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JUNE & JULY 1946



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THE SOUTH INDIAN TEACHER

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THE XXXVI MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, BELLARY.

The 400 delegates and an equal number of reception committee members that gathered in Bellary to participate in the 36th Madras Provincial Educational Conference assembled in the municipal park at 4.45 p.m. on 15-5-46 and marched in procession with the President-elect Sjt. M. S. Ekambara Rao, Rao Sahib R. D. Paul, the Collector and District Magistrate, and Sri K. Vedantam, the Chairman of the Reception Committee. Many distinguished citizens of Bellary graced the occasion with their presence. A special band was in attendance.

On arrival at the Municipal High School, a group photograph was taken.

Assembling in the spacious and beautifully decorated pandal, erected for the occasion, the proceedings began with music and prayer.

Sri K. Vedantam, the Chairman of the Reception Committee in a brief speech welcomed the delegates and emphasised the urgent need for radical changes in our educational system. He expressed the opinion that all educational institutions should be state managed and referred to the Ceylon Government's decision to make education at all stages compulsory. He requested Rao Sahib Rajiah D. Paul to declare the conference open.

Rao Sahib R. D. Paul, then declared the Conference open. He remarked that the purpose of Education as a whole and the special aims of the different stages of education need re-examination and a

proper enunciation. He was of opinion that the changing of the educational system of the country as a solution of the evil of unemployment was a mistake.

Sri M. S. Sabhesan, President of the S. I. T. U. then proposed Sri M. S. Ekambara Rao to the Presidentship of the Conference. He said that Mr. Rao was a distinguished son of South Kanara district which had won for itself a place in the educational world. He said that the district had earned a name for steady and silent work. Mr. Ekambara Rao, observed Sabhesan, was not in the lime light; nay, he even avoided it. But he was a sincere, silent and steady worker. The union, needed at this hour the guidance of a person who could combine high ideals with practical realism and this they had, said the speaker, in their President elect. Mrs. Devanayaki Ammal (Madras) seconded the proposition.

Rao Sahib R. Krishnamurti Iyer, President, The Madras Teachers' Guild in supporting the proposition paid a glowing tribute to the qualities of Mr. Rao and was sure that he would be giving the correct lead.

Messrs. E. N. Parameswaran, V. Ramunny and K. N. Pasupathi further supported the proposition.

Amid acclamation, Sri M. S. Ekambara Rao was installed in the Presidential chair and Sri K. Vedantam, handed him the Presidential badge.

Mr. M. S. Ekambara Rao, then delivered the Presidential address which

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was listened to with rapt attention and was marked by applause of appreciation. He concluded with the following observation:—

"Our conference is inaugurated on an auspicious day. Today is the full-moon of Vaikasi, a day twice sacred in the life of the Buddha, the day of his birth and the day of his death. On this day a great teacher shows himself to the people. May He guide us aright so that we may receive the blessings of the Great."

Mr. G. Venkatarama Iyer, the Secretary of the Reception Committee, then read messages wishing the Conference success from Sachivothama Dr. Sir C. P. Ramaswami Iyer, Sri T. Avinasalingam Chettiar, Dr. S. R. U. Savur, Sir C. R. Reddy, Mr. E. D. Martin, Upadhyaya Sangha Karya Praveena Rao Bahadur S. K. Yegnanarayana Iyer, Sri Ayodhya Prasad, Sri V. Natarajan, D. E. O. Malabar, Rev. F. H. Brown, Rev. H. A. Popley, Sri T. Veerabhadran, Mr. Chet Singh, and Sri S. Lakunda Rao.

Sri T. P. S. Varadhan made an announcement in regard to the constitution of the subjects committee and its meeting.

Mr. Krishnamoorthy, Secretary, Exhibition Committee, made a statement regarding the exhibition and requested Srimathi Janaki Devi to declare the exhibition open, which she did in a speech in Telugu in the course of which she stressed the importance of handwork, and the need to develop handicrafts.

Mr. Gururaja Rao, Secretary of the Reception Committee proposed a vote of thanks to Rao Sahib R. D. Paul and to Srimathi Janaki Devi.

The distinguished visitors were then taken round the Exhibition.

The Exhibition was arranged in the premises of the Government Training School. It was an interesting display consisting of pupils' hand-work and teaching aids prepared by teachers. Through the courtesy of the American Consul, Madras, over 200 photographs illustrating all phases of Education in the U. S. A. were kept on show. The

photographs showing how the Schools of America served as Community Centres were very much appreciated.

The Reception Committee was At Home to the delegates. There was a grand dinner. At 9-30 p.m. the Subjects Committee, elected in accordance with the rules by the delegates present, met at the Conference hall with Sri M. S. Ekambara Rao in the chair. The resolutions on the agenda paper were discussed and adopted with slight modifications.

SECOND PUBLIC SESSION

16-5-46, 8 a.m.

The Conference re-assembled in open session at 8 a.m. on 16-5-46 with Mr. M. S. Ekambara Rao in the chair.

Initiating the discussion on "Universal Free Compulsory Education and Supply of Teachers," Mr. M. S. Sabhesan, President of the S. I. T. U., deplored that even after the lapse of several years after Gokhale's powerful plea for promotion of literacy in the country, the percentage of literacy, even at a liberal estimate, was so low as 15 today. It was equally deplorable that no serious attempt had been made so far to rectify the mistakes that contributed to this state of affairs. Our backwardness in industry, agriculture, commerce, etc., and also the high percentage of mortality obtaining in our country could be traced to our backwardness in elementary education.

At this crisis, the Sage of Sabarmathi came out with a clear and comprehensive scheme of elementary education, popularly known as the Wardha Scheme. He had taken counsel of eminent educationists in the preparation of the scheme. It provided for universal, compulsory, free basic elementary education. It emphasised the self-activity programme and self-supporting idea of education. It was craft-centred. As usual with us in our country criticism was always in excess; and the self-supporting idea had come to be criticised in a large measure. It was far from the idea of Mahatma Gandhi, the sponsor of the scheme, when he placed it before the country that the school should be supported by the sweat and

labour of the children. The idea was to make children earn while they learn.

Mr. Sabhesan said this idea commended itself to him, for it was better in that way to bring more children under education than allow them to go without any education at all. The Sargent scheme contained the essentials of the Wardha Scheme, though it did not endorse, in entirety, the self-supporting idea. The Sargent Scheme did not deny the usefulness of craft education but only stressed that the proceeds of articles prepared by pupils, in course of study, should not be the only available source for the maintenance of the schools. The Sargent report equally emphasised the importance of the teacher in the scheme of elementary education.

There was no denying the fact that the conditions of elementary school teachers were really deplorable. Mr. Sabhesan continuing said that he did not propose to repeatedly catalogue the unsatisfactory and deplorable state of affairs of the teachers. It was time they paid special attention to the educational side. While he did not dispute the need for a contented and disciplined band of elementary school teachers, he said their self respect demanded that they should discontinue to plead for the betterment of their conditions. What was required was that they should clearly define their goal and follow it. He also advised teachers to recognise the change in public opinion regarding education. The idea of equipping themselves to suit the modern demands of education should engage their attention. The minimum qualifications for teachers, insisted upon in the Sargent Scheme, need not to be quarrelled with. If modern educational needs demanded better and efficient teachers, their salaries also demanded revision. He did not favour the idea of demanding a particular scale of pay. The scale of pay should be such as to raise the status of the teacher to the required level. The report of the Madras Post War Committee in this regard was there. It fell far short of their demands. His feeling was that the teachers were well trained for their job and they knew

how to do it. Given the opportunity and the necessary financial help, they would discharge their duties satisfactorily.

The Government had no definite programme for promoting literacy. The percentage of literacy would ever remain as it was unless the Government fixed themselves to some definite programme and pursued it. As a realist he invited the Government to publish their post-war education scheme in all South Indian languages and in the light of public opinion revise their proposals suitably to meet the present and future needs and ensure a speedy progress of primary and secondary education in our province.

Sri S. Natarajan then spoke on Teacher Training. He said that teaching was a specialist's job as much as that of a physician or even an engineer. The modern conception of Teaching was far more than what the common people thought of it. The teacher, he said, must do more than teaching the subject matter; he must look beyond and reach the characters and personalities of his pupils. The modern teacher must lead his pupils progressively on toward a more complete understanding of the deep significance, observed Mr. Natarajan. To-day the profession did not attract capable young men and women, as teaching offered only the gloomiest of prospects. It had every thing to repel youths of ability and competence. He pleaded first for a radical improvement in the scales of salaries and in service condition and secondly for the award of stipends sufficient to cover cost of books and materials and maintenance of the pupil teacher.

