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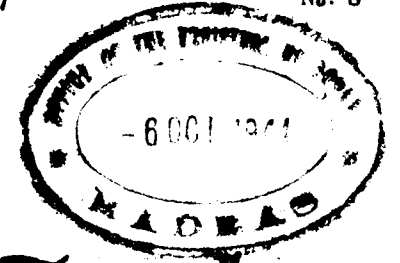
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The South Indian Teacher

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AUGUST 1944

उद्धरेदात्मनात्मानम्.—The Gita.

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THE SOUTH INDIAN TEACHER

Vol. XVII

AUGUST, 1944

No. 8

CEYLON EDUCATION REPORT

By R. SRINIVASA IYENGAR, B.A., L.T.,

Headmaster, "Sarva Jana High School," Peelamedu.

I

II

Introduction :

A report of the Special Committee on Education appointed by the Government of Ceylon with the Hon. Dr. Kannangara, Education Minister as Chairman has been issued in November 1943, and deserves the attention and study of the educationists and publicists in India, for the fresh light it throws on the several complicated issues on Education confronting India and Ceylon. As the political, social, and economic developments have in the past been conditioned to a great extent by the interests of imperial or colonial policy the system of education sprang up *Laissez-faire* more to meet the needs of colonial administration than to promote or aid the economic and cultural progress of the people. The educational system of Ceylon, as that of India, has grown haphazard and to a great extent, without plan or purpose; and is out of date in a world of rapidly changing values. The report of the Special Committee on Education attempts not only to present a comprehensive review of the entire educational system in Ceylon disinterestedly and dispassionately, but also to formulate a national system of education. Ceylon had been subjected to Western influences, and been aping the customs and manners of the West. Signs of national consciousness and awakening in Ceylon have been slow and recent. As in India, in Ceylon too, things have been moving in a vicious circle—no education, no national re-awakening; no national system of education.

Free Education from the Kindergarten to the University :

Education is the Cinderella of the Social Services to be performed by the State, and occupies the third and the last place in Lord Wavell's programme of Post-War Reconstruction for India.

While therefore neither the VIII-standard citizen-building type nor even the Five-standard permanent literate-producing type of free elementary education for all children is held feasible in our country, for a long time to come, the daring recommendations of the Special Committee on Education appointed by the Government of Ceylon that *education should be free from the Kindergarten to the University* should provide an object lesson to the administrators of education in India. Some members of the Committee wrote minutes of dissent on this question, but accepted the principle of the resolution and recommended that approach to the ideal of Universal Free Education at all stages should be made *by stages*. The view of the majority which was strongly supported by Dr. Kannangara, Chairman of the Committee and the Education Minister was that "the type of education which each child is to receive must be determined by a process of *scientific selection and not by the consideration of economic or social status*." In their opinion, in the Post-War era, the highly productive economic system could be administered so as to bring a

fuller and a richer life to all according to the ability and capacity and talents, and not confined to any social class. All normal children should be assumed to be of equal educability; and the present position that only children of a certain economic level or social position can receive certain type of education is anomalous; and every individual in the State must have equal opportunities provided he has the requisite innate ability to rise to the highest position in the social, economic and political life of the nation. The committee also believes that a complete re-organisation of public finance is bound to follow in the wake of post-war re-construction. We in India shall be content if we are able to carry out, in not more than a decade, the eight-year scheme of free and compulsory education adumbrated by Mahatmaji or Mr. John Sargent.

It is worthwhile to note that in Great Britain provision exists for free and universal elementary education up to the 15th year, for 50% scholarships in secondary schools, and about 42% scholarships in universities. There is provision in the U.S.A. for free education upto and including the secondary stage; and in certain States there is provision for free University Education too. It should be realised by the administrators in India that free mass education is the *sine qua non* for prevention of unemployment, the raising of the standard of the living of the masses, increased production, a more equitable system of distribution, social security, promotion of co-operative enterprises, and as Mr. John Sargent has finely put it, "educational reconstruction transcends all political controversies; there is no half-way house between what is and what ought to be. It is all or nothing, and it should be done, and done quickly, if India is not to accept a position of permanent inferiority in the society of civilised nations." In the light of the Ceylon Committee's recommendations, Sargent Committee's demands will be considered not extravagant, but very modest, and should be put into execution by the Government of India without any further delay in the interest of India's and of world's progress.

III

Religious Education in Schools

As startling as the recommendation of free education from the kindergarten to the University is the resolution of the Special Committee on Education for Ceylon on the controversial question of imparting religious instruction in schools. On the first reading of the report one is tempted to think that the Committee has taken a leap in the dark; but if we note the trend of the world opinion on this problem, it would easily appear that the Committee's far-reaching decision in this matter is based on sound principles. The C. A. B. of Education which has appointed a committee to thresh out this question will, it is hoped, profit by the recommendations of the Ceylon Education Report.

In England, Mr. Churchill, in his famous broadcast on Post-War Reconstruction observed that the fundamental element of religion as the bedrock in the life and character of the English people must not be taken away from the schools; and the British Parliament have, by the passage of the Education Bill, given their approval to religious instruction being imparted in "the agreed syllabus" if the parent agrees and in "the denominational" syllabus, if the parent so desires. In America, Mr. Roosevelt, in his message to the Religious Education Week rightly emphasised that "the young must be taught truly if the springwaters of democracy are to be kept untainted. We shall need all our spiritual resources to sustain us in the days to come." Again, our revered poet Rabindranath Tagore has said, "In the morning of our career, our nature needs the pure and perfect note of a spiritual ideal in order to fit us for the complications of our later years."

