

The South Indian Teacher

1944 - April

VOL. 17. NO. 4



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N44.17.4.

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373

Vol. XVII

Regd. No. M. 2347

No. 4

The South Indian Teacher

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

137

APRIL 1944

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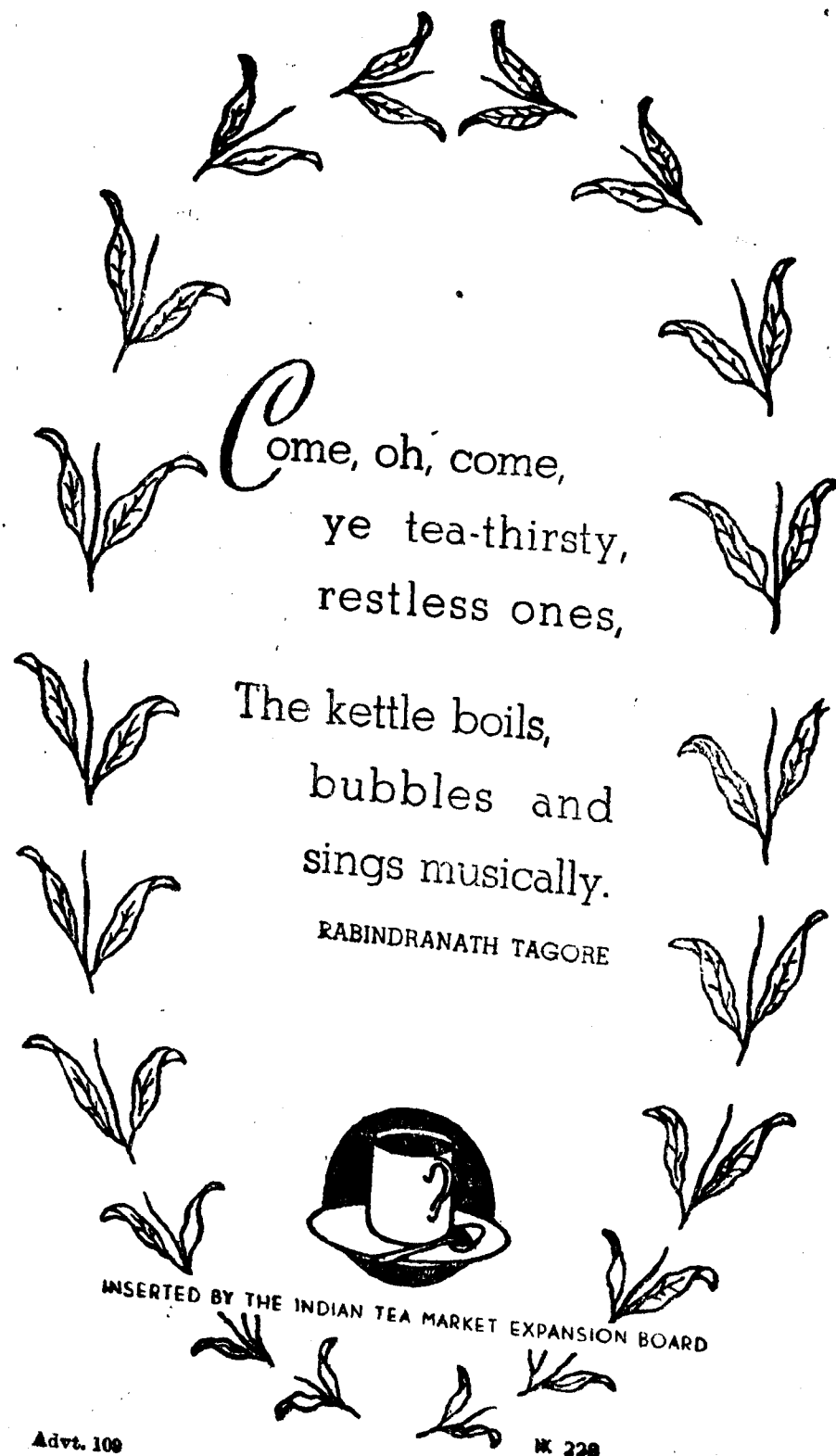
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THE SOUTH INDIAN TEACHER

Vol. XVII

April, 1944

No. 4

WAR-TIME EDUCATION IN MADRAS *

By

SIR MEVEREL STATHAM, Kt., C.I.E., I.B.S.,
Director of Public Instruction, Madras.

1. It is customary, and I have done it myself on many occasions since I became Director of Public Instruction to condole with teachers on their lowly status and poor remuneration. While I am still fully aware that the teachers' status and pay have not improved to anything like the extent we are still working for and hoping for, I want this evening to paint rather a brighter picture of the immediate prospects before the teaching profession. Many of you present here to-day must have heard the speech of Mr. Austin, Educational Adviser to H. E. the Governor, in his address on March 2, at the Teachers' College, Saidapet, and many others of you must have read the speech as reported in the newspapers. That speech certainly gave encouraging news to the teachers and I should like to say publicly that I think we all owe a debt of gratitude to His Excellency's Government in this Province for what they have been able to do for education, in spite of the manifest difficulties of war-time conditions, war-time economies, evacuation difficulties, economic conditions and the heavy demand made on the Provincial budget by work connected with the war, by famine conditions in certain areas and by a number of other factors well-known to us all. The education budget in this Province has not suffered at all during the difficult years through which we have been passing. So far from suffering the education budget has gone up by over a crore of rupees and personally, as Head of the Education Department, I am deeply grateful to the Government. We might have expected, and could not have complained if it had come, a reduction in the education budget but Government have taken the broad and wise view that education must expand rather than contract even in war time. No part of my education budget has been reduced, except in regard to certain building and equipment schemes which, in any case, have recently been very difficult to put through owing to the un-

