Boards and Municipalities, 72% in Aided Institutions and 28% in Government Schools. Further analysis shows that the number of scholars reading in aided institutions is far greater than that of all the other institutions under other Agencies put together. Yet it is the teachers in these institutions that are generally paid low and their service conditions leave much to be desired. Of the total number of 1,20,881 teachers in Secondary, Middle and Primary Schools under all Agencies, 1,06,690 are trained and the rest untrained. This comes to 88% trained and 12% untrained teachers.

Salaries of Headmasters and Teachers in High and Middle Schools

The scales of salaries of teachers in Government High Schools are as follows :—

Headmaster.	Madras Educational Service Grade.
L. T.'s Grade ...	Ra. 70—9/2—115—10/2—125.
Selection Grade for L. T.'s ...	„ 130—15/2—190.
Certified Secondary Grade Teachers ...	„ 80—9/2—45—2/2—55.
Higher Elementary Grade Teachers ...	„ 23—2/2—45.
Pandits & Munshis...	„ 35—4/2—43—2/2—45.
Physical Training Instructors ...	„ 30—3/2—45—2/2—55. (Higher Grade)
	„ 23—2/2—45. (Lower Grade)
Drawing Masters ...	„ 23—2/2—45. (Higher Grade)
	„ 19—2/2—25—1/2—30. (Lower Grade)

The following are the scales of salaries of teachers in High Schools under Local Boards and Municipalities :—

Headmaster's Grade ...	Ra. 110—10/2—170.
L. T.'s Grade ...	„ 65—5/2—100.
Pandit's Grade ...	„ 45—2/2—75.
Secondary Grade Trained Teachers ...	„ 30—2/2—50,

(Middle School Headmaster gets only the L.T. Grade.)

Scales of salaries obtaining in aided institutions are not uniform. They vary from School to School, though placed in the same locality. Out of about 272 High School Headmasters under private management, only about 10 Headmasters get Rs. 300 and above. Of the rest, about 100 Headmasters get below Rs. 150. In rural areas, the scale for Headmasters is generally Rs. 100—5—150; in some cases it is even Rs. 80—4—120. In urban areas generally the scale is Rs. 150—10—200. The scale for L. T. Assistants varies from 40—2½—60 to 60—4—100. In most of the Schools under private management, the latter scale prevails. Only in a few schools, the scale for L.T.'s is 80—4—120 or 80—4—140. Except in the case of a few aided Schools, the scales of salaries for other grades of teachers are the same as those in Government Schools. Only a few institutions have grades for these classes of teachers, higher than those of the Government.

Coming to teachers in Primary Schools, teachers in Government schools draw the scales fixed according to qualifications. In schools under District Boards and Municipalities, the salaries paid to teachers are a little higher than those fixed for purposes of grant in the case of teachers in aided Elementary Schools.

In the case of aided institutions, the Government pay grants to the Managers according to the following scales :—

	Rate per month for Trained Teachers.
For each teacher of the Lower Grade ...	Ra. 9/-
„ Higher Grade ...	„ 14/-
„ Secondary Grade ...	„ 17½/-
„ Collegiate Grade (L.T.'s) ...	„ 22½/-

There are about 57,000 teachers in Primary Schools under Private Management and of them, 45,000 are trained. They get very poor salaries. As the Government grant depends upon various factors, they do not get even the amount given above. Nearly 80% of the teachers draw the same salary without any increment. It is this class of teachers that require help from the Government and the public. Though the salaries of teachers in Primary Schools under District Boards and Municipalities are low, they are a bit higher than those drawn by teachers in aided institutions.

Old Age Provision

Service in Government institutions is pensionable. Contribution to Government Provident Fund is optional. Service in District Boards, Municipalities (except Madras Corporation) and aided institutions is non-pensionable. But a Provident Fund Scheme for the benefit of teachers in non-pensionable service has been instituted by the Government. In the case of teachers under Local Boards and Municipalities, a teacher can invest a part of his contributions in a policy of life insurance. This covers risks. But this facility is denied to teachers in aided institutions.

The Provident Fund Scheme has one serious defect. Teachers who are drawing less than Rs. 20 per mensem are given the option of subscribing to the Fund. Most of the Elementary School teachers, about 50,000 in number, are outside the pale of this benefit, since their salary is less than Rs. 20 and since their Managements are unwilling to contribute their quota. So about 50% of the teachers are without any provision either for themselves in their old age or for their dependents.

Leave Rules

Leave Rules of teachers in Government schools and under District Boards and Municipalities are governed by fundamental rules. Teachers in aided institutions have no uniform leave rules. In many institutions, there is provision only for leave with half pay. Leave rules are not at all liberal. Even when a teacher who has put in a fairly long period of service, falls ill, he is given only half pay.

In the case of aided Elementary Schools, when a permanent teacher, say of twenty years' service, falls sick, only his substitute gets the grant and no grant is given to the permanent teacher. The Elementary School teachers are the most hard hit by the absence of leave rules. The

South India Teachers' Union has brought this to the notice of the Government more than once.

Service Conditions of Teachers

Teachers under District Boards and Municipalities have a right of appeal to the Director of Public Instruction and to the Government. In the case of Aided Institutions, a teacher enters into an agreement with his Management. This agreement is unilateral and not bilateral. By this agreement, the Management can terminate, without assigning any reason, the services of a teacher by giving three calendar months' notice in writing or by paying three months' salary in lieu of such notice. The contract has been introduced to ensure security of tenure of teachers in aided schools. In actual practice it has been found that it does not go far enough to give the necessary protection.

The South India Teachers' Union has suggested to the Government to incorporate the following points in the Contract which alone would ensure security of tenure:—

- (1) The adoption of minimum scales of salaries for teachers of different grades as a condition of recognition.
- (2) The Contract shall specify the salary and the scale of the teacher.
- (3) Any cut or revision of the scale to be effected only with the approval of the Director of Public Instruction.
- (4) The fundamental rules relating to vacation departments be made applicable to Aided Institutions.
- (5) The termination of the services of a teacher by a Management be for specific reasons, such as, moral turpitude, inefficiency, physical incapacity, etc., and that such termination be subject to the approval of the Director of Public Instruction.

The Government have not so far accepted the suggestions, but we have in Sir R. M. Statham, the Director of Public Instruction, a sympathetic Officer. He has come to the rescue of teachers on many occasions and the teaching profession is grateful to him.

Dearness allowance

When the Government issued the G.O. No. 159, Finance dated 28-8-42 giving the rates of dearness allowance from 1st August 1942 to Government servants, they did not make it obligatory on the part of the District Boards, Municipalities, and Private Managements to pay the same rates to the teachers under them. The result of it was that only about 70 aided institutions (High Schools and Middle schools) granted dearness allowance at rates far less than those rates. Many of the District Boards and Municipalities pleaded inability to pay, but those that paid, fixed a lower rate for their teachers and a higher rate for members of their clerical establishments.

This invidious distinction has been brought to the notice of the Director of Public Instruction and to the Government more than once. It is hoped that the distinction will soon disappear. Again this year in June 1943 Government issued a G. O. raising the rates of dearness allowance to their servants and again they did not make it obligatory on the part of District Boards and Municipalities and aided institutions to pay to their teachers the Government scales. The managements and teachers in aided institutions represented to the Government that Government should come to the rescue of aided institutions by placing at their disposal grant to enable the teachers to draw dearness allowance at Government rates. Instead of this the D.P.I. issued proceedings in November that expenditure incurred by managements of aided educational institutions on dearness allowance will be treated as 'approved' expenditure in assessing teaching grants, and the allowances paid to teachers shall not exceed one half of those provided for Government servants on corresponding pay. This concession is not likely to help about 300 institutions which have been working at a deficit even in normal years.

The Government rates of dearness allowance from 1st June 1943 are as follows:—

Areas A & B:

Below Rs. 40 per month	...	Rs. 8½ per mensem.
Above Rs. 40 up to Rs. 125 per month	...	Rs. 11 per mensem.