The trend of educational thought stated above will enable us to follow the reasonings of the Ceylon Committee on Education. They argue "In any new educational system, we should attach greater importance to moral than to mere intellectual development. It is no less the duty of the State than that of the parent to ensure that the child receives as far as practicable "complete" educa-

tion, and we are of opinion that a religious background is indispensable to a "complete" education. Religious back-ground or religious atmosphere can refer only to the religion of the child whose education is under discussion, or rather, the religion into which the child is born, i.e., the religion of the parents at the time of his or her birth." Again, the Committee's interpretation of the term "religious neutrality" is new, but nevertheless, correct. They observe, "To our mind State neutrality, which we certainly uphold, means that the State shall not do anything that will have the effect of helping any particular denomination alone to further its objects, and that the State should hold the scales evenly as between different denominations. We do not agree that religious instruction in Government schools is inconsistent with State neutrality in matter of religion so long as the State makes similar and equal provision for all communities. In fact, we go further and assert that it is the duty of the State to provide in its schools for the religious instruction of its pupils. We do not even see anything wrong in the State subsidizing the teaching of religion in schools provided all denominations are equally treated in the matter of such subsidy. By religious instruction is of course meant instruction in the religion of the parent of the child given by a teacher belonging to the same religion." Every school, Governmental or denominational, will have to make provision for imparting instruction in the Hindu, Bhuddist, Mahomedan and Christian faiths. Just as the heads of the different religious denominations in England conferred and arrived at an "agreed" syllabus, of religious instruction, it cannot be beyond human ingenuity, as Dr. Kanngara writes, to devise a system of education subject to public control in which there will be adequate arrangements to ensure a religious background and atmosphere appropriate to the pupils concerned and without violating the principle of State neutrality in matters pertaining to religion. Religious animosity will not be more acute than what it is to-day on account of 'godless' and 'soulless' education.

It is gratifying to learn that the Central Advisory Board of Education has re-

commended to the Viceroy's Post-War Reconstruction Committee that "religion in the widest sense should inspire all education." The present position is intolerable; and the notion that a State professing religious neutrality can allow in an educational institution the compulsory study of the Scripture of one faith by children of other faiths is a blot on our civilisation. Ceylon, at least, enjoys the protection of the "conscience clause" which India does not have to-day. But if the recommendation of the Ceylon Education Committee prevails, the "conscience clause" protection will have become an anachronism, in as much as religious instruction will have to be provided in all schools for children belonging to different faiths.

IV

Control of Education

In Ceylon, as in India, the problem as to the agency that should control education is a burning question. Teachers individually and teachers' organisations opine that not only for reasons of betterment of their status and prospects, but also for ensuring the success of the effective spread of universal elementary education, the State should be the only agency for the control of education. The South India Teachers' Union has definitely expressed the opinion that all voluntary agencies should be liquidated and that all educational institutions should be State-owned and State-controlled. This opinion seems to be in accord with the situation in countries like France, Germany, U.S.A., Italy and Russia which have accepted a State system of Public Education. In the West, the Church and the private bodies were for a long time responsible for initiative and progress in education; but, later on, the State had to assume full responsibility for the education of its citizens; for it is only the State that can discharge its responsibilities for the education of the entire mass of people and also work out the principles of equality of opportunity and justice in social life. The phrase "Equality of opportunity" does not mean, as is often supposed, the same opportunities for all children for obtaining the same education. It really means opportunities for obtaining an education for which a person is best suited.

But viewing the question from the historical perspective, while the State in India as in Ceylon had not assumed the responsibility for the education of the people, the voluntary agencies or the denominational bodies have rendered such meritorious services in the field of Education that they cannot be scrapped out altogether. The evidence tendered before the Ceylon Education Committee reveals that all Christian denominations were opposed to the State monopoly of education. The Muslims were mainly on the side of denominational education, but they preferred State schools for their children, as they could not start schools themselves owing to paucity of funds. Again the denominational agencies argued that they are imparting education against the background of religion which is essential to "complete" education. Hence the Ceylon Education Committee recommended that the system of direct State-control and the system of denominational control should be permitted to exist side by side.

It must be understood that the State exercises a large measure of control over denominational schools. In order to ensure the maintenance of a minimum standard of educational efficiency the State exercises control over what may be called the *externa* of education, that is, matters such as compulsory attendance, character, of school buildings, medical inspection and health of children, size of classes, qualifications, salaries and tenure of teachers and etc., giving freedom as regards the *interna* of education; i.e., those aspects of education for the promotion of which teachers and pupils are brought together, namely curricula, courses of study, methods of instruction, etc. It is the peculiar virtue and characteristic of denominational institutions that they enjoy freedom for carrying on experiments in educational research. The State system of education is subject to the reproach that it makes inroads upon the individual liberty so necessary for educational experiments, and might unduly stress the uniformity of views incompatible with democratic way of life. Hence the recommendation of the Ceylon Education Committee that the State system of public education and the voluntary system of private agencies might carry on their functions side by side. But at the same time the

State should hold itself responsible for the educational survey, the planning and the early effective spread of various types of education needed for the country's progress.

It is interesting to note that the Ceylon Education Committee contemplate generally that the cost of education from the Kindergarten upto and including the University shall be a charge on the funds of the State and or the local authorities, having regard to endowments in the case of the University. "Cost of Education" is defined in the report as follows:—(a) In the case of Assisted primary and practical schools, the entire salaries of an eligible staff, the cost of books and stationery for pupils and a grant for equipment; (b) In the case of Assisted secondary and senior schools, the entire salaries of an eligible staff, the cost of books and school stationery for pupils and, provided no equipment fee is levied, a grant for equipment; (c) In the case of Assisted Training colleges, the entire salaries of an eligible staff and a grant for equipment; (d) In the case of the University, a grant that will be adequate to enable the University to give free education to all entrants.