* Extracts from an address delivered to the teachers-in-training, Madras, at the Museum Theatre on 7th March, 1944.

availability of proper material. Grants to Universities have been increased; grants to Colleges have been increased; Government have spent considerably more on secondary education; grants for aided elementary education have been more than doubled and the budget figure even for the current year 1943-44 is well over a crore of rupees. The amount spent on elementary schools by local bodies of all types has enormously increased. Government have given and are giving special subsidies to backward district boards for the extension of elementary education, over and above all the other large contributions which Government make to local bodies for educational purposes. Government have provided and are providing special additional grants for opening new aided elementary schools in school-less areas. Government have considerably increased the rates of grants for Indian orphanages and also for European orphanages. Government are paying special grants to Mission institutions whose own finances have been reduced by war-time conditions. Over two years ago, I stated publicly that the Madras Government's education budget was the largest in India and was twice as large as the education budget of any other Province, except one. Since I stated that we have gone still further ahead.

2. The Adviser to His Excellency will, I am sure, forgive me if I amplify a little some of the facts he mentioned at the Teachers' College, Saidapet. During the last 15 months I have recently been all over India and, I think, I am correct in stating that there are probably only two other Provinces in India which have actively taken up the payment of dearness allowance to teachers in these hard days; and those two Provinces are comparatively small Provinces. The teachers in many badly affected areas outside this Province are not or were not in receipt of any special allowances. In this Province, as the Adviser indicated, Government are spending 27½ lakhs on dearness allowance to aided elementary school teachers alone. Government are giving and will continue to give a half grant on dearness allowances to all other aided institutions, Colleges, secondary schools, training schools and special schools. As you have seen from the newspapers, Government are making local bodies pay dearness allowance at prevailing Government rates. The total recurring cost to Government funds and public funds for dearness allowance to teachers alone comes to nearly $\frac{3}{4}$ (three-quarters) of a crore. I cannot deny that, in spite of this great liberality on the part of Government, economic conditions in some places must still be difficult, but you in this audience, I think, equally cannot deny that the Government have not forgotten the case of the poorly paid teacher in these difficult times; the amount being spent obviously represents not a small but a considerable portion of the total amount of public funds spent for educational purposes. To the individual teacher the amounts may, perhaps, appear small, but it has to be remembered that we have progressed rapidly educationally in this province and the number of teachers to be assisted comes to a very large figure and that even supposing, for any purpose, only Re. 1 extra were to be given to all teachers, the sum total cost to Government would run into many lakhs of rupees.

3. The Adviser's announcement that Government were likely to restore in full the stipends to men candidates undergoing secondary training must, I am sure, have come to you as very good news indeed. In the year 1932, as a measure of retrenchment, these stipends were abolished and again I think we should be very grateful to His Excellency's Government for recognising the hardships of this class of students under training and for having been willing to consider the restoration of stipends.

4. The Adviser to H. E. briefly referred to what was done for the teachers in dangerous areas during the years 1942-43 and 1943-44. Looking back I think we ought deeply to appreciate the firm stand that Government took in consequence of which, although it cost the Government a lot of money, no teacher under any form of management lost his job, except those who were not willing to come back to their posts. Again, although I know that I am risking and earning the wrath of other provinces, I can say with confidence that this was not done elsewhere outside this province.

5. Many of you, I am sure, will like to know that Government have under serious consideration the payment of monthly grants to aided elementary schools. The introduction of quarterly grants a few years ago was in itself not by any means easy to bring into effect. The payment of monthly grants will, for obvious reasons, be still more difficult, but if by paying monthly grant we can still further help the low paid elementary school teachers we very much desire to do so.

6. There are fortunately, a large number of women teachers present this evening and as you know I could, if I had the time, say a great deal on women's education in this Province; but in this connection I want to refer to only two things. *One* is once again to boast that in this Province we are going ahead in girls' education at an unparalleled rate, so much so, that Government in their review on the last quinquennial report on education in this Province openly hinted that the great expansion in girls' education might, to some extent, result in the neglect of boys' education. The *other* point I want to make is merely to repeat what I have stated publicly before, that when I became Director of Public Instruction in 1936, I had a wild ambition to see that at any rate in the sphere of elementary education there should be for every 100 boys at school 100 girls at school. This year, 1943-44, we have reached the point where my wild ambition seems to be coming true and perhaps will be realised even before I am asked to retire, since for every 100 boys we now have over 70 girls under instruction.

BASIC EDUCATION IN THE UNITED PROVINCES

An English Appreciation

The United Provinces scheme of basic education was from the first only part of a larger plan of educational reconstruction. In essence it is a logical application to Indian conditions of modern ideas of elementary education. It was English educational practice as examined in a close study made just before the war that coloured the whole scheme ultimately put into execution.

The term 'Basic Education' refers to the use of crafts as a basis for the teaching of the different subjects of the school curriculum. The use of basic crafts to introduce and illustrate a lesson is a quicker and more interesting approach to most subjects and has proved to be a very potent means of exciting the interest and maintaining the attention of young minds. The crafts used are book craft, which offers endless opportunities for accuracy and artistic expression, pottery and weaving for the application of design and the teaching of form, and later wood and metal work. The environment of the rural school added to these crafts the fundamental craft of gardening as a prelude to agriculture and the simple principles of natural science. The use of art as a means of expression on lines similar to those introduced by Cisek in Vienna, and later developed in English elementary schools, permeates the whole scheme and has had remarkable results.