In view of the importance of the teacher's task, he could not agree with the suggestion of the National Planning Committee for conscription of all matriculates for 1 year of compulsory teaching before they are awarded the certificates. That, he said, may appear to solve the problem of number, but would produce serious harm to the rising generation.

He was for improving the status of the teacher. He felt that training should

not be mere listening to lectures but must include intensive teaching practice under expert guidance. The one year emergency training scheme would only produce ill-equipped teachers. He wanted that the training period should be extended to at least three years and expressed the opinion that training institutions should be brought under the control of a special teacher-training department either within the education department or the University.

Sri S. Srinivasa Iyer of Cheyyar asked if the profession would allow an army of half-baked teachers under the emergency scheme to be recruited or whether we would ask that all teachers should be adequately trained. He opined that the emergency scheme should be welcomed and said that those trained under the scheme should be given the same scales of salaries as those with regular training.

The President of the Conference then moved the following resolution :

This Conference places on record its deep sense of sorrow at the demise of Sri S. T. Ramanuja Iyengar, the Veteran worker of the S. I. T. U., V. Srinivasan for many years the Secretary of the S. I. T. U. Protection Fund, Rev. B. J. Rockwood of Kurnool, P. Thiruvengada Mudaliar (Chidambaram), G. S. Moses, Bellary, and D. P. Khattry, the Secretary of the All India Federation of Educational Association.

This Conference expresses its deep sense of sorrow at the demise of the Rt. Hon'ble Dr. V.S. Srinivasa Sastriar.

This Conference expresses its profound grief at the death of Bulabai Desai.

The resolutions were passed, all the delegates standing.

Sri S. Srinivasa Iyer of Cheyyar then moved—

"While adhering to the view expressed in the resolution adopted at the last Provincial Educational Conference held in May 1945, at Calicut viz. that the recommendations of the Madras Post-war Committee in regard to education are inadequate, disappointing and unsatisfactory, this conference urges

the government to bring into operation without any further delay the eight year programme of Universal compulsory and free elementary education and to issue from time to time in the South Indian languages publicity leaflets explaining fully the details of the scheme and the programme, the kind of co-operation expected from the public and the teaching profession and the measures adopted by the Government for the regular supply of trained teachers."

Sri N. S. Jambunathan of Bellary seconded the resolution. It was adopted unanimously.

Sri K. N. Pasupathy then moved the following resolution :

This Conference views with great concern the growing tendency on the part of competent young men and women to avoid training schools and colleges owing to the low stipends and deplorable conditions of service in schools and is of opinion, (a) that the supply of an adequate number of trained teachers year after year is essential for the success of the educational plan; (b) that the government should improve the status and conditions of service of teachers in schools as recommended by the Central Advisory Board of Education and (c) that the training institutions should be thoroughly reorganised on lines calculated to make the teachers conversant with modern ideas and ideals of Education.

PORTRAIT OF THE LATE S. T. R.

Sri V. Bhuvaramurthy Rao, Secretary, the South India Teachers' Union Protection Fund sought the permission of the President of the conference to request Sri M. S. Sabhesan, president of the S. I. T. U. to unveil the portrait of the late S. T. Ramanuja Iyengar. He made a statement touching the death of S. T. Ramanujam, a foundation member of the South India Teachers' Union Protection Fund and a director from the foundation, till death snatched him away.

Sri M. S. Sabhesan, who was then requested to unveil the portrait of the late S. T. R. gave an account of the valuable services rendered by him to the cause of Education. He referred to his great championship of the cause of the Elementary School Teachers. He referred to his qualities of head and heart, his tireless energy and his selfless work on behalf of teachers. As member of the executive, as Joint Secretary of the Union and as Secretary of the Vigilance committee Mr. S. T. R. had done yeoman service to teachers in this province. Sri T. P. Srinivasavaradhan and Sri S. Srinivasan of Cheyyar associated themselves with the sentiments and eulogised the meritorious services rendered by the late S. T. R. Sri E. N. Subramanyam of Madanapalle paid a tribute to the organisational efficiency of the late S. T. R. and said that the Union and its members owe a great debt to the untiring and selfless work of S. T. R.

The President Sri M. S. Ekambara Rao said that S. T. R. was a great champion of the teachers' cause and a fearless fighter. He was sure that his spirit would inspire the members of the profession.

The conference then adjourned to meet at 5 p.m.

THIRD PUBLIC SESSION 16-5-46

Re-assembling at 5 p.m. with the President of the conference in the chair Sri T. P. Srinivasavaradhan, the Secretary of the Union initiated a discussion on 'Managing Agency'. He said that that was the burning question of the day. He wanted the problem to be examined in a dispassionate manner.

"At present there are three agencies for education—the Government, Local Bodies and Aided Managements. All the three run elementary schools and secondary schools. The local bodies meet their expenses on elementary education from the education cess they levy together with the government contribution. This government contribution before 1941 was equivalent to the education cess. But by an amendment the government absolved itself of that obli-

gation, while permitting the local body to levy a higher rate of education cess. So far as secondary education is concerned, the local bodies meet their expenses from the fee income, from the general revenue and from government subsidy. Before 1934, the salary scales of teachers in schools under local bodies varied from one local body to another. Many of the District Boards could not meet the growing expenditure on secondary schools. Hence in the name of standardisation of scales of salaries the famous G. O. 4619 was issued. While it adversely affected a number of experienced teachers, it did produce an improvement. Many local bodies and municipalities find it difficult to run secondary schools. It was only when the government made it obligatory on the local bodies to pay their employees dearness allowance at government rates, agreeing to meet the deficit from provincial funds, that local bodies paid D. A. to the teachers. That is the position of the teachers under local bodies.

"If we examine the condition of teachers in aided institutions it will be found depressing and deplorable. Let us take first the case of aided elementary schools. The teachers get throughout their service nothing more than what is allowed by the grant rules. Many of the teachers have not heard of any incremental scale. As most of the managements do not levy fees, they have to find out money for meeting the other half on equipment, building and furniture, one half being given by way of grant. Most of the schools are ill-equipped and housed in buildings quite unfit for school purposes.

"If we take aided secondary schools, conditions are unsatisfactory. More than 75% of the schools are deficit schools. Hence in those schools the salaries of teachers are far below those in schools under local bodies or government. Further, many of the schools are not properly equipped and they are housed in buildings thoroughly unfit for school purposes. Since for the major expenses, such as building, furniture and laboratory equipment, only half grant is given, it is no wonder that the schools are far behind those in local bodies.

These aided schools have only one source of income, that is the school fees. Almost all the aided institutions have raised not only the rate of fees but also the number of instalments and yet they are unable to pay their staff adequately.

"If we take the case of dearness allowance, only about 40 aided institutions are at best giving dearness allowance at government rates. Even in times of emergency the government have not chosen to help aided Schools. It swears by the grant-in-aid code which is intended for normal times. Representation after representation has been made to the government since 1948, requesting them to make it obligatory on the part of the managements to pay dearness allowance at government rates assuring them that the expenditure on this item would be met out of provincial funds as an emergent expenditure. The government have not tackled this problem satisfactorily.

"From the above it will be clear that there is no parity of conditions with respect to buildings, equipment, salaries, status and conditions of service of teachers. If right type of men and women are to be attracted, parity should be established. If Sargent scheme scales are to be given effect to as early as possible, then neither the local bodies nor the aided managements can run institutions without more liberal government help. Technical institutions have to be started. These would involve expenditure of a huge sum of money. It is impossible for any private agency and any local body to meet the growing demands. Local bodies find it difficult to run the present number of elementary schools with the cess they levy. If compulsion is introduced and if education is made free and universal, then the cost will be enormous and it will be beyond the capacity of any local body to undertake the education of all the school-going children in its area, as it has only a limited source of income. Unlimited money the government alone can find, as it has found during the war. During the period of planning, there must be one agency and that is the State, so far as primary and secondary educa-

tion is concerned. This is the view of the South India Teachers' Union. If there are certain private managements who desire to run institutions then they may be allowed to do, so provided they satisfy the conditions regarding building, equipment, salary and conditions of service of teachers. The government may give aid to them. Such cases of exemption should be exceptional. Reasons for exemption on other grounds should not weigh with the government."