Area C:

Below Rs. 40 per month	...	Rs. 6½ per mensem.
Above Rs. 40 up to Rs. 90 per month	...	Rs. 9 per month.

Only a few District Boards and municipalities are giving the above scales at the present moment. With the exception of 4 or 5 aided institutions which give government rates, the dearness allowance given in the other aided institutions which number about 70 ranges from Re. 1-8-0 to Rs. 5. This is utterly inadequate. The cost of living has gone up by nearly 250%. There are still about 200 aided institutions not giving any dearness allowance at all.

In the case of elementary school teachers in aided institutions the Government have been kind enough to give Rs. 2 per month per teacher from 1st October 1942. We are glad that government have now passed orders raising it to Rs. 3, but this does not meet the abnormal rise in the cost of living.

The economic condition of teachers in this province is as sad as it can be and that of teachers in aided institutions is still worse. The scales of salaries proposed by the Sargent Committee alone will bring relief to the teachers, most of whom are grinding under poverty.

15 FEB 1944

THE XIX ALL INDIA EDUCATIONAL CONFERENCE, JAIPUR.

Moral and Religious Education Section 28—12—1943 : 2 P.M.

PRESIDENTIAL ADDRESS

OF

MR. C. RANGANATHA AYYENGAR, M.A., L.T., (GOOTY)

Fellow Teachers and Friends,

The moral and religious education of our children in schools and Colleges is in recent years, receiving greater attention. Till now this aspect of education was considered to belong to the home and society. But the stress and strain and the speed of modern life leave no leisure for the parents to exercise corrective influence on their children, while, in the world of practical living with its competition and outward attractions, forces unwholesome to the healthy growth of children operate on them from several directions. The school is therefore looked upon as the place where the corrective influence should be exercised, so that the future men and women of our country may be trained up along proper lines in the best impressionable years of their life.

Moral Education

True education cannot be divorced from moral education. What a pity that among our so called educated people there are persons who, though intellectually brilliant, are totally moral wrecks! Over-emphasis on the mental side without a corresponding balancing on the character side as well as on the physical side tends to produce such contrasts.

Character is the most important thing in a person and on this depends the character of a nation. If our children are given the best education with emphasis laid on the moral side, our future society will be very safe and pleasant. It behoves us therefore to provide in the curriculum of school studies or in the programme of our school work periods for direct moral instruction. The arrangement for this may, however, be left to the genius of individual school heads; but the general behaviour of the pupils should reflect the quality, type and volume of moral instruction in the particular institution. In my opinion, so far as I have been able to judge from practice and experiments, a few minutes, say 15 if not half an hour, at the beginning of the day's work may be allotted for this. All the pupils should be assembled together in one or more places within the school or college premises, and members of the staff or occasionally visitors from outside should address the assembly on matters involving moral behaviour. Lives of great men and women, of saints and prophet may well be made the theme. Incidents in their lives, as also incidents i

every day world and some school incidents may be selected for topic and examined from the point of view of accepted standards of morality. The setting up of school and college courts to adjudge moral lapses has very great value on the practical side, so that moral laws may be administered by the pupils themselves for the benefit of the erring ones with the advice of the senior members of the staff whenever necessary.

Religious Education

I am of firm opinion that mere moral education without a religious basis will be like the rose without its smell, like the body without the soul, or like a beautiful temple without the deity in it. Respect for moral laws becomes deeper and more enduring with the realisation that there is a Mighty Being above who regards all as His creation without partiality and who views with displeasure any infringement or violation of the moral order in the society of his creations. A genuinely religious person cannot but be highly moral. If you find any inconsistency between religion and morality in the behaviour of whom you consider to be a highly religious person let me say he is a hypocrite. His religion is only for show and is manifested only in outward appearance without the true spirit in it. Religion is essential for the average man to lead a happy life. The mass of our people will become disturbed and uneasy in mind if the belief that they hold of God and His Grace is sought to be meddled with. It will take centuries before every one of us on this earth could become so highly rational and philosophical as not to need some religious faith for every day life. Even then, how many of the highly rational and intelligent persons are prepared to question the existence of God and denounce the faith of their ancestors. Even to-day when science and reasoning have advanced by tremendous leaps, there are highly educated and intelligent persons occupying the highest positions in life, who simply bow their heads in prayer to God and who find themselves unable to live apart from Him. It is therefore futile to say that no religion is needed for human society. Society wants religion. Communities and races cannot exist without religious beliefs. So long as we have to live in the society of the present day, our children have to be educated in the faiths of their parents. Parents and Communities want their children to be brought up in their religions. This brings us to the question of religious education in schools. If our homes and religious organisations such as 'mutts', temples, churches, mosques etc., could only bring up our children in the right religious atmosphere there would be no need for us to worry about the question, but instead of true religious principles, certain practices and outward forms have come to pass for real religion, so much so that instead of a spirit of tolerance and mutual good will which should characterise each religious faith, there have arisen to-day conditions when we have to deplore owning any religion at all. Is this state of things allowed to continue? Is there no solution for it? Cannot a start be made now at least in our schools in the matter of presentation of true religious principles? I am aware some will

object immediately to the introduction of religious instruction in schools and some will want conscience clause and all that. If a Christian could become a better Christian and a better human being by his training in Christian theology, why should we object to an institution wherein Christians are trained through their religion? If a Hindu could become a better Hindu and a better human being through training in Hindu scriptures, why should he be denied the facilities for such a training? Similarly why should we object to Koran being taught in Moslem schools if such institutions could turn out Mussalmans who would live amicably and tolerantly with other communities as members of one human brotherhood?

But the difficulty comes mainly when institutions which are not entirely denominational but which admit pupils of different religious faiths attempt to impart instruction in the religion of the Management; even here we have a safety valve, *viz.* the conscience clause. What about the children on whose behalf the conscience clause is sought to be exercised? Are they to go without any religious instruction? Cannot some arrangement be made by the management for meeting their needs within the premises of the same institution? I think here is a grand opportunity for mutual tolerance and understanding. Such institutions are in my opinion likely to play a greater role in the smoothening of the relationships between the votaries of different religious faiths than purely denominational ones. While devotional songs and prayers may be conducted each day of the school, following the general assembly to which I referred under moral education, occasions may be created when all the pupils and members of the staff may be brought together to sing and pray to the supreme Lord who transcends all faiths. This arrangement will pave the way for a future world religion with one family under one Heaven, as our ideas of international unity take shape and progress with the annihilation of distance by the double agency of the radio and aerial transport.

Teacher's Part

But of what avail is all this teaching if practices are at variance with profession, if the teacher does not set the correct example to his pupils. It is well said that an ounce of practice is worth a ton of theory. The life of a teacher should be a model to his pupils and should exercise a good influence on them. A teacher's worth is not only in his mental possessions, but far more and a thousand times in his character and behaviour. The disciples who expect in their 'guru' all that is excellent in man receive a rude shock when they find that after all preaching is one thing and practice is another and that the two need not agree. They find that even in their little world of the school there is so much of hypocrisy and sycophancy, that one need not wonder if in the wider world there should be abundance of these.

Our predecessors in the profession in ancient India were held in great esteem and veneration for their learning and unsullied character. Should we of the present day depart from this tradition? Our materia

wants may be greater to-day owing to the general rise in the standard of living, but our virtues need not be sacrificed on that account at the altar of modern competitive living. Once again we should wrest to ourselves what was once the glory of the teacher. We must be reformers. Our great religious reformers were great teachers and hence were very successful in their mission. When we hold things as spurious we should spurn them; when we are convinced that things are wrong, we should have the courage to set them right. The modern teacher should shed his inferiority complex and come out into the public life of the country in its various activities and assume leadership. A teacher who is sincere and has the courage of his convictions is sure to be successful as a leader and hailed by the people, simply because the teacher has all the virtues that chasten public life. And his example will serve as a beacon light to his pupils, the young citizens in the making. Let us therefore teach our pupils what Lord Krishna taught Arjuna—wisdom matched with true science—which having learned, nothing remains for them in earthly life to learn.