It was recognised that the change would have to begin at the lower stages and that the schools could only be changed gradually. First it was necessary to train the existing primary teachers and the inspecting staff in the new methods. There were 39,056 men and 5,546 women teaching primary classes to be dealt with. In August, 1938, a Basic Training College was opened in Allahabad where instructors for the refresher centres which would have to be set up to retrain or recondition these teachers might be themselves trained. The following year these instructors were posted to the headquarters of the seven educational circles to start the refresher centres. As it was necessary to introduce the system rapidly it was only possible to give a three months' training in the elements of the craft and the manner in which they were to be applied to the subject matter of curriculum which was at the same time being worked out in detail in the practising school attached to the Basic Training College. Two hundred and fifty teachers were at a time deputed to attend these centres by district boards and municipalities who are the local authorities for elementary education.

The first classes on basic lines were opened in existing primary schools at the rate of 90 per district, or 1,700 in the province in July, 1939. All teachers are being trained in the basic technique as it is intended that

ultimately all primary schools shall follow the basic curriculum. Simultaneously the inspecting staff—especially the sub-deputy inspectors who are mainly concerned with primary schools—were given courses at the Basic Training College in the new methods and ideas behind them. The normal and central training school where new primary teachers are trained were also run on these lines to enable all new teachers to teach the basic curriculum. The same thing is being done in normal and central training schools for women where the system of training women teachers has been expanded and revolutionised. All teachers in girls' primary schools have also been trained to introduce basic methods in their schools at once.

By July, 1943, over 5,000 primary schools had been completely transformed from the infants to class IV (ages 7-11) and were working off the basic curriculum with very encouraging results. The change in these schools has to be seen to be believed. Children have no longer to be fetched to school—they come crowding in before the opening hour full of enthusiasm to continue the engrossing task of learning by doing. They leave with reluctance. The change is having a noticeable effect on village life. The children who have been trained on these lines are much more active both mentally and physically. Games, physical training, dancing, and music are all part of their education and they are encouraged to give little entertainments to the villagers, acting of all kinds, shadow plays, tableaux or music, and dances featuring the legends and religious tales so well beloved by the Indian villager. The susceptibilities of the stricter Muslims who object to dancing have, however, been carefully safeguarded. It is so clear that the Indian child has a love of colour, beauty and form, rhythm and movement, which had only to be evoked.

The task of planning and working out the scheme has been a most engrossing business for all concerned and the greatest enthusiasm has been shown. Everything has had to be evolved from first principles and as the result of ceaseless experimentation. The staff of the Basic Training College had not only to train the first instructors but to retrain them as fresh developments occurred. They had in addition to prepare the material, work out the experiments and even write the necessary books. Indeed a whole new scholastic literature had to be created, for there were no suitable books to meet the new demands. Strange though it may seem, there is no Hindi or Urdu poetry written especially for children. It had to be created and some really delightful poetry has been the result. Special readers to suit the crafts had to be prepared, together with illustrated hand-books on the particular crafts. Arithmetic books on new lines were written, and stories on old history were called for. These have been so appreciated that the trouble has been to conserve them for the children as the general public is buying them up and paper is scarce. It was fortunate that the Principal of the Basic Training College, Dr. Ibadur Rahman Khan, proved to be a born editor, full of ideas.

Material for the crafts presented a major problem. Only two rupees a month per school was available for all purposes from local funds, and this of course was quite insufficient. Experiments were therefore made with substitutes. Brushes were made from bamboo shoots with the ends teased out. Colour was manufactured from different earths, from berries, flowers and leaves. Paper and card-board which became increasingly difficult to supply is being made by the schools themselves from rice stalks, grass and so on. Self-sufficiency is encouraged as much as possible. For the simple preliminary equipment which was necessary the Government made grants to the boards, who provided the rest by various economies. It did not involve a large expenditure.

A new type of school building has been evolved. A brick-built school which cost at least Rs. 6,000 before the war was too expensive, with the result that schools were not built. The new type of school building is of light construction on a rammed earth plinth with brick pillars and roof of thatch or country tiles on a framework of wooden beams and bamboo rafters. The sides are of matting or of cane screens which can be put up or let down to shut out too much sun or wind or rain. The cost of such a school to accommodate two or three hundred children is under Rs. 1,000 at present rates and it lasts well. Properly looked after, it is a solution of the accommodation difficulty.

Reconstruction does not end with the transformation of the primary school. The new system has been extended to the lower secondary or middle stage, and a new curriculum is now in force all over the province in both vernacular middle schools and in the Anglo-vernacular high schools. It provides for advanced bookcrafts, improved wood and metal work, weaving, pottery, and house crafts for girls, as well as art, music, and general science. Agriculture or rural knowledge is studied in suitable areas in addition to the normal subjects. Integration has not been found as possible as it is in the earlier stage but a certain amount of correlation is being achieved. Here, too, new books have had to be prepared and a new attitude introduced.—“*Times Educational Supplement*”, January 8th, 1944.

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RETRENCHMENT IN SECONDARY EDUCATION IN THE DISTRICT BOARDS

BY

T. RAMACHANDRAMOORTHY, B.A., B.ED.,

Assistant Master, Board High School, Nandigama.

Recently some District Boards put forward proposals to retrench the expenditure on Education by closing down several Secondary Schools and turning out of employment scores of teachers with long record of service. It looked as though this structure which the District Board had patiently built up over a long period was going to be pulled down in a moment. The scale of retrenchment proposed and the short period of time in which it was sought to be put into force indicated a lack of appreciation of the whole question of Secondary Education under District Boards. Hence I propose to present here (1) the position of Secondary Education in the general scheme of things and its progress; (2) the part played by District Boards in this respect with particular reference to the financial aspect and the duty of Government therein.