It is evident that the cost of education with regard to State Schools means the entire cost of conducting the schools including the cost of books and school stationery for pupils. There is a further item of cost which is recommended for being included in the cost of education, namely, the cost of affording free board and lodging to poor students where necessary. The report recommends scales of teachers' salary on the principle of family allowances as in New Zealand. Basic salaries for bachelors and spinsters who have no dependent parents are suggested; and allowances based on strength of the family are to be added to the basic salaries.

In order to ensure that denominational schools are properly conducted and the funds collected in their name are properly used, the committee recommends that no school established in the future and controlled by an individual proprietor shall be assisted from public funds. Secondly, a condition of State aid to all new schools shall be that proprietorship as defined in the Education

Ordinance, shall be vested in a religious or educational society incorporated by law, or an educational society duly registered under any written law, provided that in the latter case the society possesses a minimum capital of Rs. 10,000. It is necessary that one of the fundamental aims of the body that seeks to conduct a school shall be the promotion of education.

They also recommend the enactment of a law declaring schools receiving aid from public funds as perpetual educational trusts and providing for the registration of school proprietors. It is funny to read that the Committee found it necessary to lay down that the manager of a school should be able to understand the Ordinance, the Code, departmental circulars, and should be able to conduct correspondence without the assistance of a third party in one of the three main languages.

Very valuable are the recommendations of the Committee with regard to the disciplinary control of teachers in denominational schools. They argue as follows:—No profession has a greater importance to civilization than that of the teacher and accordingly the State has a double obligation to him. (1) its ordinary obligation to ensure to him security of conditions of service as a worker in the body politic; and (2) a special obligation to keep him happy and contented so that he may devote himself wholeheartedly to the great nation-building work which teaching admittedly is. Teachers should have a guarantee of security of tenure and other conditions of service in return for their giving of their best to education loyally and wholeheartedly. The Committee have recommended the enactment of an Ordinance with the following provisions:—

1. Appointment to be governed by certain conditions.
2. Every appointment to be valid for purpose of grant to receive the prior approval of the Director, such approval not being withheld except on grounds of qualification, efficiency, or character or on financial grounds set out in the Code.
3. If a teacher's discontinuance is disapproved by the Director, the teacher to be either reinstated or paid a sum equal to an year's salary as compensation.
4. The following conditions for dis-

continuance to be clearly set out—
(a) breach of the terms of appointment;
(b) misconduct; (c) general inefficiency;
(d) physical or mental infirmity.

The same Ordinance is to constitute an Arbitration Board which will adjudicate on appeals from the Manager or the teacher from the decision of the Director.

Some of the essential conditions of appointment suggested by the All-Ceylon Union of Teachers were accepted by the Ceylon Education Committee; and they are as follows:—

1. The appointment of a teacher to any school may be on probation for a period of one year.

2. A teacher shall not be required to perform any duties except such as are connected with the work of teaching or other activities of the school or to abstain outside school hours from any activities which do not interfere with the due performance of his duties and well-being of the school.

3. Transfers shall be subject to the approval of the Director.

4. The Director shall exact one or more of the following penalties if a manager fails to abide by a lawful ruling made by him on the subject of the conditions of service:—

(a) reduction or stoppage of grant, (b) removal of manager from office, (c) provisional assumption of management.

Having recognised the value of denominational agencies in the field of education, the Special Committee on Education for Ceylon have clearly defined the manner in which such agencies will be controlled and directed by the State; and it is happy to note that they, realising the necessity to ensure an efficient and contented teaching profession and secure sound discipline in schools, have been courageous enough to suggest measures which will safeguard and promote the integrity and efficiency of the teaching profession.

The problem of control over education in India is analogous to that in Ceylon; and the Ceylon Education Report should be a valuable guide to the administrators of education and the framers of educational policy, at the Centre as well as in the Provinces.

ABORIGINAL EDUCATION IN INDIA

BY MUNTAZIM-I-KHAS BAHADUR A. G. SHAHMA.

Continued from page 171

14. There are organisations working for the education and uplift of the Aborigines in our country. They are mainly Missionary bodies, the Bhil-Seva Mandal, the Bhumi-jana-seva Mandal, the Civic and Social Workers Association of Coimbatore, the All-India Harijan Sevak Industrial Home (Delhi), and other organisations. But, in my opinion, they lack co-ordination, and a clear perception of the problem affecting the Aborigines of India.

15. It is necessary that the problem of Aboriginal Education, so as to cover the lag which impedes the cultural progress of our (Aborigines with a view to their adjustment to the struggle going on in India) with the conquering scientific culture of Modern Civilisation, should receive adequate attention at the hands of our learned societies, and our leaders, having a keen appreciation of the trends of modern civilisation. Our educational institutions should provide cultural studies affecting the different tribes of our Aborigines. This, I venture to suggest, should be one for major consideration at the All-India Educational Conference meeting in December next.

16. Another matter, that should receive early consideration at the hands of the Educationalists, and of the Social workers amongst the Aborigines, and of the leaders, is the urgent need to link together, by means of an All-India Organisation, for Social and Educational Services amongst the Aborigines. It may be known as the "All-India Aborigines Welfare Association". It may stimulate and co-ordinate the work of the various Social Services and Educational Agencies, both voluntary and official. Its work may not however be confined to "Constant Watering", and to "keeping alive the cuttings, struck down in an uncongenial soil," by different agencies; but, it should always pay close attention to the vital problems of the Social and Cultural Life of the Aborigines of our land. This is all the more necessary, as after the war, the Social and Educational changes in

India will be accelerated and the method of adjustment of the Aborigines to the new environment should have an All-India significance.