Mr. Guru Raja Rao who then spoke pleaded for State-control of education. Sri V. Antoniswamy said that a parent must have the right to choose the proper type of school. When a parent is not in a position to do so, he said the state might step in. He argued that State-schools would necessarily have to be secular while Education was a spiritual process. It had to attend to the all round development of the child. He instanced the examples of Germany and Japan. He said the private schools must be allowed in all stages and helped to run efficiently.

Many other delegates desired to participate in the discussion. The President said that further discussion on the subject would be continued on the following morning. He called upon Sri L.R. Chandrasekhara Iyer, M.A., L.T., Madras, to move the following resolution:

This Conference is of opinion
(a) that the Central Advisory Board of Education and the Madras Post-war Committee have not given the question of managing agency the consideration it deserves.

(b) That a comprehensive planned programme of education involving expenditure of crores of rupees can be successfully carried out without interruption only when the state happens to be the agency assuming direct responsibility for public education including the maintenance and administration of schools at least during the planning period.

(c) That the question of agency be considered primarily from the standpoint of the important educational and social principle of equality of opportunity and that a

quasi-public or private agency may as a special case and for special reasons be permitted to maintain schools only when the Government is thoroughly satisfied that the concerned body applying for permission consists of public spirited persons interested in education, that it commands adequate resources and that the pupils and teachers in the schools managed by this body will not in any way be handicapped, and

(d) That the organisation and maintenance of technical institutions in suitable localities will be possible under state agency which alone will avoid overlapping and facilitate co-operation between technical institutions and industries.

Sri A. Sundaresa Iyer of Tuticorin seconded the proposition. Mr. V. Antoniswamy of Tuticorin called on the house to reject the motion as it was worded as it did not make the position of aided schools very clear. The President then adjourned the house saying that the discussion would be resumed on the following morning.

FOURTH PUBLIC SESSION 17-5-46

Resuming the symposium on Managing Agency Sri Samuel Muthiah, of Tinnevely said that the question had come to the fore on account of the very unsatisfactory conditions of service. It must be recognised that private agencies had done yeoman service in the cause of Education. But the agencies that began with altruistic motives had changed into vested interests and become agents for political, religious and communal propaganda. Different communal groups in competition were allowed to start schools without adequate financial resources. He said that some of our aided institutions were once models. But their financial resources having been crippled they were now facing difficulties. He urged the appointment of a commission to examine the conditions of all private aided schools and if need be, take charge of such schools of

the primary grade as were not run on proper lines.

Re. Technical Schools, the speaker was of the opinion that the entire responsibility must be taken over by government. He also wanted that a commission should be set up to survey the conditions of our secondary schools. He was of opinion that no useful purpose would be served by revising the grant-in-aid code in instalments. The government must undertake, declared the speaker, the entire financial responsibility in regard to the salaries of teachers and they should immediately draw up uniform scales of salaries to teachers under all agencies.

Sri M. S. Sabhesan in winding up the symposium said that that problem must be viewed from the teachers' standpoint. He said that managements were interested in furthering education. But so also were teachers. The modern objective of Education, was to develop able bodied, self-reliant and co-operative citizens. Such an aim would be very difficult of realisation, observed the speaker, unless managements had ample, nay unlimited resources. Managers could not claim to command the same. He wanted the question to be viewed from the point of equality of opportunity and said that students in aided schools could not have the facilities that pupils in state schools could command. He said that it was a pity that managements had not so far made any effort to secure the funds necessary either from government or from the public for the efficient management of the schools. He was therefore of opinion that at least in the planning period the state must undertake the full responsibility as otherwise the plan might become liable to interruption.

The conference then proceeded to the consideration of resolutions re. State Control of Education.

Sri V. Antoniswamy resuming said that the consequences of passing such a resolution must be carefully considered. He found that all those who supported the resolutions were praising the services of the aided agencies. He was afraid that by passing such a resolution the union would alienate the sympathies of the managements. He pleaded for safe-

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guarding the right of the parent and the community to give the children a correct religious back-ground. Sri C. Ranganatha Iyengar said that experience with aided managements had shown how they would be unsatisfactory for progress. Sri S. Natarajan wanted the conference to consider the resolution without heat or passion. It did not seek to take away the right of the parent or the community. It only wanted that in the period of planning Government must undertake the full responsibility; for, only then the service would be complete and there would be equality of opportunity. When once the plan was in operation all over the province, then it was time to consider how best to press private philanthropy and local enthusiasm into the service of Education. Mr. Collison of Vellore said that in any scheme of educational reorganisation the cultural back-ground of a community should be fostered. He opined that the resolutions would deny to a community the benefit of its culture. The president observed that religion and culture were unnecessarily introduced in the debate to side-track the issue. He put the motion to vote and it was carried by an overwhelming majority.

The president then called upon Sri M. Rachayya of Bellary to move the following resolution :

This conference is of opinion that piece-meal reform in respect of service conditions of teachers in elementary schools is not desirable and it urges upon the Government that the following proposals contained in the memorandum dated 15-11-45 submitted in this connection to the Government by the S. I. T. Union be given effect to immediately :—

(1) Complete parity of conditions of service in schools under all agencies (2) Basic Scales of salaries fixed in accordance with the Sargent Committee report together with the additional allowances recommended in the report (3) Benefit of the Provident Fund to all trained teachers from the date of appointment (4) Reduction in School hours and the number of

working days to 200 (5) Sick leave and allowances (6) Provision of extra teachers under certain circumstances (7) Removal of the ban in regard to elections.

Mr. Jambunathan seconded the resolution and said that the extra teachers must be at the rate of one per five teachers. The resolution was carried unanimously.

Sri. L. R. Madhusudhanprasad of Madras moved the next resolution :

(a) This Conference expresses its great disappointment with the view of non-interference with the autonomy of managements of aided institutions formulated by the Government in respect of salaries and allowances of teachers in these institutions and is of opinion that such a policy is highly detrimental to the efficiency of aided schools.

(b) This Conference regrets that in spite of the help promised by the government, many managements should plead inability to pay Dearness allowance at Government rates and therefore appeals to the government to direct the managements to pay their employees dearness allowance at Government rates from July 1944 and to meet the entire deficit incurred on account of the expenditure, if and where necessary, from provincial funds as an emergency measure.

(c) This Conference requests the Government to direct that the grant of dearness allowance at Rs. 16 to teachers in aided elementary schools be paid with retrospective effect from 1st July 1944.

(d) This Conference authorises the president of the Conference to lead a deputation to the honourable the minister for Education.

In moving the resolution he said that disparity in salaries must go. He was of opinion that with many managements, it was not inability to pay but unwillingness to help the teachers. He declared that managements that did not possess the finance lost all moral right to exist. Sri M. Venkatasubbu of

Madura in seconding the resolution spoke of the strong discontent among the rank and file and said that many teachers, trained and qualified had resigned their places seeking other avocations. The resolution was carried unanimously.

Sri S. Dhandapani of Tanjore then moved:

This Conference recommends to the Government that the children of teachers be granted full fee concession in all schools and colleges as long as they continue to make satisfactory progress.

Sri S. Natarajan seconded the proposition. Sri K. N. Pasupathy opined that it was impossible of achievement and said that teachers should not be mendicants. The resolution was carried by a very large majority only two voting against.

Sri E. N. Subramanyam in a spirited speech moved the following resolution;

This Conference recommends to the Government that a declaration of the rights of the teaching profession be made by the enactment of a Teachers' Charter drawn up in consultation with the South India Teachers' Union.

Sri E. N. Subramanyam wanted independence for Education which should be freed from dependance on political parties. Concepts of Education were changing, observed the speaker. He was of opinion that Education should be Teacher-Centered inasmuch as the progress of education depended on the right type of teacher. He quoted Sir A. L. Mudaliar re. the following rights of teachers:—(1) right to security of tenure (2) right to salary consistent with qualifications and responsibility (3) right to academic freedom and (4) right to appeal to an impartial tribunal in case of victimisation. He wanted the S. I. T. U. to formulate the rights of teachers and urge upon government to grant these rights in the form of a charter.

Sri G. Sundaram Iyer, Madras, in seconding the resolution said that if such a charter was granted it would secure Swaraj for teachers and it would mean the liberation of the profession

from the abject condition of slavery in which the profession found itself. It was carried unanimously.

Sri T. P. Srinivasa Varadhan then moved the following resolution:—

In view of the recent decision of the High Court of Judicature, Madras, that termination of the service of a teacher is valid by satisfying the provision of three months' notice in the existing contract, this conference brings to the notice of the government the feeling of alarm among teachers in aided schools and urges once again the government to enforce the introduction in the contract of a provision that the termination of service would always be on the previous approval of the Director of Public Instruction and for grave reasons such as incompetence, gross insubordination, serious ill-health, and offences involving moral turpitude.