ज्ञानं तेहं सविज्ञानमिदं वक्ष्याम्यशेषतः ।

यज्ज्ञात्वा नेह भूयोन्यज्ञातव्यमवशिष्यते ॥

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Proceeding of the Conference of the Secondary Education
Section of the All India Federation of Educational
Associations

Held on Wednesday the 29th December 1943 at 9-30 a.m.

The Conference of the Secondary Education Section was presided over by Mr. R. C. Marchant, Principal, Dally College, Indore. In his opening address he placed before the Conference three essentials of a sound education in secondary schools—first there must be training in character, for democracy requires individual integrity. Secondly it is essential that we train our pupils to think and not merely to memorise and thirdly that we make use of the opportunity given to education to fill the leisure with things of lasting satisfaction and real joy. The Secretary, Sri S. Natarajan then initiated the symposium on Secondary Education and the New Social Order by suggesting that the Conference should consider four aspects of the subject—Training in Social service—Leadership, Citizenship—and International understanding. Following this lead Mr. M. S. Kotiswaran stressed the necessity of developing a new spirit in our secondary education. It must be founded he said not on the principle of Examination results but on the conception of the school as a social centre imbued with the spirit of service and co-operation, Mr. Bhatt of Baroda and Mr. P. C. Gupta of Allahabad opined that the past system has failed and that a new system must grow up based on a society which is socialistic in organisation and democratic in spirit. For such a society there must be planned an education less academic than the one obtaining at the moment. Mr. Ranganatha Iyengar of Gooty, pleading for the infusion of Internationalism in our education urged that it is not merely possible to promote understanding and sympathy through extra curricular activity but that it can even be remembered and infused by the subject teacher, teaching his own subject. Dr. Raju complained that there was in our discussion a lack of a real conception of what this new social order is to be and hence the discussion on education fitted to it was largely ineffective. Mr. Romans desired us to face realities and pleaded for the value of tradition and continuity as opposed to revolution. He wished that the emphasis should be more on teachers dealing with living personalities than as products of artificial training and Psychological jargon. Mr. Sankarnarayana Iyer of Travencore pleaded for education as a means of breaking down barriers particularly those of sex, religion and province. He suggested the interchange of masters and pupils might help to break down such barriers. Mr. M. S. Sundaram stressed on two points. He would like to see in India as in England High schools standing out as distinctive models. He pleaded for the provision of vocational guidance to direct the multitude of school leavers into fitting and satisfying employment instead of allowing them to drift as an alternative to unemployment to an aimless career in a University. Mr. Jog of Karachi being absent his paper was taken as read.

The following resolutions were passed:—

1. (a) This Conference requests the Provincial Governments to pay dearness allowance to all teachers in recognised secondary schools (privately managed) at the same rates as sanctioned for the Government employees during the period of war, in the form of special grant with instructions to the managements of the schools that such grants are exclusively meant to be paid to the teachers according to the Government specified rates.

(b) Further resolved that the Central Government may also be requested to move the Provincial Governments to the above effect.

2. This Conference is of opinion that Military and Vocational studies should be optional subjects in the Secondary School Curriculum for boys.

3. Resolved that Physical Education should be compulsory in the Secondary schools.

4. Resolved that the Boards of Secondary Education should have adequate representation of teachers of recognised educational institutions in each Province and State.

The Conference was of opinion that the Section might take up the following subjects of studies during the year 1944 and for consideration at the next Conference:

1. Factors which hinder the efficiency of the Secondary school teachers.

2. Vocational guidance in Secondary schools.

As the second symposium The Inter-relation between Literary and Vocational studies was common to this and the section on vocational education it was held under the joint auspices of the two sections. With a vote of thanks proposed by the Secretary to the speakers and to the chairman the section concluded.

FROM OUR ASSOCIATIONS

The South Arcot District Teachers' Guild

A meeting of the guild was held at the R. C. T. High School Hall, Chidambaram, on Saturday the 20th November, 1943 at 5 P.M., under the presidency of Rao Bahadur C. S. Srinivasachari, M.A. About 80 delegates attended from Villupuram, Panruti, Nellikuppam, Cuddalore N.T., Cuddalore O.T., Porto Novo and Chidambaram.

The meeting began with a prayer. Sri S. Panchanatham Pillai, M.A., L.T., extended a hearty welcome. He made a strong plea for the use of Tamil as medium of expression in the discussions of the Guild in conformity with the considered opinion of the Teachers' Association of the R. C. T. High School and he spoke in Tamil. The President next delivered his speech. In the course of his address, he referred to the work of the Guild and made an earnest appeal for support from all towards the successful holding of the coming Provincial Educational Conference at Annamalai-nagar in May 1944.

Lectures followed. Dr. T. S. Ragavan spoke on Botany and put in a persuasive and practical plea for the larger studies of Botany in High School classes. Dr. A. Narasinga Rao demonstrated with charts specially prepared, how mathematics is a creative science. Sri R. Ramanujachariar delivered an instructive address on Intelligence Tests and advocated the application of both individual and group tests. The session was important for a discussion on the proposed change in English II Paper. Sri P. A. Subramanya Ayyar, opened the discussion. He said that the proposed substitution of a prose piece in the place of a story poem was in the right direction provided the choice was suited to the level and intelligence of the S.S.L.C. students and that the Grammar questions proposed to be added were dropped. Many teachers joined in the discussion. In the end, the guild resolved to refer the question to the headmasters of the High Schools in the district to ascertain their considered opinion on it.

The guild then passed the following resolutions:—

1. Resolved that the proceedings of the Guild be conducted in Tamil and that the lecturers be requested to use as far as possible Tamil as their medium of expression.

2. Resolved that the following members of the guild be requested to serve as Vice-Chairmen of the 34th Provincial Educational Conference to be held at Annamalai Nagar in May 1944, viz., Sri S. Panchanatham Pillai, Sri S. Ramachandra Ayyar, Sri R. Ramanujachariar, Dr. T. S. Ragavan, Sri P. A. Subramanya Iyer and Dr. N. S. Subba Rao.

3. Resolved that Dr. A. Chidambaranathan Chettiar be requested to be one of the Secretaries of the 34th Provincial Educational Conference.

4. Resolved that the South Arcot District Teachers' Guild tenders its happy felicitations to Sir P. S. Sivaswami Ayyar, on the occasion of Sathabisheka celebration which is to be celebrated in his honour in February next.

5. Resolved that the South Arcot District Teachers' Guild offers its hearty congratulations to Sri K. V. AL. Rm. Alagappa Chettiar on his princely donations to educational institutions in the province in general and to the Annamalai University in this district in particular.

6. The South Arcot District Teachers' Guild resolves to express its grateful thanks to the South Arcot District Board in general and its President, Sri K. Sitarama Reddiar, M.L.A. for the kind additional grant of Re. 1 as dearness allowance to Elementary School Teachers.

7. The South Arcot District Teachers' Guild resolves to express its grateful thanks to Sri S. Krishnaswami Ayyangar, District Educational Officer, for the enthusiastic interest he has been kind enough to evince in the work of the guild.

8. In view of the fact that the Government, recognising the very high and abnormal cost of living, have restored to their servants the scales of pay that were in force in 1933 and in view of the fact that the Government by G. O. 4619 dated 20-10-1934 reduced the scales of pay to teachers under Local Bodies, the scale being spread over 14, 20 or 30 years, the Guild requests the Government to revise the said scales of pay of teachers under Local Bodies, so as to put them on a par with the scales obtaining in Government service for the same class of servants, and to remove the inequalities.