17. The policy of the Soviet Union has been to encourage the separate evolution of Linguistic and Cultural groups. The Soviet Government in Russia has enriched hundreds of Primitive Dialects, without destroying them. Amongst those, who work for the education of some of the Aboriginal tribes in our country, there seems to be a ruthless though unconscious destruction of the dialect of the tribe concerned, by the adoption of the regional language, such as Gujarati, Hindi, Bengalee or Urdu. Education, whether for children or for adults, must be based on the mother-tongue of the tribe concerned, as already stated in previous paras. The Language problem, or Script problem, in India, should not be allowed to be solved by politicians. We can learn some lessons, in this connection, also from China.

18. The problem of "Aboriginal Education in India" has not received the serious thought, which it deserves, of our Public-men, Educationists and Psychologists. Even, in the much-discussed "Sargent Scheme of National Education for India," the whole subject seems to have been dealt with in a few sentences. It is only the earnest men and women of India, who deeply and genuinely desire to bring Light and Learning to the masses of the country including the twenty-five and odd million aborigines of our land—who could exercise necessary pressure on all Governments (Central, Provincial, and State), so that the right of the aboriginal to education may receive proper consideration without indifference or delay. A scheme of education, confined to only elimination of illiteracy—that is, the capacity to read and write—will not do. Any education to our Aborigines should therefore include the development of intelligence, skill and efficiency, and methods for proper utilisation of leisure

19. The purpose of these contributions—on the Aboriginal Education in India—is not to give details about an important matter, in which every Patriot, every Social-worker, every true Educationist should be, profoundly interested but to stimulate practical thinking, early endeavour, in order to deal effectively with a major national problem which has not received adequate consideration and treatment, at the hands of our thinking people, our Educationists and of the different Governments (Central, Provincial and State).

20. This humble effort, on my part, is in the nature of a very sincere campaign, for not continuing to keep, the Aboriginal fellow countrymen of ours, within the barriers of high walls of isolation, but, for rendering all help and service to them, without further delay, without indifference which has characterised us, so that our Aboriginal men and women may adjust themselves intelligently and consciously, before long, into the reconstructed life of Free India, that is to be. The Social changes after the war are bound to be cataclysmic; our countrymen including the Aborigines, must be prepared to face any problem when it arises, as the method of India's adjustment, to the new environment will have a world-wide significance.

21. Before concluding these contributions, I should not fail to record our indebtedness to the many Christian Missionary bodies, working amongst the various tribes of our Aborigines, bringing Light in a dark land. We cannot forget their many services, their heroic sacrifice, and their profound learning. The educational and other philanthropic activities of the Christian Missionaries for the moral, intellectual, and social uplift of the Aboriginal tribes concerned, have undoubtedly been of immense benefit to the Tribes. We want soon, in India, a band of Indian workers (amongst the aborigines) following a life of absolute self-sacrifice and devotion,—living the life of hermits, and devoting themselves entirely to the education and social uplift of the Aborigines. The well-to-do in our country should financially help such workers.

22. Efforts are being made, through the influence of Mahatma Gandhi and

others, on an extensive scale throughout India, to remove certain Social disabilities of the Harijans. But, is it not high time, that an All-India movement for the Education and Uplift of our Aborigines should work actively at a centre, with branches in different parts of the country, supported by the influential people of our land? The Aborigine Education Section of the All-India Federation of Educational Associations, has, since 1942, been engaged in focussing public attention on this important question of the education, and uplift of our Aborigines, through Indian effort and Indian agency so that, our Aborigines, may be enabled, in due course, to bear the common burdens and share the toils, to lead India to her glorious destiny. In the nineteenth century, a blind poet, named BHIMO BHOYI (a member of the hill tribe, a Savara) has contributed in no small measure to the Literature of Orissa. He speaks of a "Life-force" in the manner of a Samuel Butler. Could not our Influential leaders and Industrialists found a central Association at a convenient place—preferably Delhi—and endow it sufficiently, for dealing with the Educational, Social, and Economic problems of our Aboriginal fellow-countrymen, so that our Aborigines, may feel, that their well-placed and educated countrymen have not forgotten them, but, have begun to take steps to raise their educational and economic level?

23. Lastly, may I say that these contributions are only a humble effort to awaken the conscience of the educated and well-placed—the Privileged of the land—towards their duty to the Aborigines of our land? Social progress in India has always been on the lines of the sharing of the benefits of Culture and of higher thought by larger and larger sections of the population of the country. Society, is therefore in need now of a new *Dynamism*. This urge to progress—a new passion for DHARMA—should supply the necessary revolutionary urge. Let this social endeavour towards our Aborigines seek unity, through harmony and co-operation.

In the words of the great Prophet, of the Modern Indian Renaissance—Swami Vivekananda.—"Elevation of the

Aboriginals without injuring their Religion" should be the outlook and programme of the "JNANA of action", as recommended in these contributions

for earnest consideration of all my countrymen and countrywomen.

THE END.

FROM OUR ASSOCIATIONS

Kurnool District Teachers' Guild Report of the Twentieth Annual Conference

Held on 5-8-'44 at Kurnool

A large gathering of about 200 teachers attended. Sri K. N. Pasupathi, Secretary, in his welcome address, pleaded for giving the mother-tongue medium of instruction a fair trial in all schools in the district.