In commending the resolution to their acceptance, Sri Srinivasa Varadhan detailed the facts of the case referred to in the resolution. He wanted that teachers should refuse to sign a contract which did not contain a provision as outlined in the resolution. Sri P. Govinda Rao who seconded the resolution said that many managements terminated the services of their teachers on extra-academic grounds. The resolution when put to vote was carried unanimously.

Sri C. Ranganatha Iyengar (Gooty) then moved the following resolution:—

This Conference reiterates its view that the appointment of a Provincial Advisory Board of Education is necessary and desirable especially when special problems of education will be coming up for consideration during the planning period and that the Board should consist of the representatives of the Government, the South Indian Universities, the managements and the South India Teachers' Union. (b) This Conference further recommends that the Director of Public Instruction should be made Secre-

tary to the Government to facilitate speedy consideration of educational questions and that the Hon'ble the Minister for Education and the Director of Public Instruction be the President and Secretary respectively of the Board of Education.

In moving the resolution Mr. Iyengar said that the first clause reiterated this view while the second clause sought to ensure harmony and efficiency. He instanced the action of the Govt. of India—the member in charge of Education being the President of the C. A. B. of Education and the Secretary of the Board being also Secretary to Government.

Rao Sahib R. Krishnamurthy Iyer of Madras in seconding the proposition referred to the recommendations of the C. A. B. in this regard. The resolution was carried unanimously.

Sri E. H. Parameswaran of Ambasamudram moved:—

With a view to making inspection efficient and effective, this Conference urges upon government the need to re-organise the inspectorate and in this connection requests government to give effect to the proposals contained in the memorandum submitted on 11-8-45 by the S. I. T. U. on the subject viz., the appointment of experienced headmasters and senior masters to the Inspectorate.

In moving the resolution he referred to the many advantages of adopting the procedure suggested.

He wanted that in the interests of sound education Inspection should be efficient and helpful. It was necessary that inspecting officers should have had actual experience of class teaching and school administration. He deprecated the practice of promoting Superintendents in the Office of the D. P. I. straightaway to the inspectorate. He referred to the views of the Madras University Committee on post war education and said that it would be an additional advantage if inspectors were appointed to teaching posts in schools.

He pleaded for a separation of the academic and the auditing duties of an Inspector. Mr. T. P. Srinivasavaradan seconded the proposition. It was unanimously adopted.

The next resolution in the order paper viz;

This Conference requests the executive of the S. I. T. U. to examine the relative advantages of registering the S. I. T. U. as a trade union and of adopting a code of ethics for teachers and to report before 31st December 1946

was moved by Sri E. N. Subramanyam (Madanapalle). He said that the S. I. T. U. had entered into a stage when it would have to think of the next step to be taken if all our memoranda, deputation, pleadings and requests should fail to evoke any adequate response. This resolution, he said, was the first step and it gave a directive to the executive. Sri V. Narasimhan (Madras) in seconding the resolution explained the advantages of registering the union under the Trade Unions Act. Mr. C. Ranganatha Iyengar of Gooty warned the teachers against degrading themselves by becoming mere labourers. Sri L. R. Madhusudhan said it was disgraceful for teachers to be drawing salaries less than that of coolies and to work under conditions in which even the labourers would not work. He supported the resolution. Sri C. V. Subramanya Iyer said the resolution was symptomatic of the spirit of the age. The Teacher's vocation was a pacific one and his mission was pacific, observed the speaker. Trade unionism, he said, was opposed to the teacher being an inspirer and guider. Such a mentality, he said, would sign the death warrant of the true Teacher, the seeker of Truth. He appealed to the teachers not to support the resolution. When the resolution was put to vote it was supported by an overwhelming majority.

Sri Samuel Muthiah (Tinnevely) moved the next resolution which was passed unanimously.

(a) This Conference is of the opinion that the embargo on school

building schemes for boys' schools should be lifted.

(b) This Conference is of opinion that suitable school buildings play an important role in making education effective and calls upon government to appoint a committee of experts to make suitable recommendations regarding school buildings with playground, museum, library, school kitchen, health rooms etc. and on its recommendations to draw up and give effect to a scheme of school buildings.

He referred to the difficulty of accommodation experienced in Secondary Schools for boys and said that the war being over, there was no reason for the embargo. Sri S. Subramanya Iyer of Ambur seconded the resolution and said that if compulsion were to be effective the school buildings ought to be properly designed.

Sri T. P. Srinivasavaradhan moved;—

This Conference is of opinion that the panel system in the selection of Headmasters of schools under local bodies, even after the changes made by the government in the rules relating to it has not proved satisfactory and therefore requests the government to re-examine the whole question.

Sri C. A. Samuel of Vellore seconded. It was passed unanimously.

With the special permission of the President Sri L. R. Madhusudhan moved the following resolution:

"This Conference expresses its deep disappointment at no representative of the organised teaching profession being nominated to the legislative council. It requests the Prime Minister to recommend to His Excellency the nomination of such a representative especially as teachers are debarred from standing for elections.

Sri E. N. Subramanyam seconded it and Sri C. Ranganatha Iyengar, in further supporting wanted the resolution to be communicated to the authorities telegraphically.

The President's Concluding Address

"We have come to the end of the session—Our labours though not very strenuous have been very purposeful. This Conference at Bellary marks an important mile-stone in the history of the S. I. T. U. It is a matter of supreme joy and satisfaction to us as we listened to the message of the cabinet mission regarding the partition of the country. We heard the declaration and the speech with great satisfaction as it has set the country on its onward march!

"We may well congratulate ourselves on the work done. To an outsider it may look that we teachers have been indulging in a lot of talk. Talking is inevitable in conferences. But we have been very practical and businesslike. I want to assure the public that we teachers desire to make our own contribution to the glory and welfare of our country. We want to be up and doing. One of the resolutions sums up the purport of all the other resolutions passed

The Indian Journal of Education

(Organ of the All-India Federation of Educational Association)

ANNOUNCEMENT

The Indian Journal of Education will henceforth be published as a Quarterly in March, June, September & December

Editor-in-Chief

Mr. A. N. BASU, M.A. (London),
Head of the Teachers' Training Department,
Calcutta University.

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68, Hindusthan Road, Calcutta.

at this conference. I refer to the resolution moved so eloquently by Sri E. N. S. It sums up our minimum demands so that we teachers may discharge our sacred duties in the most effective manner possible.

"I am sure we all will carry very excellent impressions of our Bellary Conference. We are sorry for those of us who were scared away by weather reports and water scarcity. We had very fine conference weather and the Reception Committee has made excellent arrangements. They have been most considerate and generous in their hospitality to all of us. I expect other speakers to express their appreciation of the work of the Reception Committee but I would like to refer to the pleasing entertainment we had last night. It was so entrancing, particularly the music of the two young pupils, that many delegates have asked to express our appreciation in some tangible form. I am glad the S. I. T. U. has sanctioned Rs. 25/- and the delegates too have contributed a like sum. I am giving this to Sri K. Vedantam, the Headmaster of the Municipal High School to be utilised for the education of the two boys.

"I must offer a word of gratitude to the young Volunteers who in a spirit of spontaneous joy and service have been spending their time here.

"It now remains for me to thank you all for your very kind and generous treatment of me. You have been pleased to elect me and I must express my gratitude to you for your very kind indulgence in enabling me to discharge my duties in a spirit of harmony and good will. Here in Bellary you have a mixture of different languages and cultures. It is a happy mixture illustrating that all differences are only outward and that harmony is possible and that we can all get along together in a spirit of mutual harmony and good will." (Cheers)

Venue of the next Conference: Sri M. Venkatasubbu, representative of the

Madura District Teachers' Guild, invited the South India Teachers' Union to hold its next Educational Conference at Madura. Sri T. P. Srinivasa Varadhan, on behalf of the executive of the Union accepted the invitation.

Sri Balasundaram, the District Board Educational Officer, Bellary and Secretary in charge of the Excursion to Hampi explained the arrangements re. the excursion and said that the Rajah of Anakapalle had very kindly agreed to meet the excursionists.