9. The Guild also requests the Government that 25% of the posts of Junior Deputy Inspectors, Deputy Inspectors and District Educational Officers be reserved for Secondary Grade teachers, L. T. Assistants and Headmasters respectively of not less than 15 years standing, employed in Local Board, Municipal and Aided Schools.

10. Resolved to request the President, District Board and Commissioners of Municipalities and the Managements of Private institutions to be kind enough to consider the hardship of the teachers sympathetically and to grant dearness allowance to them at the rates sanctioned by the Government to their Officers as both Local Bodies and Private Managements are experiencing the same cost of living without any difference.

C. S. RANGANADAN,
Honorary Secretary.

XVII Salem District Educational Conference, Board High School, Attur

CONFERENCE REPORT

The XVII session of the Salem District Educational Conference under the auspices of the Salem District Teachers' Guild was held at Attur in the Board High School, under the presidency of Dr. A. Chidambaranatha Chettiar, M.A., Senior Tamil Lecturer of the Annamalai University on Saturday the 4th December 1943. A large gathering was present.

After prayer Sri P. R. Subramania Pillai, Headmaster, Board High School, Attur and Chairman of the Reception Committee welcoming the delegates said that according to a resolution passed by the previous Conference, the entire proceedings would be conducted in Tamil. He regretted that society had not yet given due recognition to the teacher who is responsible for the training of future generations.

Sri K. Krishnaswami Chettiar, Conference Secretary proposed Dr. A. Chidambaranatha Chettiar of the Annamalai University to the chair. This was seconded by Sri S. M. Lakshmana Chettiar one of the Vice-Presidents of the Guild and supported by Sri V. Doraiswami Iyer and was carried unanimously. The President took the chair amidst cheers and delivered the Presidential Address in Tamil. He pleaded that teachers should not be treated as menials or petty clerks but as responsible public servants. They should be kept above want if they were to do their job properly and the salaries recommended by the Sargent Committee should be treated as minimum. At the same time he deprecated attempts made by some teachers to underbid one another in their anxiety to get a job. All teachers in private institutions must have Provident Fund benefits with provision for study leave with full pay. Due consideration should be paid to teachers if schools were closed temporarily as in Madras during the last evacuation. In this connection he praised the helpful attitude of the present Director of Public Instruction Sir Mevel Statham. The President suggested that qualified and experienced teachers should be appointed to Government Service as Deputy Inspectors and District Educational Officers. He urged teachers to improve their qualifications to meet post-war conditions. He also stressed the importance of Physical Education and the need for more Physical Instructors.

Mr. K. Krishnaswami Chettiar, Conference Secretary, read messages wishing the Conference success received from Mr. V. R. Ranganathan, Divisional Inspector of Schools, Coimbatore, Mr. V. Natarajan, District Educational Officer, Salem, the Secretary of the South India Teachers' Union, Madras, Mrs. Saraswathi, S.I.T.U. W. C. Member, Mr. E. N. Subramaniam of the Madanapalli College and others.

The President announced that the whole Conference would go in as the Subjects Committee.

At 12 noon the business meeting of the District Teachers' Guild was held under the Presidency of Sri S. M. Lakshmana Chettiar, Vice-President of the District Guild.

At 3-30 P.M. the Subjects Committee met under the chairmanship of Dr. A. Chidambaranatha Chettiar and discussed the draft resolutions to be placed before the Conference.

At 5-30 P.M. Mr. A. Munisami Naidu, Personal Assistant to the District Educational Officer, Salem, spoke on War and Post-War education and the role of teachers in post-war reconstruction. He explained the evils of inflation and appealed for subscriptions to Defence Loans.

The Conference assembled at 6-30 P.M., after tea and passed a number of resolutions.

Messrs. R. Nagaraja Rao of the London Mission High School, P. V. Srinivasa Iyer of the Little Flower High School and P. Venugopalachar of the G. H. M. High School, Salem invited the District Guild to hold its next Conference at Salem and the invitation was accepted with thanks.

In his concluding address the President, Dr. A. Chidambaranatha Chettiar appealed to teachers to study post-war educational problems and help to solve them. He also appealed to them to do propaganda against hoarding of food grains.

With a vote of thanks proposed by Sri A. Sambasiva Reddiar, Tamil Pandit of the Attur High School on behalf of the Reception Committee and by Sri S. Lakshmana Chettiar, President, District Guild on behalf of the Delegates and after prayer by Sri K. Krishnaswami Chettiar, Conference Secretary; the Conference was brought to a close.

K. S. CHENGALROYA AYYAR,
Secretary,
Salem District Teachers' Guild.

K. KRISHNASAWMY CHETTIAR,
V. MUTHUSWAMI,
Conference Secretaries.

Resolutions

The following are some of the resolutions passed at the Conference:—

1. This Conference resolves to express its deep sense of sorrow at the demise of the following scholars, Educationists, managers and teachers of Educational Institutions:—

(1) Dr. U. V. Swaminatha Iyer, (2) Prof. P. Seshadri, (3) Sri N. Subramaniam, (4) Mr. H. C. Buck, (5) Sri V. R. Veeraraghavachariar, (6) Sri A. Moses Pillai, (7) Sri N. Krishnaswami Iyer, (8) Sri V. Parthasarathi Iyengar, (9) Sri K. Sundaravaradachar.

2. This Conference prays most fervently for the speedy termination of the Brutal World War.

3. This Conference resolves to request the affiliated Associations and Unions to study the various Post-War Educational problems.

4. This Conference further resolved to request the Government:—

(i) to enhance the teaching grants given to teachers in aided elementary schools by one-third of the present rate.

(ii) to introduce English as an optional subject for the Eighth Standard Public Examination.

(iii) to fix graded scales of salaries for Instructors in pre-vocational subjects in Higher Elementary Schools under local bodies.

(iv) to permit the Higher Grade trained teachers of not less than five years' experience as *bona fide* teachers to appear for the S.S.L.C. Examination as private candidates and the Higher Grade trained teachers who have failed in the S.S.L.C. Public Examination to appear privately for the S.S.L.C. Secondary Grade Examination without undergoing training once again.

(v) to appoint assistant examiners from Secondary Grade Teachers working in elementary schools for the valuation of the answer papers of the Eighth Standard Public Examination.

(vi) to exempt children of male teachers from payment of school fees as is done in the case of children of women teachers.

(vii) to provincialise the posts of all teachers and Headmasters in all Secondary Schools under public management.

(viii) to reserve some of the posts of the Junior Deputy Inspector of Schools, Senior Deputy Inspector of Schools and the District Educational Officers for recruitment from the Secondary Grade teachers, L. T. assistants and Headmasters respectively of long service and distinct ability employed in private schools or schools under the management of Local Boards and Municipalities.

(ix) to revise liberally scales of pay of the teachers in the service of Local Bodies so as to be at least on a par with those in Government service before 1934.

(x) to increase the scale of pay of Commercial Instructors in Secondary schools to 45—5/2—75.

(xi) to revise the scales of pay of qualified Manual Training Instructors and Drawing masters so as to be Rs. 40—2/2—60.

(xii) to fix the pay of pandits who have qualified for the B.O.L. and T.T. Degrees at the scale relating to the L.T. assistants in Secondary Schools.

(xiii) to place at the disposal of Local boards, Municipalities and Managements of recognised schools adequate funds to grant dearness allowance to teachers of all grades of all schools on scales similar to those in force for Government employees.

(xiv) to alter the scale of pay of the qualified pandits in Board and Municipal Secondary Schools from 45—2/2—75 to 45—5/2—75 so as to enable them to reach the maximum in 12 years instead of in 30 years, a period too long for any pandit to reach.

3. This Conference further resolves to request the publishers of the South Indian Teacher to print on its cover a Tamil parable of its motto "Raise Yourself by your own efforts" along with its Sanskrit parable e.g., "முயற்சி திருவிளையாட்கும்."