1. Position of Secondary Education in the general scheme of things:—

At the close of the last war in every country which had been engaged in the conflict notable educational movements were manifest. The most remarkable phenomena of a general character displayed by these movements were a strong demand for the extension of educational facilities and for the prolongation of the period of schooling. The reasons for the same are not far to seek. The rise of democratic institutions in all countries made literacy among masses necessary. Formerly it was thought that compulsory Elementary Education was sufficient to produce citizens who could exercise their franchise intelligently. But the growing complexity of the art of government, based mostly on economic factors and the need for the rise of leaders from among the common people have practically made Secondary Education the minimum standard for all.

Thus in the U.S.A. the outstanding achievement of the period 1914-28 was to make Secondary Education almost as universal as the previous hundred years had made Primary Education. In India too the same trends were manifest. The reforms of 1919 showed the urgent need for expanding at least Elementary Education if the masses are to take an intelligent interest in their Government. Education has become a transferred subject: and local bodies which are mostly responsible for Education in rural areas have come under full popular control and reacted properly to the popular urge.

In this Presidency the Madras Elementary Education Act was passed in 1920. The number of scholars in Elementary Schools for both the sexes in 1921-22 was 1,371,779 while in 1940-41 it rose to 3,003,658.

the percentage of increase over 1921—22 being 120%.

It is easy to understand how the expansion of Elementary Education is sure to exert its pressure on Secondary Education because of the general desire all the world over for the expansion of educational facilities, and for the prolongation of the period of schooling, and the absence of other types of post-primary schools in our present system of education (as technical or vocational) to take off pupils from entering secondary schools.

Our Elementary Education system is working for the last 20 years. And under the present system of education, whatever their abilities and aptitudes pupils have only one type of High school to join. Assuming that Secondary schools do not draw their scholars from any source other than the Elementary schools, we may estimate that at least 10% of the scholars of Elementary schools enter high and middle schools. Reformers are of opinion that at least 20% of the Elementary school pupils should be provided places in Secondary schools.

In 1921—22, the number of Scholars in Middle and High schools was 150,839 which was 11.9% of the strength in all Elementary schools. But in 1940—41, the number of scholars in Middle and High schools rose to 223,815 but it was only 7% of the total enrolment in all Elementary schools

Thus it is evident that there is an actual fall in the percentage of scholars going in for High school education and that there is not undue expansion of Secondary Education.

2. The part played by District Boards in this aspect with particular reference to the financial aspect and the duty of Government therein.

Coming to Secondary education under local bodies, we see a rapid expansion. This is as it should be. Local bodies next to Government are the biggest quasi-Governmental institutions catering to the educational needs of the rural areas. The elected element in them necessitates these bodies to react favourably to the popular urge. The following figures substantiate the point.

(1)	1920—21	1940—41	Percentage of increase.	Average No. of scholars per institution in.
(1)	(2)	(3)	(4)	(5)
No. of District Board and Municipal Secondary Schools for boys and girls.	194	263	35%	203 (1921—22)
No. of scholars of both sexes ...	39431	91844	182%	349 (1940—41)

As to the expenditure side of Secondary Education under local bodies, the following figures help us to know the position to some extent.

Expenditure on Secondary Education in District Boards and Municipalities
(Direct Expenditure)

Year.	Government Funds.	Funds from local bodies Municipalities.	Percentage of increase in expenditure		Corresponding increase in percentage of scholars.
			Govt.	Local bodies.	
1921—22	4,38,821	4,57,240			} 182.5%
1940—41	7,93,351	12,72,387	80%	180.5%	

It can be seen that the increase in the expenditure on Education from local board finances is in keeping with the increase in the percentage of scholars, while Government assistance to local boards did not similarly increase.

The inflation of prices and the wealth it is bringing to the rural parts is likely to increase the number of boys taking to high school education. The strain on Boards' finances is likely to increase to an equal extent. But it is doubtful if the District Boards can further stand this strain on their slender resources. As late as 1938 the Presidents of District Boards in conference complained that their finances were meagre, that their obligations to the people were many and that they were forced to deny the people many of the civic amenities that scientific development affords. They requested the Government to show them more sources of revenue or grant them more funds to enable them to discharge fully their duty to the public.

From the foregoing the following conclusions can be deduced :—

(1) that Secondary Education is gradually coming to be the minimum standard of Education for every one and so is bound to expand still further,

(2) that though there is a rise in the actual number of scholars, the percentage of scholars in those schools to the number of scholars in Elementary Schools is actually far less than it should be,

(3) that cuts in the Education budget of District Board schools are bound to result in denial of opportunities for those few now going for it,

(4) that the slender resources of District Boards cannot cope with the rising demand,

(5) that Government must come to their aid, if these bodies are to serve the public usefully.

The series of Retrenchment Proposals are the outcome of this insufficient help from Government.

In this connection it will be instructive to note the practice in England in the matter of grants to Local Education Authorities by the Board of Education.

The Boards' grants to Local Education Authorities for elementary and higher education respectively take the form of a single grant for each service as a whole, assessed annually and payable by instalments through the year and a balance after its close. These grants are estimated to amount to about £ 45,500,000 in respect of 1938-39.

(a) The grant for Elementary Education is largely based upon the expenditure of Local Education Authorities but the formula on which it is calculated contains facts which differentiate in favour of the poorer and populous areas. The grant formula is as follows:—

60% of teachers' salaries.