Sri A. Vedantam, the Chairman of the Reception Committee, expressed the thanks of the Reception Committee, to the President and all the delegates. Sri T. P. Srinivasa Varadhan thanked the Reception Committee and referred to the valuable help rendered by Rao Sahib R. D. Paul. He described his sympathy towards teachers and enthusiasm towards the progress of education. Mr. Selvam, of Malabar in a humorous speech referred to their very happy stay in Bellary and said that the Reception Committee had anticipated all the requirements of the delegates and made their stay comfortable. He was of opinion that pickles and fruits would have made the menu perfect. Sri C. Alavandhar of Madras and Mr. Antoniswamy of Tuticorin also expressed on behalf of the delegates their thanks to the Reception Committee.

EDUCATIONAL BROADCASTS.

The delegates of the Provincial Educational Conference had an opportunity to learn of the arrangements which the A. I. R. Madras has been making in the direction of Educational Broadcasts. Mr. Kutti, a representative of the A. I. R. attended the Conference and addressed the delegates, and a copy of the schedule of Educational Broadcasts from July to September was made available to the delegates and their views sought. A Committee of the Conference later had a discussion with the representative.

FOR THE USE OF FORMS IV, V & VI

THE "LIFCO" SCHOOL WORK IN ENGLISH II PAPER

Compiled by: M. Sreeramulu Chetty, M.A., L.T. &
N. Ramaswami Ayyangar, B.A., L.T.,

PRICE

1

RUPEE

The above book contains a collection of Exercises in English II Paper. Many of the Exercises are taken from actual Examinations conducted recently in several High Schools of the Presidency. In order to enable the pupils to understand the exercises, some typical models are given under each Section.

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1. Preface.
2. The Department's latest Syllabus.
3. Section I : A Note on Comprehension with a few models and exercises.
4. Section II : A Note on Precis-Writing with a few models and exercises.
5. Section III : A Note on Letter-Writing with a few models and exercises.

In short, the above book should be said to be a *production by hundreds of High School Teachers* in this presidency in as much as Exercises have been taken from various Schools. Hence, the book will be highly useful for School Work. We therefore, request that the heads of Schools and Senior Teachers of English will be pleased to prescribe the above for class use.

THE LITTLE FLOWER CO.,

Publishers, VILLUPURAM S. I. R.

THE TASK AHEAD

M. S. SABHESAN,

"Secondary education occupies the key position in our national life. A weak secondary education system means an intellectually weak nation. Therefore, secondary education should be multi-purposed and should cater to the needs of the undeveloped mind." Thus remarked Mr. M. S. Sabhesan, President of the S. I. T. U. in the course of a public lecture on the 16th at the Conference. Many distinguished citizens of Bellary were present. Mr. Sabhesan said that it was time they paid serious attention to educational problems. Several persons, laymen and educationists had expressed their opinions on the present system. Elementary education had come to be criticised as ineffective and the secondary education as stereotyped. Education was unrelated to life. The Colleges had been dubbed as institutions turning out un-employed and un-employable graduates. The Health and Physique of our youngmen were adversely affected. Teachers were no good and no good education was possible under the existing system. All these criticisms might not be sound. But all these together constituted a challenge to the teachers. A thorough overhauling of the educational system, he considered, was called for. Unfortunately in India education had been relegated to an unimportant place unlike in Europe. The same dissatisfaction was felt in other countries but even in the midst of war, England devoted its attention to national education and the result was the publication of the Butler Act.

Mr. Sabhesan emphasised the need for devising a system of education, every stage of which was to be self-contained as well as to be a preparation for the next stage. The Wardha Scheme of education, prepared by eminent educa-

tionists under the inspiring lead of Mahatma Gandhi, was quite sound so far as elementary education was concerned. The Sargent Scheme attempted at giving a comprehensive plan of educational reconstruction. The Sargent Scheme had been commented upon favourably and adversely. It had been characterised as unnational because the Sargent Committee had two or three European members on it. That did not make it unnational. Any scheme which did not provide for the all round education—education of brain, mind and body—of the whole nation ceased to be national. National education should consider the children of the soil as national wealth and should recognise the dictum of equality of opportunity for all, irrespective of caste, creed and community and irrespective of the distinction of rich and poor. There was no denying the fact that the poor could not take full advantage of education today. Certain communities were denied education, though not legally but socially. There were numerous adult illiterates in the country and they needed to be educated. That meant a vast army of well-equipped, well-paid and contented teachers. A group of ill-paid, depressed and anxious teachers could not be expected to discharge this tremendous task. He quoted the late Rt. Hon'ble H. L. Fisher and said that an anxious and depressed teacher was a social menace.

Speaking of elementary education, Mr. Sabhesan said it should aim not at literacy but at training for citizenship. The secondary and collegiate education had their own distinctive purposes. The Sargent scheme sought to give a solution to all these. Mr. Sabhesan continued that upon the education of the nation, the future of the country depended. Therefore, the immediate task ahead of

them all was to see how to give effect to such a scheme of education, incorporating all the requirements satisfying the national need. Commending the Sargent Scheme, Mr. Sabhesan asserted: "Let us not go in incessant search of schemes; here it is; its defects are negligible. Let not the precious time be lost." He appealed to the popular Government to adopt the scheme and implement it without further loss of time. First there was the universal basic elementary education as recommended by the Sargent Committee. It deserved priority of consideration. It might be asked where they could find proper schools and suitable teachers. Mr. Sabhesan emphasised that the existing schools and teachers were not to be ignored. With a little more training the present teachers would rise to the height expected of them. Mr. Sabhesan deplored that the Minister for Education had already begun to go about preaching of the colossal expenditure involved in bettering the emoluments of primary teachers. He appealed to the good sense of the Minister to treat teachers also as human beings with human needs and wants and to realise that they should be paid a salary which will keep them from needless worry and anxiety. He asked the Minister to give them the assurance that their needs would be attended to. He was prepared to assure the Minister that they would go on further with their work satisfactorily. Mr. Sabhesan referring to Secondary Education, said a weak secondary education system meant an intellectually poor population. Secondary Education must be diversified and secondary schools must be multi-purpose schools catering to as large a variety of population as possible. It was regrettable that Government should have decided to postpone the bifurcation of the courses of studies. He pleaded for the constitution of an Ad-

visory Body of Education, consisting of the Minister for Education, the Director of Public Instruction, the representatives of Universities, representatives of managers of institutions and representative of the S. I. T. U. That would fill in a great void, besides affording opportunity for the Government to know different aspects concerned with education. He also pleaded for the constitution of a separate electorate for teachers to secure them representation in the Madras legislature. Though it meant only one swallow, yet it could just represent the profession. The Government, he thought, would be wise enough to give representation at least by nomination to the S. I. T. U. It was not to be. He appealed to the Government to realise the high tension that prevailed among the rank and file of teachers and assure them that their needs would be attended to.

The Chairman Sri M. S. Ekambara Rao in his remarks said that the important need today was to study the science of human relationship. The world, he said, was moving towards large scale planning. So far, he said, we in India had a different conception of state but that today the state connoted the people. The people had to share the responsibility for all schemes and plans and no state could take away the birthright of parents in the matter of Education. But aided and private agencies think only in terms of the state. It was the burden and responsibility of the state to see that every child was educated. Private agencies, he said, had a mighty part to play. They had to be pioneers in the field and supply ideas. Education, observed the Chairman, was a living process—a process of evolution and they all had to be very vigilant. Private managements and agencies should be called upon to contribute their great share.

The 16th South Indian Education Week

14th — 19th Oct. '46

Central Theme:— Education — The State's First Charge

Plan Your Week and observe it effectively

THE SOUTH INDIA TEACHERS' UNION

THE ANNUAL GENERAL BODY MEETING

The annual meeting of the General Body of the S. I. T. U. was held on Thursday, the 16th May 1946, at 10 a.m. in the Municipal High School, Bellary. Sri M. S. Sabhesan, the President of the Union, presided. 125 members were present.

Sri T. P. Srinivasavaradan, Secretary of the Union, then read the notice of the meeting. The minutes of the previous meeting were read and approved by the General Body.

The Secretary then presented the annual report for the year 1945—1946. Sri S. Natarajan moved and Sri E. N. Subramanian seconded that the report be taken as read. The motion was passed. Then Sri E. N. Subramanian moved and Sri K. N. Pasupathy seconded that the report be adopted. In the discussion that followed Sri K. N. Pasupathy suggested that a Telugu monthly like Balar Kalvi might be published and that the Executive might think of running a printing press of its own. Sri S. Srinivasan of Cheyyar wanted to know whether there was any district not having a District Teachers' Guild and whether all the affiliated guilds were functioning. He suggested that the Executive of the S. I. T. U. should concert measures to bring into the fold of the Union all the members of the Teaching Profession. He wanted to know why the appendix to the report and the index to the South Indian Teacher had not been published. Sri L. R. Madhusudana Prasad suggested that the Executive should formulate a course of action to be adopted by the Teachers in order to bring pressure to bear upon the managements and the government. He wanted to know whether the influence of the Union was felt by government. Sri G. Sundaram Iyer suggested that the methods of agitation should be changed.