K. S. CHENGALROYA AYYAR, Secretary,
Salem Dt. Teachers' Guild.

A. CHIDAMBARANATHA CHETTIAR, President of the Conference.

A meeting of the General Body of the Salem District Teachers' Guild was held at 12 noon in the Board High School, Attur, on the 4th December 1943. Sri S. M. Lakshmana Chettiar B.A., L.T., Vice-President-in-charge of the Salem District Teachers' Guild presided.

The Auditor's Report for the Years 1941 and 1942 were read and approved. Rule VII (ii) was amended fixing the amount to be spent by the President on any one item at Rs. 10 instead of Rs. 5. The Subscription for the Year 1942 of the Dharmapuri Taluq Board and Panchayat Elementary School Teachers' Union—Rs. 3 was written off as the Union was not functioning properly during the year. A sum of Rs. 10 was sanctioned from the Guild funds to Sri N. Subramaniam Memorial. It was resolved to accept an endowment for the institution of a prize in the name of Sri V. Natarajan, B.A.,

L.T., District Educational Officer, Salem to be awarded to the student who at the first attempt scores the highest number of marks in the S.S.L.C., Public Examination and is declared eligible for the University Course and the Secretary was authorized to take necessary action.

The following office-bearers were elected for 1944.

President—Sri S. M. Lakshmana Chettiar, B.A., L.T., Headmaster, Board High School, Namakkal.

Vice-Presidents—1. Sri V. Vedanayagam, B.A., L.T., Headmaster, London Mission High School, Salem.

2. Sri S. Krishna Sastri, M.A., L.T., Headmaster, Board High School, Hosur.

Secretary—Sri R. Krishna Pandaram, M.A., L.T., Board High School Namakkal.

Joint-Secretary—Sri T. D. Srinivasa Iyengar, Little Flower Elementary School, Salem.

Sri K. S. Chengalroya Ayyar, Board Secondary School, Kaveripatnam, was re-elected to the S.I.T.U., Executive Board for the years 1943—44 and 1944—45. It was resolved to sanction the expenses of the member of the S.I.T.U. Executive Board for attending its meetings.

Salem was fixed as the venue of the next Conference.

It was resolved to place on record the valuable services rendered by outgoing office-bearers Mr. Bernard Thomas, Rev. Fr. J. X. Sundararaj, S.J., and Mr. K. S. Chengalroya Ayyar.

The Headquarters of the Guild—Rule XI—It was resolved to have the registered office of the Guild at Namakkal and Rule XI was amended accordingly.

With a vote of thanks to the Chairman of the meeting proposed by Sri K. S. Chengalroya Ayyar, Secretary of the District Guild, the meeting was brought to a close.

K. S. CHENGALROYA AYYAR, Secretary.

S. M. LAKSHMANA CHETTIAR,

Vice-President-in-charge.

9—12—1943.

The Kistna District Teachers' Guild.

The Annual Conference of the guild was held in the Board High School, Nandigama, on the 20th and 21st November 1943, under the Presidentship of Mr. Abdul Ali, District Educational Officer, Kistna. The conference began with prayer.

Mr. Ch. Venkatappayya, President of the Guild and Chairman of the Reception Committee, welcomed the delegates. In the course of his welcome address he said that ten months back the guild was in deep distress. The District Board was compelled to give notice of a drastic retrenchment involving the closure of some middle schools and the discharge from service of about 100 teachers, some of whom had put in more than 20 years of service. The Special Officer, Rao Bahadur Sri D. Mahanty and the Personal Assistant Rao Bahadur Sri T. Vinayakam Pillai were very sympathetic. In this connection the services of Sri A. Thathachariar and Sri Y. Srinivasa Murthy were unforgettable. Our appeal to the S.I.T.U. met with immediate response and its earnest labours on our behalf could never be too highly appreciated. The personal interest and the prompt attention and the powerful influence that had been exerted by Sri T. P. Srinivasavaradan, Hon. Secretary of the S.I.T.U., had been solely responsible for the success of our efforts. He next pleaded for better and stronger organisation of the guild for safeguarding the interests of the teachers. He hoped in the post-war world that the teachers' lot would be better, happier and more respectable.

Then Sri T. Ramachandramurthi, Secretary of the guild, presented the annual report. He referred to the retrenchment proposals of the District Board last academic year and the action taken by the Executive of the guild. The membership of the guild increased from 120 to 200. The District Educational Officer became an honorary member of the guild. A teachers' registry was opened. He then gave a few suggestions to strengthen the guild.

On the first day of the Conference Mr. T. P. Srinivasavaradan spoke on 'Education and Finance', Mr. Visvanadha Satyanarayana on 'Andhra Sarasvatamu', and Mr. T. Venkatappayya on 'The Teaching of English in Secondary Schools'. On the second day Professor M. Venkatarangayya addressed the Conference on 'The Sargent scheme of Education' and Principal P. Srinivasachary on 'Education in other lands'.

The Conference then passed resolutions. It resolved to request the government (i) to safeguard at least the existing institutions by increasing the grants on education, (ii) to revise the scales of pay and conditions of service of teachers as recommended by the Sargent's Committee, (iii) to insist on all authorities to grant dearness allowance to their employees at government rates by giving special grants (iv) to grant employees under private managements right of appeal, (v) to allow full fee concession to children and dependants of all teachers serving in all recognised institutions, (vi) to permit temporary teachers to join the Provident Fund scheme. The Conference further resolved (vii) to fix the strength of a section in secondary schools at 30.

The Conference further resolved that the teaching of mother tongue should be handled only by qualified Telugu pandits, that distinction among pandits as seniors, juniors and exempted be removed and that the rates of increment in all cases be raised to 5 biennial. It further resolved to request the authorities to confirm all Hindustani pests which have been standing for the past nine years and to introduce Hindustani compulsorily in forms I, II and III and to extend its course to form IV.

The Tirunelveli District Teachers' Guild Half-Yearly Conference

The half-yearly conference of the Guild was held on 11-12-43 under the auspices of the St. John's College Teachers' Association in the St. John's College, Palamcottah, Rev. W. C. Dukwits, M.A., the Vice-President of the Guild presided over the first part of the conference, while Fr. T. N. Sequerra S. J., M.A., presided over the latter part of the conference.

The main features of the conference was a discussion on the effects of the mother, tongue medium on English and the non-language subjects. Sri S. Venkatakrishnan-B.A., L.T., of the Coronation High School, Srivaikuntam, opened the discussion on the subject. A number of speakers followed giving an account of their experiences, the difficulties that were met with and their solutions. In his concluding speech Fr. T. N. Siqueira, S.J., said that he was glad that the subject chosen for special study had stimulated ideas in the minds of teachers. He thought that difficulties were bound to be met with for a short period and it was up to the profession to find out the causes and remove them.

The following were some of the resolutions passed:—

1. The Guild requests the Government to meet the full cost of the managements in respect of payment of dearness allowance to teachers on the scales obtaining in Government services as a special grant.

2. This conference requests the Government to request the management of schools which have not paid dearness allowance in the year 1942-43 to pay the same in the current year and include such allowances in a special grant payable before March 1944 or to include it in the grant payable in 1944.

3. This conference requests the Government to lift the ban placed on Barathi's songs in schools.

Conference of Pandits in Oriental Learning

A conference of the pandits in oriental learning employed in the Trichinopoly District Board Secondary Schools was held in the Board High School, Lalgudi on 5-12-1943, and passed resolutions to request government:—

1. to abolish all distinctions between the junior and senior pandits.

2. to revise the scale of pay to 45-5/2-75,

3. to grant the same scale of pay to Vidwan title holders in Hindi as is given to Vidwans in Tamil, Telugu, Sanskrit, etc.

4. to grant Hindustani teachers holding Rashtira Bhasha Visharad certificates the same scale of pay as is granted to secondary grade trained teachers.