50% of special service (school medical service, provision of meals, schools for defective children, organization of physical training, play centres and nursery schools), maintenance allowances, grants for non-provided schools under the Education Act, 1936, and expenditure on reorganization or development, either on the service of loans or met out of revenue, to which an Authority may have become committed within prescribed periods.

40% of cost of conveyance of children.

20% of the remaining net expenditure.

To the figure thus arrived at is added a sum of 36s. for each unit of average attendance of pupils in elementary schools, and from this total is subtracted the product of a 7d. rate.

In some Districts an extra grant (totalling for England and Wales a sum of about £ 400,000) is also payable.

(b) For Higher Education (i.e. secondary, technical and the training of teachers) the grants are wholly based on recognised expenditure, and are at the rate of 50% of such expenditure.

So I suggest that there is an urgent need for Government to review the question of Grants thus made to local bodies on Secondary Education and so increase them as to enable these bodies to meet fully the demands of the public for more educational facilities.

I cannot conclude this article better than by quoting from the speeches of the Hon'ble Sir Jogendra Singh, Education Member, Government of India, at the tenth session of the Central Advisory Board of Education at Baroda on January 15:—

"The most important factor of production is man himself. Human machinery must be raised to the highest level of efficiency and maintained

(Continued on page 122)

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THE SOUTH INDIAN TEACHERS' UNION

Proceedings of the Working Committee meeting held on Sunday the 12th March 1944 :—

A meeting of the Working Committee was held at 11 A.M. on Sunday the 12th March 1944, in the office of the Union, with Mr. M. S. Sabhesan in the chair.

Members present :—Messrs. M. S. Sabhesan, T. P. Srinivasavaradan, S. T. Ramanuja Iyengar, K. S. Chengalroya Iyer, V. Guruswami Sastrigal, V. Srinivasa Iyer, C. Ranganatha Iyengar, V. Jayarama Iyer, S. Natarajan and V. Bhuvaramurthi Rao.

1. Minutes of the last meeting read and recorded.

2. The Working Committee resolved to place before the Conference the following resolutions :

(i) This Conference urges on the government that the modification in the contract (Appendix 28 M. E. R.) between the managements of aided institutions and teachers as suggested by the South India Teachers' Union, be introduced immediately and that the introduction of minimum scales of salaries may be taken up immediately for consideration along with the recommendations of the Sargent Committee.

(ii) This Conference urges on the government the immediate introduction of a comprehensive Education Bill giving effect to the recommendations of the Central Advisory Board of Education in regard to Educational reorganization.

(iii) In the interest of sound education, this Conference urges on the government the view that teachers employed in non-government institutions with a specified period of approved service be eligible for appointment to the Inspectorate and that a definite proportion of vacancies arising each year be filled up from such eligible candidates.

(iv) This Conference is of opinion that a review by the government of the panel system for the appointment of headmasters of high school under Local Boards and Municipalities is necessary.

(v) This Conference is of opinion that Secondary grade trained teachers may be allowed to appear for the L.T. examination without the production of any attendance certificate.

3. The Working Committee appointed a sub-committee consisting of Messrs. K. S. Chengalroya Iyer, V. Jayarama Iyer, and T. P. Srinivasavaradan (Convener) to study the reports received from schools under Local Boards and Municipalities regarding G. O. No. 4619 and the revision of the scales of salaries and submit its report with recommendations to the Working Committee.

The Executive Board met at 12 noon.

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

Members present :—Messrs. V. Guruswami Sastrigal, S. T. Ramanuja Iyengar, K. S. Chengalroya Iyer, C. Ranganatha Iyengar, S. S. Narayanaswamy Iyer, S. Natarajan, V. Bhuvaramurthi Rao, S. Subramanya Iyer, V. Jayarama Iyer, V. S. Venkatanarayana, V. Srinivasa Iyer, and T. P. Srinivasavaradan.

1. The meeting passed resolution of condolence on the deaths of Mrs. Gandhi, Mr. A. K. Krishnaswami Iyer and Mr. M. S. Sundareswara Iyer.

2. Minutes of the last meeting read and recorded.

3. Letter from Mr. K. N. Pasupathi regretting his inability to attend was read.

4. Arising out of the statement made by the Secretary, the Board passed the following resolutions :—

(a) The question of the flag for the Union be dropped.

(b) The Union expects from every Reception Committee a report of the proceedings of the Conference as laid down in Rule 9-B (b) as it is very necessary and desirable. It invites the attention of the North Arcot District Teachers' Guild to the above rule and it hopes that the Guild will take necessary steps to implement the rule.

(c) The Board thanks the government for passing orders making it obligatory on the Local Boards and Municipalities to pay dearness allowance to all their employees including teachers at government rates.

The Board requests the government to pass orders making it possible for teachers in aided schools to get the same rate of dearness allowance as are now paid to teachers in Local Boards and Municipalities.

Appointment of Auditor.—The Board appointed Mr. V. Soundararajan, B.A. G.D.A., R.A., to audit the accounts on the same remuneration as was given last year.

Amendment to Provident Fund Rules.

After hearing the Secretary, the Board authorised him to bring to the notice of the government the necessity for amending Rule 6-G of the Provident Fund Rules so that teachers from aided schools on joining District Board or Municipal service, or *vice versa*, may get the full benefit even though their contributions before transfer were for less than six years.

20th March, 1944.