The Secretary in his reply, stated that the influence of the Union was felt by the government and that any action which the Executive decided on should

have the support of teachers under Local Bodies and government. All the District Teachers' Guilds affiliated to the Union were functioning satisfactorily. Owing to certain unforeseen difficulties the appendix and the index could not be published.

The annual report was then unanimously adopted.

Election of Office-bearers.—The following were unanimously elected:—

President: Sri M. S. Sabhesan.
Secretary: Sri T. P. Srinivasavaradan.
Joint Secretary: Sri C. A. Samuel.
Treasurer: Sri V. Arunajatai.

Vigilance Committee.—The following were elected:—

Sri E. N. Subramanian of Madanapalle (Convener).

Sri V. Ramunni of Calicut.
Sri S. Mukunda Rao of Mangalore.
Sri E. H. Parameswaran of Ambasamudram.

Sri L. R. Madhusudana Prasad of Madras.

Amendment to the rules by the Madura District Guild.—Sri M. S. Venkatasubbu of Madura moved the following amendment:—

"Delete the words 'the President' from 'the President, the Secretary and the Treasurer shall be persons resident at the headquarters...' in para 1 of rule 5 of the S. I. T. U. Rules."

This was seconded by Sri Ananthathirthachar of Bellary.

The Secretary pointed out that out of 12 guilds that sent their opinions to this amendment 9 were against and 3 were for, including the Madura Guild. He further said that the Executive was for status quo. When the amendment was put to vote it was lost by a huge majority.

With a vote of thanks to the Chair the meeting came to a close.

Executive Board

A meeting of the Executive Board of the South India Teacher's Union was held at 2 p.m. on Saturday the 27th July 1946 at the office of the Union.

Chairman: Mr. M. S. Sabhesan, M.A., President of the Union.

Members Present: Upadyaya Sangha Karya Praveena Rao Bahadur Mr. S. K. Yegnanarayana Iyer (Ex. President), Mr. V. Jayarama Iyer (South Arcot), Mr. P. L. Ramanatha Rao (Chittoor), Mr. C. A. Samuel (Joint Secretary), Mr. S. Srinivasa Iyer (North Arcot), Mr. V. Arunajatai (Treasurer), Mr. S. Sundaresa Iyer (Tanjore), Mr. S. E. Selvam (Malabar), Mr. V. Bhuvaramurthi Rao (Secretary, Protection Fund), Mr. V. Aravamuda Iyengar (Madura), Mr. S. Natarajan (Madras), Mr. G. Krishnamurthy (Trichinopoly) and Mr. T. P. Srinivasavaradan (Secretary).

1. Mr. E. H. Parameswaran's letter regretting inability to attend was read.

2. Minutes of the last meeting read and recorded.

3. The Secretary then made the following statement:—

(i) The S. I. T. U. soon after the Conference at Bellary waited in deputation on the Hon'ble Minister for Education and explained to him the resolutions passed at the Conference.

(ii) A circular was sent to all the headmasters and headmistresses of aided secondary schools requesting information regarding the rates and instalments of school fees levied.

(iii) A circular was issued to all the Teachers' Associations and the District Teachers' Guilds to observe the 27th July 1946 as "All-Madras Teachers' Day" and to pass resolutions communicated to them.

(iv) Information has been received that the salaries of teachers in the Municipal High School, Cuddapah, have not been paid for 2 months.

(v) The South Arcot District Guild has not paid its affiliation fee for 1945-46 and the Chittoor District Guild has paid a part of its affiliation fee.

Co-optation of Members :

Vizagapatam—Mr. N. R. Raghunathachariar, Lecturer, Maharaja's College, Vizianagaram.

East Godavari—Mr. C. B. Jagannatha Rao, P. R. College, Cocanada.

West Godavari—Mr. L. Venkatarama Sastri, Board High School, Tanuku. Guntur—Mr. T. Suryanarayanamurthi, Taluk High School, Tenali.

Nellore—Mr. Janakiramiah, Rajah's High School, Venkatagiri.

Cuddappah—Mr. T. Sethuramiah, Municipal High School, Proddatur.

Should any one decline, the President and the Secretary were authorised to co-opt fresh members in the vacancies so caused.

Election of members to the Working Committee :

The following five were unanimously elected to the Working Committee:—Messrs. S. E. Selvam (Malabar), S. Venkataramanan (Coimbatore), G. Krishnamurthy (Trichy), S. Srinivasan (North Arcot), P. L. Ramanatha Rao, (Chittoor).

The President nominated Mr. V. Aravamuda Iyengar to the Working Committee.

At this stage (2.40 p.m.) the Board adjourned to meet again at 5.30 p.m. in order to enable the members to join the procession organised by the Madras Teachers' Guild to meet the Minister for Education and the Premier.

The Board met again at 5.30 p.m.

Education Week Celebrations :

The Board resolved to celebrate the 16th South Indian Education Week from 14th to 19th October 1946. The Central theme is "Education—State's First Charge."

Resolved to constitute a Central Education Week Committee with the Secretary of the Union as the Convener. Internal Auditors :

Messrs. C. Ranganatha Iyengar and V. Bhuvaramurthi Rao have been appointed internal auditors.

Provincial Educational Conference :

The 37th Madras Provincial Educational Conference will be held at

Madura in May 1947. The member from Madura informed the Board of the steps taken so far for holding the Conference.

Programme for the year :

The Board resolved on the following :

Parliamentary contact with M.L.A.'s and M.L.C.'s should be established. A Central Public Relations Committee consisting of the Madras members of the Executive Board with Mr. C. Ranganatha Iyengar as Convener, with powers to co-opt, was constituted to prepare booklets and pamphlets for securing the help of the public and the members of the Assembly and the Council. To all Guild meetings the Local M.L.A.'s and M.L.C.'s should be invited. The District Guilds also should form Local Public Relations Committee and the members representing the Guilds on the Executive Board of the Union should take steps for the formation of Local Public Relations Committees.

The Board recommended that necessary provision may be made in the Budget for the purchase of literature.

Mr. S. Srinivasa Iyer suggested increase in the rate of subscription by members for assessing the affiliation fee and the appointment of a paid Secretary. After discussion it was suggested to him that he might send in the necessary amendment.

Midday meal in schools :

The Board resolved that the District Guilds should supply the Union with information on (1) how the scheme works, (2) whether it involves extra strain on teachers, (3) whether children are properly fed, (4) whenever it is stopped, why stopped, and (5) the difficulties felt in organising and conducting midday meal for children.

Printing Press :

At the suggestion of Mr. S. Natarajan, a small committee consisting of Messrs. S. Natarajan, C. Ranganatha Iyengar, V. Aravamuda Iyengar, V. Arunajatai and T. P. Srinivasavaradan (Convener), was appointed to consider the proposal for the running of a printing press by the Union itself.

National Girls' High School, Mylapore :

The Board heard the correspondence between the Secretaries of the Union and of the Committee of Management of the School. The Board resolved to ratify the action taken by the Secretary of the Union and authorised him to take in consultation with the President such further action as may be necessary, to watch the progress of the representation made to the Committee of Management of the School on behalf of the affected teachers of that school and to report to the Executive Board at its next meeting.

Working Committee

A meeting of the Working Committee of the South India Teachers' Union was held on Saturday the 27th July 1946 at 6.30 p.m. in the office of the Union.

Chairman:—Mr. M. S. Sabhesan, M.A.

Members present:—Upadyaya Sangha Karya Praveena Rao Bahadur Mr. S. K. Yegnanarayana Iyer, Mr. T. P. Srinivasavaradan, Mr. C. A. Samuel, Mr. V. Bhuvaramurthi Rao, Mr. V. Arunajatai, Mr. S. E. Selvam, Mr. G. Krishnamurthi, Mr. S. Srinivasan, Mr. P. L. Ramanatha Rao and Mr. V. Aravamuda Iyengar.

1. Election of Journal Secretary :

Mr. S. Natarajan was elected Journal Secretary.

2. The Working Committee decided to appoint Mr. C. Ranganatha Iyengar as Additional Journal Secretary, and resolved to invite him to attend all meetings of the Executive Board and Working Committee and to be the Convener of the Public Relations Committee.