THE SOUTH INDIA TEACHERS' UNION

Proceedings of the Executive Board meeting held on the 11th December 1943 in the office of the Union at 12 A.M.:—

Chairman: Sri M. S. Sabhesan, M.A. (President)

Members present: Mrs. Saraswathi, Messrs. V. Guruswami Sastrigal (Tanjore), C. Ranganatha Iyengar (Anantapur), K. S. Chengalroya Iyer (Salem), S. T. Ramanuja Iyengar (Joint Secretary), S. Venkatanarayana (Nellore), V. Srinivasa Iyer (S.I.T.U. Protection Fund), V. Bhuvaramurthi Rao (Treasurer), S. Natarajan (Journal Secretary) S. Subrahmanya Iyer (Amur, North Arcot), S. Dharmaraja Iyer (Sivaganga, Ramnad) and T. P. Srinivasavaradan (Hony. Secretary.)

1. Letters from Messrs. K. N. Pasupathi, (Kurnool) and S. Venkataramanan (Coimbatore) regretting their inability to attend were read.

2. Minutes of the last meeting read and recorded.

3. All members standing, the Board resolved to place on record its deep sense of sorrow at the demise of Mr. H. C. Buck.

4. The Secretary reported that the office received information from Messrs. V. Guruswami Sastrigal, K. N. Pasupathi, C. Ranganatha Iyengar, K. S. Chengalroya Iyer, V. S. Venkatanarayana, M. S. Sabhesan, T. P. Srinivasavaradan and F. H. Brown that they did propaganda on 'Post-war Education' as requested by the Board at its previous meeting.

5. The Secretary then made his statement reviewing what had taken place since the last meeting of the Board. Arising out of his statement the Board passed the following resolutions:—

(A) Dearness allowance:

(a) While reiterating the resolution passed at the last meeting, the Board resolved that the Government be requested to make the grant of dearness allowance to the members of the teaching and other establishment in schools under Local Bodies and in aided institutions obligatory, the rates of dearness allowance being the same as those adopted for government servants:

(b) Resolved to request the government to make a special grant from the provincial funds towards this expenditure considering the urgency of dearness allowance due to sharp rise in the prices of the daily necessities:

(c) Resolved to request the government to come to an understanding with the managements to see that the dearness allowance reaches the members of the teaching and other establishment.

(B) Service Conditions of teachers in aided institutions:

While requesting the Director of Public Instruction to modify the contract between a teacher of an aided institution and its management on the lines suggested by the Union, the Board resolved that pending final orders on the question, the Director of Public Instruction be requested to issue early orders that the termination of the services of a teacher by a management be only with the previous approval of the Director of Public Instruction.

(C) Shortage of Secondary Grade Trained Teachers:

The Board, viewing with serious concern the shortage of the secondary grade trained teachers, resolved (i) that the higher grade trained teachers who have completed their S.S.L.C. be permitted to appear for the secondary grade training examination without undergoing training and (ii) that higher grade trained teachers who have not completed their S.S.L.C. be permitted to appear in private in non-laboratory subjects.

(D) Disaffiliation :

The Board resolved to disaffiliate the Masters' Association of Sri Saraswathi High School, Konapet (Pudukottah) as desired by the Association.

(It should be brought to the notice of such of the members of the association as are members of the S.I.T.U. Protection Fund that they should become individual members of the Union to continue their membership in the Protection Fund.)

(E) Flag for the Union :

As only a few Teachers' Associations sent their opinions, the Board resolved to defer this question. The Board further resolved to get opinions from the other associations before 1st March 1944. (A note requesting the associations to send their opinions before 1st March 1944 to be published in the South Indian Teacher.)

(F) Proceedings of the 33rd Provincial Educational Conference :

The Board accepted the assurance given by Mr. S. Subrahmanya Iyer of Ambur that he would see to the publication of the proceedings and sending of copies to Teachers' Associations.

6. Nomination of candidates for the Presidentship of the 34th Conference :

The following persons were nominated :

1. Dr. Huq, Principal, Muhammadan College, Madras.
2. Mr. E. D. Martin, Headmaster, Wardlaw High School, Bellary.
3. Rev. Fr. T. N. Siqueira, Principal, St. Xavier's College, Palamcottah.
4. Sir R. K. Shanmugam Chetty, Kt., Madras.
5. Prof. M. Venkatarangayya, Andhra University, Guntur.
6. Miss Vandoren, Principal, Sherman Memorial Girls' High School, Chittoor.

7. Representatives of the Union to the All-India Federation of Educational Associations :

The following have been elected as representatives :—

1. Mr. T. P. Srinivasavaradan.
2. „ S. Natarajan.
3. „ C. Ranganatha Iyengar.
4. „ V. S. Venkatanarayana.
5. „ S. T. Ramanuja Iyengar.

The Board resolved to pay the delegation fee of Rs. 2 per delegate to such of the delegates as attend the Conference after giving intimation to the Union.

The Board further resolved to send Mr. S. Natarajan as the official representative of the Union and sanctioned Rs. 75 in case the Madras Teachers' Guild did not give him anything, but in case the Guild gave him something, a sum of Rs. 50 besides delegation fee.

The Board further resolved that the balance out of Rs. 100 that remains after paying Mr. S. Natarajan be equally divided among such of the other members of the A.I.F.E. Council as attend the conference, subject to a maximum of Rs. 25 per member.

8. Kurnool Municipal School Teachers' affair :

The Secretary has been authorised to get further information and do all the needful.

9. Interim Audit Report :

The report of the internal auditors, Messrs C. Ranganatha Iyengar and K. S. Chengalroya Iyer was recorded.

10. Sir Sivaswamy Iyer's Sathabhishekam Celebration :

The Board sanctioned a sum of Rs. 25 and nominated Messrs. M. S. Sabhesan, T. P. Srinivasavaradan and S. T. Ramanuja Iyengar to represent the Union at the celebration at Tirukattupalli.

11. Revision of scales of salaries for teachers under Local Bodies :

The Secretary has been authorised to refer the question to Masters' Associations in Board and Municipal schools for their opinion.

12. Fee concession to children of teachers :

The Union appreciates the granting of fee concession to children of teachers employed in aided institutions by some of the managements and appeals to the other managements to extend similar concessions to the children of their teachers in view of the prevailing low salaries paid to teachers in aided institutions.

T. P. SRINIVASAVARADAN,
Hon. Secretary.

Proceedings of the Working Committee meeting held on the 11th December 1943 :—

Chairman : Sri M. S. Sabhesan, M.A.

Members present : Messrs. S. T. Ramanuja Iyengar, T. P. Srinivasavaradan, S. Natarajan, V. Bhuvaramurthi Rao, V. Srinivasa Iyer, K. S. Chengalroya Iyer, C. Ranganatha Iyengar, S. Dharmaraja Iyer, V. Guruswami Sastrigal and Mrs. Saraswathi.

1. The minutes of the last meeting read and recorded.
2. The Secretary has been authorised to send the ballot paper as usual. The ballot papers should reach the office of the Union not later than the 20th January 1944.
3. 31st March 1944 has been fixed as the last day for registration of delegates to the Provincial Educational Conference.
4. Resolutions for consideration at the Conference should be sent by the Associations on or before the 20th January 1944.
5. The special topic for the Conference this year is 'Post-war Education.'

T. P. SRINIVASAVARADAN,
Hon. Secretary.

India, Britain and Empire. (A Junior History) By P. C. Kerslake, Book I, Rs. 12, published by Macmillan & Co., Ltd., Madras.

This is the first of a series of three-books. It is a well planned book with select material, well arranged and attractively presented. The title of the book itself well explains that the aim of the book is to present the history of the environment of the child for whom the book is intended, with portions of British and Empire History necessary to explain the same. The book thus planned with such an aim is sure to find favour with the teachers of History in the schools of our country.

The book is well got up with nice illustrations and appropriate maps in bold print. It is certain that the children will like the book.

T.P.V.