Sri T. V. Apparsundaram Mudaliar, D.E.O., opening the conference, exhorted the teachers to conceive their calling in a missionary spirit and pursue high ideals of teaching whatever their status or emoluments.

Sri G. Siva Rao, in his Presidential address pleaded for rescuing Secondary Education from the weighty syllabuses and the multiplicity of subjects. He asked for the abolition of the optional subject in High Schools and for introducing religious instruction. He concluded that it was up to teachers to raise their status by their own united and concerted efforts.

After tea the Conference discussed the draft resolutions. The following were adopted:—

(1) Condolence resolution on the death of Mrs. Kasthuba Gandhi, Sir P. C. Ray and Messrs. Somasundara Sastri (Atmakur), K. Narayana Rao and Mrs. Sadhu (Kurnool).

(2) Thanking the D.P.I., Madras, for introducing English as an Optional subject of examination for the Eighth Standard in Elementary Schools and requesting to declare the candidates failing in English only to be eligible for admission in the Training Schools.

(3) Requesting the Government to take suitable steps to establish an Arts College in Kurnool District.

(4) Requesting the D.P.I. and Government to increase the Dearness allowance to Aided Elementary School Teachers from Rs. 4 to Rs. 10.

(5) Requesting the S. S. L. C. Board to (a) lighten the syllabuses in History and Geography (A. Group); (b) to enter the marks obtained by the candidates in the two papers in the Second Language: (1) Texts and Grammar and (2) Translation and Composition separately in the S. S. L. C. Certificate; (c) to fix the 1st March as the last date for submitting the nominal roll of pupil candidates appearing for the S. S. L. C. Public Examination.

(6) Request to the Government (a) to consider the claims of teachers with a specified period of approved service in non-Govt. institutions, for appointments as Deputy Inspectors and District Educational Officers; (b) to treat the Headmasters and Headmistresses of Secondary Schools in Government, Local Board and Municipal Service as employees of the nonvacation department in view of the personal responsibility entrusted to them.

At the business meeting of the General Body Rev. W. D. Sutton presided. The Annual Report read by the Secretary was unanimously adopted and the office-bearers for the Guild for 1944-45 were elected. Rev. Sutton was re-elected President, Messrs K. N. Pasupathi and N. Sundaresa Iyer as Secretaries, and Messrs. C. I. Abraham and A. Varadan as Vice Presidents. Six other members were also elected to the managing Council.

The Ramnad District Teachers' Guild

The Annual Conference of the Guild was held on 15-7-1944 at Sivakasi, in the premises of the S. H. N. Victoria High School, under the presidency of Sri K. S. Subramanian, B.A., L.T., the President of the Guild. 82 delegates representing 13 affiliated associations and 2 individual members were present.

In the forenoon Sri S. Rama Aiyar, M.A., L.T., Headmaster, S. H. N. V. High School, Sivakasi, gave an interesting demonstration lesson in arithmetic to class 4, on 'Fractions' (First Lesson).

After the Executive Committee had met, the public meeting commenced in the afternoon, with the President in the chair. Sri S. Rama Aiyar, M.A., L.T., the Headmaster of the High School, Sivakasi, welcomed the delegates. The conference was opened by Sri Rao Sahib K. A. M. A. Kaliappa Nadar, the correspondent of the High School, Sivakasi. In this short opening speech, he appealed to the teachers to carry on their noble work, with a missionary spirit and give their very best to the children entrusted to their care. The President in his introductory speech considered that the guild meetings should be treated and conducted by the teachers as a periodical short refresher course in every respect.

The secretary's annual report for 1943-44 was read and adopted. Other things that during the year, the pedagogic aspect had received considerable attention, 5 high schools granted dearness allowance, 5 high schools, fee concessions to teachers' children, in response to the appeal by the guild. Then the following Office-bearers were elected for the year 1944-45:—

President:

Sri K. S. Subramanian, B.A., L.T., Headmaster, S. S. Board High School, Rajapalayam

Vice-President:

Rev. M. Swaminathan, B.A., L.T., Headmaster, C. M. S. High School, Srivilliputtur.

Secretaries:

Sri S. Sundaram Aiyar, B.A., L.T., S. S. Board High School, Rajapalayam.

Sri T. V. Balakrishna Pillai, B.A., L.T., S. S. Board High School, Rajapalayam.

Representative on the Executive Committee of the S. I. T. U.

Sri Subramanian, B.A., L.T., President of the Guild.

Two interesting and thought-provoking lectures were delivered by Sri S. Rama Aiyar, M.A., L.T., and Sri C. Arumugam Nadar, B.A., L.T., (of S. H. N. V. High School, Sivakasi) on "The Relation Between Mathematics and Theology" and "The Teaching of English Grammar" respectively.

The following resolutions were then passed:—

1. This Guild resolves to request the S.S.L.C. Board, to instruct the examiners in General Science, Physics and Chemistry, to use in the question papers of the S.S.L.C. Public Examination, only the Tamil Equivalents, published in the *செய்துரைகள்* of the Madras Provincial Tamil Sangam, Tirunelveli, instead of Sanskritized Tamil Equivalents brought out by the University, after giving a due notice of 2 years. Practice of putting the English Equivalents within brackets should, however, be continued.

2. This Guild requests the S.S.L.C. Board to take necessary steps to get the translation into Tamil of the S.S.L.C. question papers in non-language subjects, done more accurately, as the present defective translations cause much handicap to the candidates.

3. The managers of schools are requested to permit private tuition by teachers, for the duration of the war, as masters find it difficult to make both ends meet in these days of high prices, without some such additional income.