3. The Budget proposals were approved.

T. P. SRINIVASAVARADAN,
Hony. Secretary.

Madras,
1st August 1946.

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H. E. H. THE NIZAM'S GOVT.
1st Oct. 1944.

(Sd.) AFTAB HUSSAIN,
Inspector of Science.

I have visited the Oriental Science Apparatus Workshop personally and I find a large variety of Science Apparatus are being turned out. Being a long standing customer of this firm, I wish to state that the Science Apparatus turned out at present are very efficient. The workmanship is as good as that of any European firm. At present this firm is serving a great need both in India and Ceylon. I wish to recommend this firm for any form of Scientific Apparatus. It is our pride to see an Indian firm working up to such great efficiency.

Professor of Science
8, Peters College, Colombo, Ceylon.

(Sd.) THOMAS PARIS,
F.L.S., F.Z.S., (LONDON.)

EDUCATION IN AUSTRALIA*

W. P. GOODWIN.

The education system in Australia developed its main outlines towards the end of last century. During its formative stages, Australia was divided into six independent, autonomous States, each of which developed its own system. But, partly by imitation and partly by force of circumstances, these systems came to resemble one another closely in their principal features.

Now, as in the political and economic spheres, Australia is manifesting in education both a national and an international out-look consonant with the nation's growing status in world affairs.

In the early stages of settlement the Australian States mostly confined themselves to subsidising church and private schools. But, because of the rivalry of various interests, overlapping, and failure to develop adequate schools in outlying areas, it was gradually realized that the States themselves would have to assume responsibility.

Between 1872 and 1893, all six States assumed control of public instruction by setting up government departments to deal with it. However, private schools continued to function, usually under conditions laid down by the State. With the coming of Federation in 1901, the States retained complete educational autonomy, and the intervening years to 1939 brought little fundamental change.

Principal factors which influenced Commonwealth Government assistance in educational matters were defence considerations, the need to aid research, and the desire to hasten the trend in all States towards equality of educational opportunity.

In 1940-41 the Commonwealth spent Rs. 53,98,200 for educational purposes. By 1943-44 this figure had jumped to Rs. 1,51,53,700. It included expendi-

ture in territories administered by the Australian Government, expenditure through the Repatriation Commission, grants to the National Library, Canberra, and literary fellowships by the Commonwealth Literary Fund, assistance to universities and grants for research, appropriations for physical education to the National Fitness Council, expenditure by the fighting services and for the training of discharged service personnel.

By 1945-46 the Commonwealth Government was providing over Rs. 5,35,50,000 annually for education.

COMPULSORY SCHOOLING.

State appropriations, in addition, steadily increased over the years reaching the total of Rs. 14,98,30,000 well over Rs. 160 per head of those being taught.

Attendance at school is compulsory in all States for all children from six years of age (seven in Tasmania) to 14 years (15 in New South Wales, 16 in Tasmania), either at Government or private schools. Exceptions are those living out of reach of schools, and those prevented from attending by physical disability. These are taught by correspondence.

Education is free at all Government schools, and it is a proud feature of the Australian system that, despite the sparse population covering a continent, even children in the "outback" (remote areas) receive the benefits of free education.

Nursery schools and kindergartens are doing important work with pre-school age children from the viewpoint of health as well as training.

At the age of about 12 years most children transfer from primary schools for secondary education at Government

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high schools, technical schools, or private colleges. Others complete the compulsory period of primary schooling and then enter employment. But many receive technical training in association with it.

Latest figures show 904,000 children receiving education at Government schools, 225,000 at private schools and 33,000 at home. The total Australian population is approximately 7,300,000. The number of Government schools totals 8,814 established at a cost of Rs. 13,11,30,000.

Among private educational institutions, schools conducted by churches have played an important part. About 77 per cent of children at private schools are at Roman Catholic institutions. Although this is the largest private group, other religious organisations also conduct important primary and secondary schools.

Secondary schooling usually continues to the leaving certificate—the “intermediate” certificate requiring three years, and the “leaving” certificate, five years to obtain. Matriculation is required before entry into universities; also for the public services, and by many commercial institutions.

Agricultural high schools offer general secondary education to boys, prepare them for a career on the land, or train them for such faculties as veterinary science, agriculture and engineering at the universities. In three years a comprehensive practical knowledge may be obtained of all types of rural industry, as well as the basic subjects of secondary education.

At all secondary schools organised sport plays a substantial part in the everyday life of the pupils, who are provided with facilities for playing the games they choose. Religious instruction is not given at Government schools, but is usually compulsory at private institutions.

UNIVERSITIES

—There is a university at each capital city—those at Sydney (1850) and Melbourne being the oldest and there are

university colleges at Canberra, the national capital (where one of the courses is for the training of diplomatic cadets) and at Armidale, New South Wales. Only the Universities of Sydney, Melbourne, Adelaide and Queensland have medical schools. University staffs numbered in 1943 about 1,400 professors, lecturers, demonstrators and tutors. Students totalled 11,700 of whom 9,903 were doing degree courses.

Various scholarships, exhibitions, etc., varying in each State, have for long been available to assist brilliant students at universities. In addition, payment of fees and a living allowance are met by the Commonwealth in the case of needy students. The University of Western Australia, thanks to large private endowments has been able to achieve the ideal of all Australian universities—free university education for all qualified for it.

Teachers training colleges usually are attached to, but do not form part of, Australian universities. Varying according to the kind of teaching and the school, training at one of them is necessary before a person may teach at Government school.

Australia is well advanced in technical education; a factor which stood her in good stead when the Japanese almost isolated her in 1942. It is either free or on terms which can be afforded by practically everyone. Either before beginning work, or by means of apprenticeships, Australian youths have ample facilities for technical preparation. Enrolment in technical schools increased from 67,000 in 1935 to 89,000 in 1939 and 96,000 in 1941. War then caused a reduction to 88,000, but with the return to peace conditions, enrolments are rising sharply.

There are various opportunities for studies in commercial subjects. Commercial courses may be taken at Government secondary schools and technical colleges; also at private business colleges in capital cities and in the bigger country centres. The Government schools also usually employ expert teaching staffs for such subjects as

domestic science, architecture, general and commercial art, photography, modelling, sculpture, and music. A number of students of these schools have achieved high recognition in the world of art. There are, as well, many excellent art schools, and music conservatoriums are usually attached to the universities.

Organised adult education has become an important part of the Australian educational picture. The principal organisations are the University Extension Movement and the Workers' Educational Association, both closely related to the universities, and affording opportunities for attending night classes and study circles at a nominal cost.

COMMONWEALTH POLICY

War brought realisation of the necessity for national regulation and encouragement of certain kinds of training and educational activity. The outcome has been the active entry of the Australian Commonwealth Government into the educational field as never before. Nevertheless, education remains primarily a matter for State Governments. Commonwealth policy is to assist them to carry out their duties through their own instrumentalities wherever possible, and State co-operation has remained whole-hearted and close.

Previously, a gradual evolution had occurred towards a national, as distinct from a State, outlook in education. As far back as 1916 State Directors of Education began regular biennial conferences; university vice-chancellors initiated regular meetings in 1920; and in 1921 was formed the Australian Teachers' Federation consisting of representatives of the State Teachers' Unions. In 1930 the Australian Council for Educational Research was established as a result of a grant of Rs. 12,85,000 by the Carnegie Corporation of New York. It is also subsidised by the Commonwealth and States, and its work, including exhaustive examination of library facilities in Australia, has been widely recognized. The next step was the convening in 1936 of the Australian Educational Council, consisting of State

Ministers of Education, for discussion of matters of common interest. The Commonwealth has recently indicated its desire to participate in this body.

War hastened the national process enormously. The Commonwealth Government found it necessary to ensure the training of requisite numbers of professional personnel and of craftsmen for the fighting services, defence and the munition industries, and to provide educational opportunities for service personnel as part of post-war re-establishment. The Universities Commission was set up in 1943 primarily to deal with these matters.

Its first work was to assure a constant flow of graduates from essential faculties such as medicine, dentistry, engineering, the sciences and agriculture. Opportunities for study were afforded to all with the appropriate capacity. They were given financial assistance. In 1943 some 1,623 students were thus aided, and 1,794 the following year.

Meanwhile, under the Defence Training Scheme more than 100,000 persons were trained in skilled crafts for work in the fighting forces and the factories.

A scheme of Services education, which costs over Rs. 53,55,000, was put into operation. Under it more than 60,000 received correspondence courses in a wide range of subjects, leading to over 4,000 university enrolments.