FUTURE TEACHERS OF AMERICA

This is a timely publication by the National Education Association of the United States of America. It is appropriate that the book should be published by an influential organisation of teachers, the National Education Association. War is known to be an enemy of education and curiously enough education happens to be the first victim in any period of depression. There is a fear in America that the education of children may be adversely affected in the coming years owing to teacher shortage. The NEA has launched the movement known as "Future Teachers of America" (FTA) with a view to meet this contingency.

The book under review gives an account of this movement, its scope and platform. It begins with emphasising in an indirect manner the point of view that "none can hope to make his money a blessing to his descendants except thru education that will elevate each generation as it arises". There is then a brief account of what the NEA has done for education and the teaching profession. What the NEA stands for in regard to education including the ethics of the teaching profession is clearly pointed out. This is followed by a statement on the scope and objectives of the FTA movement. The rest of the book consists of details regarding the strength and activities of the numerous FTA chapters or clubs organised in the colleges in several states. A perusal of the activities of the FTA clubs will prove useful since a distinct reference is made to projects and discussions of professional and educational interest.

The FTA movement seeks to interest the best young men and women in education as a lifelong career. It is really a constructive plan devised by the NEA to meet the need for training in "teacher-teacher relationship and to quicken the interest of young people desiring to enter the teaching profession." It is also the aim of the movement to give platform opportunities for would-be teachers from the beginning and thus to promote professional solidarity and unity in the interests of education.

To achieve the abovementioned objects, a suggestion is made for organisation of an FTA club in each college in every state. Persons who are preparing to become teachers are admitted as members and these are recognised as associate members of the local and state associations as well as of NEA. The teacher under training is thus given an opportunity to gain first hand knowledge of professional problems and to feel that he is a member of an influential organisation. The FTA clubs are to bring to the notice of young men and women in colleges at the time of choosing their vocation the attractions of the teaching profession in the future, the security of service and the privilege of doing their bit for the country. They are to make an effective appeal to young men and women that it is a valuable privilege to be a teacher or builder of civilisation in Future America. The FTA has also to give scope to the members for the study and discussion of educational problems and to widen their outlook. There is plenty of information as to the lines on which the several FTA clubs carry on their activities and the spirit behind the movement may be obvious from the following:—They (the FTA) are pioneers. They are building foundations for the greater teaching profession of to-morrow. Their influence is multiplied many fold in the lives of the young people whom they are training for leadership.

Rabindranath Tagore by Marjori Sykes. Longmans Green & Co., Ltd, Price Re. 1-4-0.

In this book of 134 pages, the author gives us a vivid picture of Tagore as a man, a poet, a politician, the founder of a University, a citizen of the world and a great thinker. No one who takes this book will lay it aside without going through the whole of it. It grips our attention and after reading each chapter our desire to know more of the great man is whetted. There are fifteen chapters in the book and each chapter deals with one aspect of the poet's life. The chapter 'Shadow of war 1914—'19' brings out clearly the poet's abhorrence of materialism. He found that western civilization was tending in the wrong direction and that fear and jealousy and violence were rampant. The chapter on 'Poet and Politics' reveals the poet's ardent love for things Swadehi and his active and leading part in the agitation against the partition of Bengal. Though he preached non-cooperation, he was against destruction. Even when people called him disloyal, unpatriotic and a traitor, he did not change his opinions for the sake of winning praise and he was not afraid to stand alone. He firmly believed that he could serve his country better by holding fast to his own standards of truth and right and by putting them into practice in his daily work in the villages and in his school. He was a keen promoter of Hindu-Moslem unity. The chapter on 'The Awakening of the Fountain' which is the title of the poem he wrote, tells under what circumstances the poet wrote it. He found that nothing was dull and even the most ordinary things were filled with a new and wonderful life. This tremendous realisation found expression in that poem.

The two things in which Rabindranath Tagore interested himself were the Bengali language and the Bengali village. The educated Bengalis at the end of the last century despised their own language. They used English in all public meetings and on every possible occasion in private life. It was the fashion then to look down on the mother-tongue. The chapter on 'Golden Bengal' illustrates how tirelessly he worked for Bengali, both in speech and writing. Though he at first failed to persuade the leaders of the Bengal Provincial Conference to conduct their proceedings in their mother-tongue, yet two years later, the proceedings began to be conducted in the Bengali language. He was the first to deliver the convocation address in Bengali. All his beautiful poems are written in Bengali.

The chapter on 'A Home for the Spirit of India' tells us why Rabindranath founded the school at Shantiniketan and that on 'Viswa Bharathi' brings out how the poet keenly felt that modern India had a great need for such a truly national University and how the existing modern Universities of India were nothing but copies of institutions which had grown naturally in the west, but which were foreign to this country. Viswabharathi he founded, because his thoughts passed beyond the borders of India.

The poet's interest in the uplift of the villages led to the opening of Sriniketan. The chapter on 'Sriniketan' is worth reading. The village in India began to decline even in his days. His efforts to revive the village life give us some hope that if the present generation of students go back to their villages and put forth the efforts which he did, India will once more be prosperous.

Every chapter is of absorbing interest and the whole book breathes the human element. This book is entirely different from the usual run of biographies of the great. They are more a literary criticism of the poet's works than a revelation of their personality. The author has completely succeeded in interesting us in the life of the poet and awakening in us a desire to know more of him as a man. The book contains six illustrations and four of them are the pictures of the poet at different ages.

School and College libraries would do well to adorn themselves with copies of this book. Every high school boy must be made to read this book. T.P.S.



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ஸ்ரீ சந்திர மௌலீச்வராய நம:

உபாத்தியாயர்களுக்கு விஞ்ஞாபனம்

இஹபர்ச்ரேயஸை அடைய விரும்புவோர் அனைவர்களுக்கும்
கீழ்க்கண்ட புத்தகங்கள் மிகவும் உபயோகப்படக் கூடியவை.
விலையும் மிகக் குறைவு. இதுவரையிலும் இப்புத்தகங்களைப்
பார்த்திராவிட்டால் உடனே எழுதித் தருவித்துக் கொள்ளலாம்.

ஸ்ரீ காமகோடி பீடாதிபதி ஐகத்குரு ஸ்ரீ சங்கராசார்ய ஸ்வாமி
களின் ஆதரவில் இப் புத்தகங்கள் வெளிவருகின்றன.

ஒவ்வொரு புத்தகத்திலும் பல படங்களும் ஸ்ரீ ஆசார்யாளுடைய
அனுகூல ஸ்வமான ஸ்ரீ முகத்தாடலும் கூடியது.

1. ஸ்ரீ விஷ்ணு ஸஹஸ்ரநாம ஸ்தோத்ரம் — ஸ்ரீ சங்கர ரு. அ.
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5. ஸ்ரீ தீனாந்தனம் (ஏழாடின் கதறல்) என்னும் ஸ்ரீ காசி
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பாதர்கள் இயற்றியதை ஸ்ரீ காஞ்சி காமகோடி பீடாதிபதி
கள் தமிழில் உபதேசித்தது. ... 0-2½
8. ஷே. ஷே. (தெலுங்கு விழியில்) ... 0-2½
9. ஸ்ரீ ஸ்யாமளா தண்டகம் முதலிய ஐந்து தேவி ஸ்தோத்ரங்
களின் ஸம்ஸ்கிருத மூலமும் தமிழ் அனுவாதமும் ஸ்ரீ K. பால்
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- *10. ஸ்ரீ ஸதாசிவ ப்ரஹ்மேந்த்ரர்கள் அருளிய சிவ மானஸிக
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தூல்கள்: ஸ்ரீ வே. நாராயணன், எழுதிய தமிழ் ஆங்கில
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- *11. ஸ்ரீ முகபஞ்ச சதீ — ஸ்ரீ முக கவி அருளிச் செய்தது.
500 ஸ்லோகங்கள் கொண்டது. தேவநாகரி மூலமும் தமிழ்
மொழி பெயர்ப்பும். (2-ஆம் பதிப்பு). ... 1-4
- *12. ஸ்ரீ ஆனந்த ஸாகரஸ்தவம் — ஸ்ரீ நீலகண்ட தீக்ஷிதர் எழுதியது.