T. P. SRINIVASAVARADAN, *Hon. Secretary*.

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THE SOUTH INDIA TEACHERS' UNION

NOTICES

I

The 3rd Madras Provincial Educational Conference will be held at Annamalainagar on the 9th, 10th and 11th May 1944, under the distinguished presidentship of Sir N. Gopalaswamy Iyengar, Kt.

Tentative programme of the Conference is as follows:

Tuesday, the 9th May 1944

7-30 A.M.	...	Lunch
10 to 11-30 A.M.	...	Opening of Geographical Conference
11-30 to 12-30 P.M.	...	Breakfast
2 to 4 P.M.	...	Opening of the General Conference
4-30 P.M.	...	Lunch
5 to 6 P.M.	...	Subjects Committee Meeting, and Visit to Exhibition
6-30 to 7-30 P.M.	...	Lecture
8 P.M.	...	Dinner
9-15 P.M.	...	Entertainment

Wednesday, the 10th May 1944

7-30 A.M.	...	Lunch
8-30 to 9-30 A.M.	...	S. I. T. U. General Body Meeting
9-30 to 11-30 A.M.	...	Meeting
12 noon	...	Breakfast
2 to 3 P.M.	...	Geographical Conference
3 to 4 P.M.	...	S. I. T. U. Protection Fund General Body Meeting
4-30 to 5 P.M.	...	Lunch
5 to 6 P.M.	...	Meeting
6 to 7 P.M.	...	Lecture
8 P.M.	...	Dinner
9-30 P.M.	...	Entertainment

Thursday, the 11th May 1944

7-30 A.M.	...	Lunch
8-30 to 11 A.M.	...	Meeting
11-30 to 12 noon	...	Breakfast
2 to 3 P.M.	...	Geographical Conference
3 to 4-30 P.M.	...	Resolutions; Concluding session of the Conference
5 P.M.	...	Lunch

II

Draft Resolutions to be Considered at the XXXIV Provincial Educational Conference

1. This Conference urges on the Government that the modification in the contract (Appendix 28 M. E. R.) between the managements of aided institutions and teachers as suggested by the South India Teachers' Union be introduced immediately and that the introduction of minimum scales of salaries may be taken up immediately for consideration along with the recommendations of the Sargent Committee.
2. This Conference urges on the Government the immediate introduction of a comprehensive Education Bill giving effect to the recommendations of the Central Advisory Board of Education in regard to Educational Reorganisation.
3. In the interest of sound education, this Conference urges on the Government the view that teachers employed in non-government institutions with a special period of approved service be eligible for appointment to the Inspectorate and that a definite proportion of vacancies arising each year be filled up from such eligible candidates.
4. The Conference is of opinion that a review by the Government of the panel system for the appointment of headmasters of high schools under Local Boards and Municipalities is necessary.
5. Secondary grade trained teachers may be allowed to appear for the L. T. examination without the production of any attendance certificate.

III

General Body Meeting

A General Body Meeting of the South India Teachers' Union will be held at 8-30 A.M. on Wednesday, the 10th May 1944, in the Conference Hall at Annamalainagar. The following will be the order of business:—

1. Consideration and adoption of the Annual Report for 1943-1944.
2. Election of office-bearers.
3. Election of Members to the Vigilance Committee.
4. Any other urgent business with the permission of the President.

T. P. SRINIVASAVARADAN,

Hony. Secretary.

S. T. RAMANUJA IYENGAR,

Joint Secretary.

8th April 1944.

RANDOM REFLECTIONS AND OCCASIONAL NOTES

By

SEARCHLIGHT

Investment in Post Office Cash Certificates

Subscribers to the Provident Fund in aided educational institutions may invest the monies to their credit in the S. B. account in the purchase of Post Office 5 year cash certificates. But such cash certificates are to be in the custody of the District Educational Officers. These certificates will not bear any interest after the date of maturity and the responsibility for encashing them and depositing them in the S. B. account is thrown on the individual subscriber. Unfortunately most subscribers do not know that they have to claim the money on the date of maturity of the cash certificate and I am told by a responsible officer that several thousands of rupees in matured post office cash certificates remain without being encashed. It means loss of interest to the teacher subscribers. The subscriber is not aware of his responsibility, the correspondent is indifferent to it and the District Educational Officers in whose custody lie all these cash certificates are unable to pay any attention to it as they do not have the necessary staff to cope with this work. The net result is the loss to the teacher. May I suggest, Dear Editor, that subscribers to the Provident Fund take a little more interest in their own affair? It may not be possible for them to secure large additions to their meagre savings but they could at least avoid losses due to negligence.

In this connection I understand that by a recent order cash certificates purchased after 1939 can be renewed for a further period of five years provided the subscriber makes a request in writing. Will teachers ascertain from their managers the exact wording of the order?

That reminds me, Dear Editor, of my desire to request you to publish all departmental orders relating to the Provident Fund in your esteemed columns. The department sends a copy to the correspondent who invariably files and sometimes fails to do so but teachers are as a rule not at all acquainted with these proceedings.

Teachers in Aided Schools and Colleges and Dearness

Allowance

I heartily endorse every word in the letter of the Secretary of the South India Teachers' Union published in the *Hindu* a few days ago. That the salaries of teachers in aided institutions are woefully inadequate even according to peace time standards is an admitted fact. It is also quite plain that there has been an enormous increase in the cost of living. The school income is almost fixed. Under the circumstances it is the duty of the Government to place adequate funds at the disposal of aided managements for the payment of dearness allowance at prevailing government rates. The Director of Public Instruction estimates that the total cost of dearness allowance at present paid is about $\frac{1}{4}$ th of a crore. This figure is worked

out on the basis of full government rates to teachers under local bodies and a grant towards half the government rates admissible for aid for aided secondary schools and Rs. 4 now paid to aided elementary school teachers. On that basis if dearness allowance at full government rate be permitted for all teachers under all managements, the expenditure cannot increase by more than 50 or 60 lakhs. Is that too much for a province which can set apart from its current revenues 5½ crores for post-war reconstruction and another one crore for various reserve funds? It is unfortunate that the gravity of the situation is not appreciated by the Government. Managements of aided institutions have to press on Government the need for liberal help. The times are favourable and if the representation could be made strong it will surely be effective. Will they do it? The manager's duty is not merely to run a school. But he has to see that the teachers employed by him are alive and fit for work.