4. As regards the S.S.L.C. Geography question paper whose type changes year to year, the guild is of opinion that the S.S.L.C. Board may first circulate a specimen paper and insist on the examiners conforming to the model of that paper. Further the length of the paper needs considerable curtailment.

5. The Guild reiterates its resolutions regarding dearness allowance to teachers passed in the previous conferences and requests the Government to prevail on the managements to grant dearness allowance to teachers at full government rates.

6. The guild reiterates its resolutions passed in the previous conference regarding free edu-

cation to teachers' children and appeals to the government to amend M.E.R. 92 so as to bring its benefit to children of all grades. The Guild appeals to the S.I.T.U. to take up this question in right earnest.

7. Resolved that the Annamalai Medal for 1944, be awarded to P. Peramanayagam of the Kshatriya Vidyasala High School, Virudunagar, who stands first in the district scoring 458 marks in the aggregate.

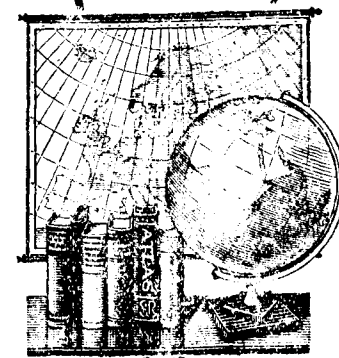
10. The budget for 1944-45 as presented by the secretary was read and approved.

12. This guild requests the Government to open another college of Physical education in this presidency since it is felt that the present Y.M.C.A. College is not sufficient to train the required number of Physical Education Teachers.

The delegates were entertained at tea in the evening and at a dinner party at night by the Teachers' Association of the S. H. N. V. High School, Sivakasi.

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The Diamond Jubilee Celebration of the above schools was inaugurated by Sir Meverel Statham, M.A., I.E.S., C.I.E., Director of Public Instruction, Madras, on 3rd August 1944. Steps were taken to constitute an Endowment Fund for the proposed Girls' High School. About Rs. 1500 has

so far been promised. The correspondent Mr. K. Ramiah Chetty Garu, wishes to bring to the notice of the public that attempts are being made to raise the present Secondary School into a Girls' High School from next year.

THE SOUTH INDIA TEACHERS' UNION

Executive Board

A meeting of the Executive Board of the South India Teachers' Union was held on Saturday, the 8th July, 1944, at 12 noon, in the office of the Union.

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

Members present: Miss S. Chellam (Madras), Mr. V. Guruswami Sastry (Tanjore), Mr. C. A. Samuel (Joint Secretary), Mr. S. D. Purushothaman (Treasurer), Mr. K. S. Chengalroya Iyer (Salem), Mr. V. Jayarama Iyer (South Arcot), Mr. S. Subramanya Iyer, North Arcot), Mr. C. Ranganatha Ayyangar, (Anantapur), Mr. S. Mukunda Rao (South Kanara), Mr. S. Natarajan (Journal Secretary), and Mr. T. P. Srinivasavaradan (Secretary).

Mr. K. N. Pasupathi (Kurnool), and Mr. S. Venkataramanan (Coimbatore) sent letters regretting their inability to attend.

1. The minutes of the last meeting were read and recorded.

2. Arising out of the Secretary's statement on the question of the publication of the Conference proceedings, the Board passed the following resolutions:—

(i) Resolved to invite the opinion of the District Guilds on the question whether the proceedings of the Conference other than the addresses of the Chairman of the Reception Committee, the President of the Conference and the Opener of the Conference, be officially published by the Union itself in the journal, the South Indian Teacher and that the rules be modified for placing extra funds at the disposal of the Union for the publication in time. On page 9 of the rules, under Rule 9-B-(b) the second sentence may be rewritten as follows:—"It shall also meet the cost of printing the agenda paper, including resolutions and the addresses by the President, Chairman of the Reception Committee, the Opener if any, and any other address and of distributing them to the delegates."

Rule C. Sentence 3 to be rewritten as follows:—"This delegation fee shall go to the Union."

Rule C. Sentence 4 to be deleted.

Rule C. Para 4. The Second sentence shall be changed as follows:—"All the amount thus collected shall go to the Reception Committee."

(ii) The Secretary then presented the Report of the sub-committee appointed to recommend the revision of scales of salaries of teachers in Board and Municipal schools. Extracts from the report:—"It is keenly felt that the scales of salaries introduced in G. O. 4619 of 1934 are thoroughly inadequate and the time has now come for the Government to revise the scales liberally." The sub-committee recommended to the Board the following resolution:—"The Executive Board of the Union is of opinion that the scales of salaries introduced in G. O. 4619 of 1934 are thoroughly inadequate and that the time has now come for an immediate uniform liberal revision of the scales of salaries of teachers of all grades and therefore urges the government to take immediate steps to revise the scales."

The Board adopted the report and also the resolution recommended by the sub committee. It added the following to the above resolution:—

"The Board further urges that the scales so revised be admitted for purposes of grant in aided schools."

3. **Paper Control Order.**—The Board after considering the recent Paper Control Order, passed the following resolution:—

"Resolved to request the Paper Controller with the Government of India to be good enough to exempt the "South Indian Teacher" and "Balar Kalvi" and "Vidyodaya" a Kannada monthly, from the provisions of the Paper Control Order in as much as the first two journals are professional organs conducted by the Union and the third by the South Kanara District Teachers' Guild primarily for educational progress and not for any profit and also in view of the fact that the number of pages in both the cases have been appreciably reduced in accordance with the advice given from time to time by the government on the use of paper."