ஸ்ரீ காமகோடி கோசஸ்தானம், கும்பகோணம்.

* அச்சில் உள்ளது, சீக்கிரம் வெளிவரும்.

EDITORIAL

1944—A Message from Sri M. S. Sabhesan, our President

It gives me very great pleasure to wish the members of the South India Teachers' Union and the readers of the S.I.T. *A Happy New Year.* The new year is expected to be an epoch-making, eventful one. There is a general feeling everywhere that, as the result of the joint deliberations of the distinguished leaders, of the united nations will be able to bring the war to a victorious end earlier than we expect. Problems of the peace period are therefore taken up for consideration even now so that rapid recovery may be possible.

I deem it my duty as the President of the South India Teachers' Union to remind members of the tentative conclusions reached by the Union in regard to the post-war education in India. Fortunately for us there is the recent report of the Sargent Committee on the outstanding problems of post-war Indian education. This report may not cover the whole ground but it leaves no doubt in the mind of any one as to what should be done now. Reactions to this report from some influential quarters may not be encouraging; still it is clear from the report that the recruitment, training and conditions of service of teachers should be immediately improved and that the government should find the necessary funds for the by no means ambitious programme of education outlined in the report. My message to affiliated associations and members thereof is that they should take up for special and systematic study the many-sided problem of post-war education in India. It is neither proper nor professional for any of us to sit with folded hands and await an official scheme. The educational progress of the country on which progress in every other sphere depends requires teachers to think of the lines of educational reconstruction in the light of the aspirations and feeling of the public and the recommendations made by the Union and other bodies or committees. No scheme of educational reorganisation can arise *de novo* nor can it be considered in vacuum. It is my honest conviction that earnest and sustained study by a number of teachers will begin to tell. The profession should have the satisfaction of having done its bit to national reconstruction. May I appeal to associations to form small study circles, gather data in the respective taluqs about the educational needs and existing facilities, the occupations of the people and the industrial concerns, the teaching personnel and conditions of service etc., and make appropriate recommendations for consideration by the Union. The Union has been passing year after year resolutions that it should be consulted on all educational matters and that due weight be given to its opinion. It is commonplace that influence or importance is gained not by resolutions. Solid and steady work on specified problems will be found to be penetrating and irresistible. With substantial work in regard to post-war education the co-operation of the Union will be found to be essential. Many are the aspects to be considered such as the articulation of the chief stages of education, courses of study, curriculum, methods of instruction and correlation, relation between school and society, books and libraries, manual training, balanced courses, education of the backward, rapid promotion of literacy including the education of adults, special training of teachers in arts and crafts, examinations, conditions of service

inspection and so on. I have no doubt that members will take up for detailed study one or more of the aspects and make their constructive suggestions in a dispassionate and academic spirit. My message really amounts to a call on the members to do for India what teachers in other countries are found to be doing for their own.

Future Teachers of America (F.T.A.)

Elsewhere is published a review of the book "Future Teachers of America" published by the National Education Association of the United States. Our readers cannot be unaware of the great work the American Association has so far done in the sphere of education. Apart from its work in connection with the improvement of the status and the conditions of service of teachers in America, it has been keeping the cause of education before the public and urging upon it the view that expenditure on education is a long term investment. The movement, known as the F.T.A. movement, which is now launched by this association is in keeping with the high ideals of the association. It rightly anticipates a teacher-shortage in the coming years and has its own fears that educational opportunities may be cut down on that account. The movement is intended to bring to the notice of students in colleges through F.T.A. clubs the advantages of a teacher's career, the support of the national organisation and the privilege of serving the country. Teachers under training become members of the F.T.A. and they are given facilities for participation in the discussion of educational and professional problems in the platform of state organisations. The book contains a detailed account of the activities of the F.T.A. Clubs. These have a bearing not only on the immediate teacher shortage problem but also on the promotion of professional solidarity and unity among the new recruits. Reports of committees are often left to grow cobwebs in India and many a scheme is simply put in the shelf because of paucity of teachers. Can the S.I.T.U. ever hope to point to the attractions of the service and make an effective appeal to young men to join the teaching profession? Look at this picture and that!!

Service Conditions

Almost every month we have been pointing out how unsatisfactory are the conditions under which teachers have to work in aided Secondary Schools. Even in the matter of granting dearness allowance at the meagre rate at which Government have agreed to admit that expenditure for purposes of aid, many managements of aided schools are showing considerable reluctance to help their teachers. One may expect that conditions of service of teachers employed under local bodies would be better. Local bodies are no doubt under a greater measure of control of the Government and Government have framed definite rules for their guidance.

That the service conditions of teachers employed in Board and Municipal Schools are far from satisfactory would become evident to even a very casual observer. The scales of Salaries were fixed by G. O. 4619 in 1934. Even then we had occasion to point how low the scales were. How much higher is the cost of living in 1944 than it was in 1934? A committee of the Central Advisory Board of Education has considered the question and has made comprehensive recommendations regarding the salaries of teachers. Even those recommendations need revision as was pointed out by Sir Maurice Gwyer in his presidential address at the 19th All India Educational Conference. Does the Government of Madras think that for

teachers employed under local bodies, the 1934 scales, low as they are even according to 1934 standards are sufficient? They have found it necessary to restore to their own employees the scales of pay that obtained prior to 1937. It is clear that Government are aware of the high rise in prices and are convinced of the need for improving the salaries of their employees. The case of the teachers employed in schools under local bodies requires urgent and immediate consideration. It is the duty of the Government which alone has the power to alter the scales of salaries to take up this question at once and pass early orders revising more equitably the Scales of Salaries.

If salaries are bad, are the teachers having at least fair treatment? We have to say No, if the allegations contained in the many reports that we have received are true. While the Madras Educational rules are definite in regard to the duties of the Headmaster of a School, instances of meddling interference by the Commissioners or Chairmen of Municipalities are becoming too frequent. The position of a Headmaster of a High School would become exceedingly difficult if in such matters as promotion of pupils, selection of pupils to appear for the public examination, distribution of work and other matters of internal discipline, including the perusal of the teachers' notes of lessons, the Commissioner or Chairman of a Municipality should choose to interfere. Such interference would undermine the discipline of the School and need it be said that it would seriously impair the efficiency of the institution. Happily such interferences are reported only from Municipal bodies and it may not therefore be difficult for Government to remedy the unsatisfactory state of affairs. The Commissioners of Municipalities are officers appointed by the Government from among their own permanent employees. They are expected not only to save the municipal administration from the influence of party politics but to save the officers of the different departments from the meddling interference of the members of the Council. In large Municipalities where the Commissioners are drawn from officers of superior rank, the administration has gained considerably by their appointment. In the smaller Municipalities, the Commissioners are apparently unable to resist the influence of the party in power. Their control over the Municipal Health Officer or Medical Officer or the Engineer is restricted; and it is the unfortunate Headmaster of the High School, that comes under his direct control. The temptation to boss over him is too strong to resist and the unhappy headmaster finds his position exceedingly difficult. It is time that Government examine the position of the Headmaster *vis-à-vis* the Commissioner and the Municipality. The appointment of the Headmaster of a Municipal High School is subject to the approval of the D. E. O. The Headmaster has the right of appeal to the D. P. I. The Headmaster has certain inherent duties in accordance with the Madras Educational Rules. Such being the case, it is time that the authority of the Municipal Commissioner over the Headmaster should be well and clearly defined so that interference arising out of an excessive zeal and leading to inefficiency may be avoided.

Dearness Allowance

Our readers will be glad to learn that Government have passed orders increasing the rate of dearness allowance granted to teachers in aided Elementary Schools from Rs. 2/- per month to Rs. 3/- from November 1943. It is a welcome help and we are sure that teachers in aided

Continued on 2nd cover page.



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