Increase of Tuition Fees

I understand that some managers or headmasters of schools in Trichinopoly met and resolved to enhance the tuition fees. I remember that years ago when Government passed orders permitting managements to charge fees higher than the standard rates, they insisted on the improvement of the salaries of teachers. I hope that Government will satisfy themselves now that if the tuition fees are increased, the extra income would be utilised in improving the scales of salaries of teachers.

Two Leaders retire from Service

Sri M. S. Sabhesan, the President of the S. I. T. U., is retiring from service as Professor of Botany of the Madras Christian College. Sri K. Rangaswami Iyengar, President of the Madras Teachers' Guild, is also retiring from service as Headmaster, Hindu Theological High School, Madras. Apart from their very valuable services to the cause of the profession and the professional organisations, their services to the cause of Education in this Province are very meritorious and I hope the Union will express its appreciation of their good and valuable work in a fitting manner at its forthcoming Conference. I suggest that suitable titles may be conferred upon them on that occasion. I do not know what formalities have to be gone through to enable the authorities of the Union to take steps in the direction. But I am sure that teachers all over the Province will approve of the suggestion. As their retirement is not definite I hope the Working Committee of the Union will consider the suggestion and take early steps in that direction.

(Continued from page 108)

in good condition if we are to exploit the natural resources which God has placed at our disposal. Any money that we spend on equipping our manpower is an investment which would more than repay what we spend."

"There is no other way to improve the economic conditions of our people, but to feed and educate them and to make them equal in efficiency with their compeers in other countries. Education will place in the hands of our youth the key to unlock the hidden treasures of Nature; it will produce leaders who can concentrate their lives in making a better future for their fellowmen. Education, in any case, is not going to be a wasting asset."

EDITORIAL

Our Conference.

The 34th Provincial Educational Conference, under the auspices of the South India Teachers' Union, will be held at Annamalai Nagar on the 9th, 10th and 11th May 1944. The South India Teachers' Union is fortunate in having secured the consent of Sir N. Gopalaswamy Iyengar to preside over the Conference. His intimate acquaintance with all problems connected with the administration of the province and his fresh experience in working out successfully a progressive scheme of education in the premier state of Kashmir as its Prime Minister should make us look for a good and wise lead from him and therefore a very successful session of the Conference.

The draft programme of the Conference is published elsewhere and as can be seen it will concern itself mainly with the problems of Educational Reorganisation. The proposals of the Central Advisory Board of Education will, we hope, be subject to a careful study and examination and that the Conference will be able to formulate its views clearly and in a comprehensive manner.

The Reception Committee, constituted under the auspices of the South Arcot District Teachers' Guild, is making all arrangements for a successful session of the Conference which will be held in the premises of the Annamalai University. The delegates, we hope, will have an opportunity to observe the working of the newly introduced Adult Education scheme of the University. The Conference may well be said to meet under ideal auspices, and with the excellent hospitality arrangements of which the Annamalai University has earned a name, the delegates may look forward to a very pleasant stay, and fruitful discussions during the Conference.

The Sargent Scheme—Some Criticisms.

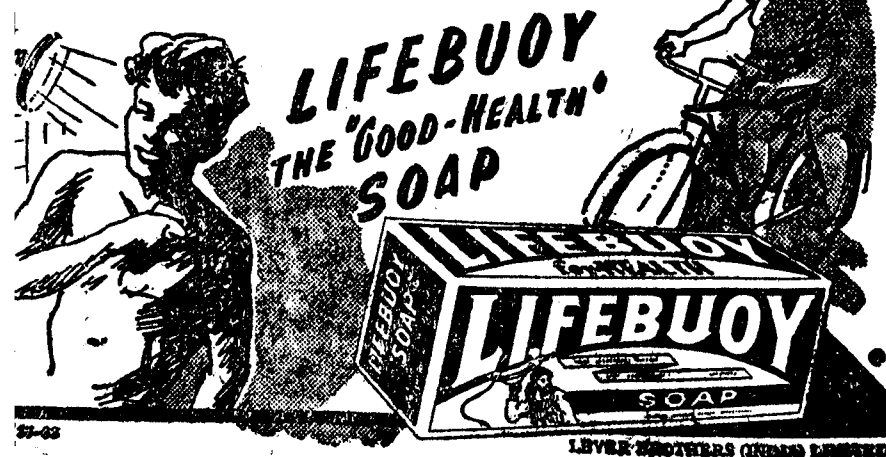
In our last issue we published a note from Mr. K. S. Vakil of Bombay setting forth some of the defects of the Sargent Scheme of Educational Reorganisation. Others have also criticised the scheme. The first objection that the scheme extends over a period of 40 to 50 years is indeed a serious objection. 40 to 50 years, though it is nothing in a nation's life, is too long a period for a scheme to be worked out with vigour. Human nature is likely to grow weary. What is more, many other forces which cannot now be imagined are likely to operate and divert the attention of people from the plan if it should extend over half a century. It should be possible to give effect to the scheme in less than half the time. However, the scheme, as Mr. Sargent himself has put it, is just the minimum that India should have. If we are determined to have at least this minimum, then it is no use condemning the scheme reclining in our arm-chairs. It is for the critics to offer constructive suggestions for shortening the period. We are sure the Central Advisory Board will be very glad if the scheme could be put into full operation in a shorter period.