The Journal Secretary is asked to conform to the provisions of the Paper Control Order until the exemption is obtained.

The Executive Board appreciates the steps taken by schools and colleges in regard to the use of notebooks, books, etc., and shares with them the fear that the Paper Control (Economy) Order of 1944 is bound to affect very seriously the progress of education. The Board urges government to consider education as an essential service and allot sufficient quantity of paper for the publication of books and the preparation of note-books.

The Board decided to renew the membership of the Educational Press Association of America.

The Secretary has been authorised to take such steps as may be necessary to revive the Cuddapah District Teachers' Guild.

4. **Co-option of members to the Executive Board.**—Mr. S. Venkatanarayana of Nellore has been co-opted. For other districts the President and the Secretary have been authorised to co-opt.

5. **Election to the Working Committee.**—Messrs. C. Ranganatha Iyengar (Anantapur), V. Jayarama Iyer (South Arcot), V. Guruswami Sastrigal (Tanjore), V. Antoniswamy (Tinnevely), and K. S. Chengalroya Iyer (Salem), were elected by the Board. The president nominated Miss S. Chellam (Madras) and Mr. K. P. Varid (Malabar).

6. **Education Week.**—The theme for the year is "Crisis in Education and the S. I. T. U." Resolved to form a Central Education Week Committee and to have the celebration of the week from the 9th to the 14th of October 1944. The Secretary has been authorised to take such steps as may be necessary.

7. **Internal Auditors.**—Messrs. C. Ranganatha Iyengar and K. S. Chengalroya Iyer have been elected for the current year.

8. (a) The Board recommended to the Working Committee the consideration of resolution No. 3 (a) passed at the Conference.

THE SOUTH INDIA TEACHERS' UNION

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(b) Mr. S. T. Ramanuja Iyengar's letter to the President: The Board resolved to appoint a committee consisting of Messrs. K. S. Chengalroya Iyer, S. D. Purushothaman, S. Subramanya Iyer, T. P. Srinivasavaradan, V. Jayarama Iyer, and C. A. Samuel (convener) to go into the points raised in the letter and bring up proposals for the next meeting.

(c) Andhra Commercial Teachers' Federation:—The Board resolved to affiliate it, if their rules permit commercial teachers in the province to become members of the federation.

(d) Dearness allowance to teachers in Local Boards: The Union learns with regret that the Salem and South Arcot District Boards have not given effect to the latest rates given to the government servants and hence requests the government to issue necessary directions to the Local Boards.

A meeting of the newly constituted Working Committee was held on the 8th July, 1944, at 2 p.m., in the office of the Union.

Chairman: Mr. M. S. Sabhesan.

Members present: Miss S. Chellam, Messrs. C. A. Samuel, K. S. Chengalroya Iyer, S. D. Purushothaman, V. Jayarama Iyer, C. Ranganatha Iyengar, V. Guruswami Sastrigal, and T. P. Srinivasavaradan.

1. Minutes of the last meeting read and recorded.

2. Mr. V. Guruswami Sastry proposed and Mr. C. Ranganatha Iyengar seconded that Mr. S. Natarajan be elected Journal Secretary. The motion was carried.

3. In accordance with the resolution passed at the Conference a committee of nine with powers to co-opt, was constituted to consider the Sargent scheme as contemplated and to formulate its views on the Post-war Educational Development in India. The members of the Committee are: (1) Sir N. Gopalaswamy Iyengar, (2) Mr. M. S. Sabhesan, (3) Mr. T. P. Srinivasavaradan (Convener), (4) Mr. C. A. Samuel, (5) Mr. S. D. Purushothaman, (6) Mr. S. T. Ramanuja Iyengar, (7) Miss S. Chellam, (8) Mr. V. Guruswami Sastry and (9) Mr. S. Natarajan.

4. The Secretary presented the budget for the year 1944—1945. This was passed by the working committee with slight modifications.

5. Operation of accounts.—Resolved that the Secretary Mr. T. P. Srinivasavaradan and the Treasurer Mr. S. D. Purushothaman do operate on the South India Teachers' Union account on the Indian Bank Ltd., and the Journal Secretary Mr. S. Natarajan and the Treasurer Mr. S. D. Purushothaman do operate on the "South Indian Teacher" account with the Indian Bank Ltd. and the "Balar Kalvi" account with the Indo-Commercial Bank Ltd., Triplicane.

MADRAS, } T. P. SRINIVASAVARADAN,
10th July, 1944. } Hon. Secretary.

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EDITORIAL

The Conference of Managers and After :

On Saturday the 5th of August 1944 a very largely attended Conference of representatives of the managements of aided educational institutions in the province took place at the Madras Christian College High School. In the unavoidable absence of the Rt. Hon'ble Dr. V. S. Srinivasa Sastrigal, Sri T. R. Venkatrama Sastrigal, C. I. E., presided. Representatives from schools in the Andhra Districts, Ceded Districts, the West Coast and from many Tamil Districts, besides managers, and headmasters and headmistresses of many of the schools in the city attended the meeting. Letters had been received from over 40 managements regretting inability to attend but urging the conference to take effective steps to secure additional grants for payment of liberal dearness allowance to teachers and other employees of the schools and to impress upon the Government the urgent need of revising the grant-in-aid code so as to enable managements to improve the scales of salaries of teachers.

We are glad to learn that the conference felt the need for an organisation of managers and has appointed a standing committee. We trust that this committee will be able to consider the many problems that confront aided education in the province, and take steps for their proper solution. The conference viewed with grave concern the difficulty of securing qualified teachers and expressed its opinion that unless salary scales offered to teachers are substantially increased it would become difficult not only to secure new teachers but to prevent the existing teachers from leaving the profession.

The conference passed the following resolutions :

1. The managements of aided schools realise fully the implications of State aided education but in as much as their resources are inelastic and in as much as

the conditions now obtaining are very abnormal, they urge upon the Government the immediate need for relief to teachers and others employed in aided educational institutions and appeal to Government to grant dearness allowance at Government rates and under conditions offered to those under Government employ.

2. This conference of Managers views with concern the increasing difficulty in securing the services of qualified teachers and is of opinion that this inadequate supply may partly be due to the inability of most managements to offer salaries that would make teaching attractive. It therefore appeals to Government to revise the Grant-in-aid Code so that Government aid may be raised from $\frac{1}{2}$ to $\frac{3}{4}$ of the net cost and to liberalise the scales of salaries that would be admitted as approved expenditure so as to enable managements to offer proper salary grades and staff their schools adequately.

It appointed a deputation to wait upon the Director of Public Instruction and press the need for taking immediate action on the lines contained in the resolutions. We are glad to learn that the Rt. Hon'ble Dr. V. S. Srinivasa Sastrigal was able to lead the deputation and that, Sir Meverel Statham, our very popular Director of Public Instruction, gave them a very sympathetic hearing and assured them of his whole-hearted efforts in securing for teachers wholesome conditions of service and adequate scales of salaries. He is also reported to have assured the managements of his recommending very strongly the case of the aided school teachers for dearness allowance at full Government rates.

It is unfortunate that in some quarters there still prevails the notion that an aided school is not entitled to the same treatment as a school under a local body. We are confident that Sir Meverel Statham will be able to convince the Government that an extraordinary situa-

tion requires an extraordinary procedure. The enormous increase in the cost of living has created an unusually complex problem. The income of most schools is practically limited. As an increased enrolment in most cases involves an increased expenditure on accommodation, equipment, and teachers, the rush of admission in our schools does not improve the financial position of the schools. The managements in most cases are unable to secure the additional funds that would be necessary to improve the salaries of teachers in order to enable them to meet the phenomenal increase in the cost of living. This is an extraordinary situation and requires on the part of Government a generous appreciation of the difficulties both of the managers and of the teachers. We appeal to Government to pass early orders directing all managements of aided educational institutions to grant dearness allowance at Government rates to all their employees, and assuring them of grant from the provincial funds to meet the cost thereof. Managers and Teachers in aided schools must be deeply grateful to the Rt. Hon'ble Dr. V.S. Srinivasa Sastrigal who in spite of his old age and feeble health led the deputation and presented the case of the teachers and of the managements.

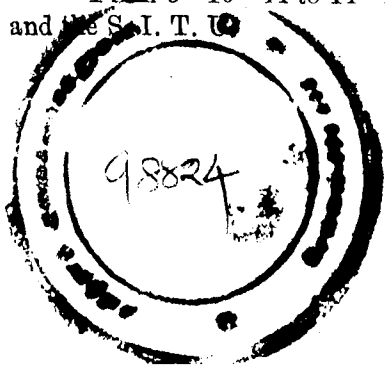
The Benevolent Fund of the Madras Teachers' Guild:

The Madras Teachers' Guild which held its fiftieth annual meeting on Saturday the 25th of August 1944 will be celebrating its Golden Jubilee early next year. It has appointed a Golden

Jubilee Committee and plans for an effective celebration are being drawn up. It is a happy idea of the committee that on the occasion of the Golden Jubilee of the Guild a Benevolent Fund should be instituted for the purpose of awarding scholarships to poor and deserving pupils in general and for helping the members of the Guild with liberal grants for the education of their children in particular. A fund of this kind will enable the Guild to be of great service both to its members and to the cause of education. The Benevolent and Orphan Fund of the National Union of Teachers, London, has been doing very valuable service to its members. The Madras Teachers' Guild proposes to extend the benefit of the Fund to poor and deserving students, even though they may not be sons and daughters of its members. Its generosity is commendable and we hope that on the occasion of its Golden Jubilee it will be able to secure a substantial sum of money adequate for the purpose. It is a matter for joy to learn that the idea has already commended itself to philanthropists and that Sriman D. Balasubrahmanya Iyer, Proprietor Messrs. B. G. Paul & Co., has set the lead by sending his donation of Rupees One Thousand to the Fund. We hope that this splendid act will be followed by other donations. If the modest desires of the Guild are to be realised it would require at least Rs. 1,00,000. We hope that the Madras Teachers' Guild would succeed in its endeavours and that it would be enabled to secure this sum by the time it celebrates its Golden Jubilee.

The Fourteenth South Indian Education Week

From 9-10-44 to 14-10-44. Central Theme—The Crisis in Education and the S. I. T. U.



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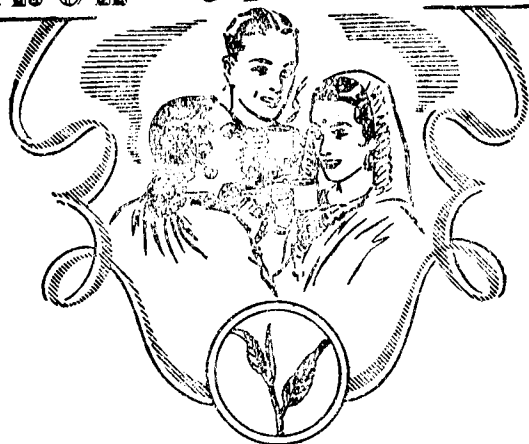
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