A second criticism is in relation to the huge cost. India's poverty has been the rock on which many schemes of social uplift have been foundered and it is too late in the day to deny education for all on the score of its huge cost to the State. The cost must be found, and we are



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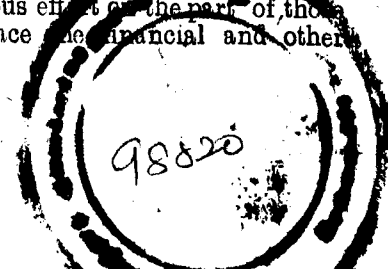
EDITORIAL

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sure can be found, if only the scheme is given effect to. No nation enters a war after considering if its finances would permit of its entry into the war. Expenditure on education will never impoverish a country. It will surely lead to increased prosperity. Education is an investment that will yield as generously as the investment is made.

A welcome feature of this scheme is that it does not think in terms of caste or religious communities but thinks of the whole nation and plans for utilising all the available talents in whatever caste or community such talents may be found. They state . . . 'The extent to which they (communal and caste differences) complicate and may continue to complicate even the solution of purely educational problems is fully realised but it is to be hoped that a national system of education which deserves the name, will aim at satisfying impartially the need of everybody.' With Basic Education free, universal and compulsory, with a provision for transfer from the senior Basic to secondary schools for enabling the late developers to have the benefit of higher education, it may well be hoped that no community will suffer. To enlarge the difficulties of special communities, minority communities and backward communities will be of no help. It will only serve to accentuate communal differences by raising the fear that minority and backward communities will suffer. All are interested in seeing that there should be no educational differences between the different communities of India. If in spite of the introduction of universal, free and compulsory education there should be communities and sections of communities, 'which cannot and will not be educated', their cases need consideration. We believe such communities are happily not many in number and the problem cannot be too complicated to tackle. But that cannot take away the merit of the Sargent's scheme. Instead of criticising the scheme on the ground that it has failed to take note of the special needs of such communities, may we suggest to the critics to offer some constructive plans whereby these communities may be induced to take advantage of educational facilities. Surely, the authorities that would be constituted to enforce compulsion would consider well these aspects.

A third objection is on the ground that the report does not deal with the problem of religious instruction in schools. This is indeed a very complicated problem and as in other countries a problem bristling with difficulties. The Board is fully aware of the importance of religious education. They feel that religion in its widest sense should inspire all education and that a curriculum devoid of an ethical basis will prove barren in the end. They have appointed a special committee to lay down certain general principles for guidance as to the best way in which the whole question of religious education should be approached. It will be a great help if those who find that this question is not properly dealt with, would arrange to get together representatives of different religions to consider the question and evolve a scheme whereby it would be possible for every child to have a proper and sound religious education. A mere academic discussion of the merits or demerits of the scheme may serve little purpose. Inertia and apathy have remained for long in the educational domain of India. What is needed therefore is a prodigious effort on the part of those responsible both to set things going and to face the financial and other complications which it will involve.



A. Nagaraja Iyer.

We deeply regret to have to record the death due to heart-failure of Sri A. Nagaraja Iyer, B.A., L.T., at the age of 54. He served the Municipal High School, Villupuram, for nearly 30 years, and during the last six years he was its Headmaster. He was a man of method and principle and very good at organisation. He was an active member of the South Arcot District Teachers' Guild and had served it as an office-bearer. At the time of his death he was Vice-President of that guild. He was very actively associated with the S. I. T. U. Protection Fund of which he was a member of the Board of Management. During the evacuation days, the office of the S. I. T. U. Protection Fund was under his supervision at Villupuram. It was his desire to widen the scope of the S. I. T. U. Protection Fund and thanks to his efforts, the Board of Management will be bringing before the next general body meeting of the Fund proposals for widening the scope of the Fund. He took a very prominent part in the cooperative movement. The Teachers' Cooperative Bank, Villupuram, and very many other cooperative organisations in and around Villupuram owe not a little to him. It was only when the Government prohibited servants of local bodies from being office-bearers of cooperative organisations, that he retired from the field of active cooperative work.

But the circumstances under which he died are unfortunate. He may well be described as a victim of the system whereby the administration of schools is vested in persons having peculiarly uneducational notions of school managements. He was so convinced of his being in the right that that he was sure that Government would uphold his appeal against the order of dismissal by the Commissioner. But the order from Government came as a rude shock to him resulting in the fatal heart failure.

The late Nagaraja Iyer was a strong fighter and to the last he maintained his rights and privileges and never yielded to meddlesome interference. He died fighting for the rights of headmasters under municipal bodies.

In his death the teaching profession has suffered a great loss. But we are sure his spirit will inspire many other headmasters under local bodies. We offer his wife and his only daughter our very sincere condolences in their sad and irreparable loss.

The Board of Directors of the S.I.T.U. Protection Fund, Ltd. regret to announce the death on 5-4-1944 of Sri A. Nagaraja Iyer of Villupuram. He was a member of the Board in 1934 and 1935 and from 1939 to the date of his death. During the evacuation period (March 1942 to June 1943) the office was working at Villupuram and he was the director-in-charge. His services to the Fund have been great and invaluable.

The Board offers its respectful condolences to the members of the bereaved family.

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