REHABILITATION

Next came the question of the post-war re-establishment of Ex-service personnel, and the Commonwealth Reconstruction Training Scheme began to operate early in 1944, working chiefly, according to practice, through State instrumentalities.

By 1946 the Commonwealth was spending Rs. 4,92,53,000 on rehabilitation training. Additional State expenditure for this purpose is indicated by the fact that New South Wales alone is spending about Rs. 1,07,10,000 from its current education budget of Rs. 7,50,00,000.

This scheme offers training through the normal channels for all professions and vocations. Apart from rural professional training, agricultural courses are closely linked with closer settlement re-establishment projects. On the industrial side training is offered (1) in technical schools until the trainee attains a standard of proficiency to entitle him to not less than 40 per cent of the full award minimum wage in the calling; or (2) where suitable training is not available, in industrial establishments.

During the three to 12 months necessary for (1), Rs. 35 per week is paid to a single man. This increases over a scale to Rs. 56 per week for a married man with two or more children. The trainee also receives grants for books and equipment, and where necessary, travelling expenses and a living allowance when obliged to live away from home during training.

When 40 per cent proficient, the vocational trainee is placed in full employment at full rates, the employer paying 40 per cent of his wages and the Commonwealth 60 per cent until full efficiency is attained. In the case of (2) training continues until the trainee reaches full efficiency.

There are, in addition, special courses for the disabled, aimed at enabling them wherever possible to undertake gainful employment: refresher courses for those who desire them: and part-time courses where full-time courses are not required.

The Reconstruction Training Scheme is at present limited to those who were under 21 years of age when they enlisted, except in the case of those suffering from war-caused disabilities and several other small categories.

This condition comes, not from any desire to restrict the scheme, but because of the limited amount of building space available. Already the Commonwealth has granted Rs. 1,07,10,000 to help universities with their building programmes. Technical schools are benefitting from Rs. 26,77,000 spent on textile schools equipped with Rs. 26,77,000 worth of machine tools, as

well as a grant of Rs. 1,39,14,000 for extensions.

It is expected that a total of 10,000 ex-service personnel alone will take professional courses under the scheme.

Another expanding aspect of the Commonwealth's educational responsibilities is native education in Australian territories and mandates. In this connection it should be noted that part of the purpose of Commonwealth grants about 20 years ago to the University of Sydney for the establishment of a School of Anthropology and a School of Public Health and Tropical Medicine was the special training of administrative and medical officers and others for dealing with the native peoples. Essential aspects of Australia's post-war Plans for its dependent territories are a comprehensive programme of education to further native welfare, and the training of those concerned with the territories' administration and others at a specially established School of Pacific Administration.

Education in the Australian Capital Territory and the Northern Territory—both under direct Commonwealth administration—follows lines similar to New South Wales.

NATIONAL FUNCTIONS

To assist the Commonwealth in these educational responsibilities, a Commonwealth Office of Education was established last year. Its functions are: (1) to advise generally on educational matters; (2) to establish liaisons with other countries, and the Australian States to provide representation on international bodies such as the United Nations Educational, Scientific and Cultural Organisation, and to arrange for exchanges of teachers and students with other countries and for visits by outstanding educationists; (3) to arrange consultation between various Commonwealth authorities concerned with educational matters, such as the Industrial Division of the Department of Labour and National Service, the Universities Commission, the Council for Educational Research, the Council for Scientific and Industrial Research

and the National Fitness Council: (4) to undertake research, not to replace but to co-ordinate and supplement the work of these and State bodies: (5) to provide statistics and information: and (6) to advise regarding financial assistance to States and other educational bodies. Part of the Office's activities will be to extend, in collaboration with the Australian Broadcasting Commission, the use of radio in education: also, in conjunction with the National Film Board, the use of the cinema.

Finally, Rs. 85,67,300 is to be appropriated for the establishment at Canberra of a National University which will, in addition, have about Rs. 32,12,300 to spend annually. Its principal functions will be not to provide undergraduate courses, but to afford facilities for postgraduate re-

search. Complete plans have not yet been announced, but schools already mentioned include Pacific Studies, Medical Research, Physical Science, and Social Sciences. One of the objectives will be to help in retaining in Australia the best Australian scientists and scholars, and in attracting the services of those now abroad.

Thus, any up-to-date picture of Australian education must be through the spectacles of the Commonwealth Government's post-war plans. These aim not merely to expand the national outlook, but also to condition the country for its increasingly important role in world affairs, and in particular, so that it may acquit itself creditably in its great responsibilities as sponsor of a world comity and security in the Pacific.

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SERVICE-CONDITIONS OF TEACHERS IN SCHOOLS: A SURVEY

K. N. PASUPATHI, B.A., L.T.

It is an obvious fact that educational progress and efficiency are intimately bound up with the efficiency of the teaching personnel in the various grades of the profession, from the elementary schools to the university colleges. It is a healthy sign of the times and a comforting factor for members of the teaching profession that men in authority have begun to realise the imperative need for bettering the status and prospects of teachers, and that on platforms of conferences as well as in reports of special Enquiry Committees, utterances and recommendations in no uncertain terms, have been made in this regard. In the All-India Educational Conference held last December in Madras, the then Governor, Sir Arthur Hope, in his opening address, Sir A. L. Mudaliar, in his address on behalf of the Reception Committee, and Sir C. P. Ramaswami Aiyar in his Presidential address—all expressed themselves strongly on the need for improving the teachers' status and emoluments with a view to raise educational standard in all stages.

Teachers are well aware of Mr. John Sargent's memorandum on post-war Education Reconstruction Plans of the Central Government. In it the question of pay and prospects of teachers of all grades is dealt with at some length. It is generally thought that if the recommendations contained in the Sargent Plan are given effect to, the teaching profession will be placed in a fairly contented position. But one cannot gainsay the fact, on a closer scrutiny, that the Sargent scales of pay, under the prevailing economic conditions in our land are far from satisfactory. They must be deemed poor and out of date considering the increasingly acute economic distress in the country and the endlessly mounting prices. For example the scale of Rs. 30 to Rs. 50 for the first 15 years of

service is recommended for teachers with secondary grade qualifications who are to work in the primary schools in the rural areas. This is by no means a generous scale, nay, not even a living wage. The lot of primary teachers who deserve the greatest consideration at the hands of the Government and the public can hardly be improved by the Sargent scales of salaries. In the case of middle schools, secondary teachers are to be paid a scale of Rs. 40/-2-80, and graduate teachers in high schools, that of Rs. 70-5-150, according to the Sargent Report. It is indeed a pity that teachers are asked to remain contented with the poor proposals of pay made in the much spoken Sargent Scheme, while members of every other profession are demanding more decent wages and organising themselves to make their demands accepted by the authorities.

It is now the duty of teachers of all grades working under all the different agencies to organise themselves into a solid band under the aegis of the S. I. T. U., and formulate their own proposals which should be liberal and uniform, whatever the agency under which they work, and press their demands with one voice on the authorities. Mr. Sargent himself, at a meeting held in New Delhi some time ago pointed out the urgent need in India for a teachers' organisation on the lines of the National Union of Teachers in England, to make their voice felt in the country. He further rightly observed that the question of improving the status and salaries of teachers lay in their own hands, and that they must not wait for the Government to look after them. These are true and weighty words indeed, and it is up to teachers to follow up the advice. While teachers of our Province must be grateful to the S. I. T. U. for all that it has done and is doing for their welfare

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they must take up the matter of improving their status in right earnest and urge for a radical change. The teaching profession must agitate in an organised manner for better pay and prospects. It must develop sanctions behind its demands. Until that day comes when teachers will be able to do this, their cry for the betterment of their material lot is bound to be a cry in the wilderness, in spite of every one in power from the Governor and Minister down to the lowest public servant expressing their verbal sympathy for teachers. Of what avail is mere lip sympathy of which the poor profession has had enough and to spare till now? Translating pious utterances and sentiment into tangible action is an entirely different thing. No Government will be prepared, nay not even a popular or national Government, to improve the position of teachers until and unless the latter put forth their demands with one voice, and until they develop sufficient strength behind them. Just now in the midst of hopes raised among teachers as a result of the popular governments being formed in provinces, there is a genuine lurking fear that our popular ministers may overlook the urgent need for effecting anything like a substantial improvement in the service conditions of teachers what with their anxiety to achieve success in more popular fields such as prohibition.

Hence, in the future, the S. I. T. U. and the educational conferences must concentrate more attention on the need for organised agitation for improving the service conditions of the teaching profession. Teachers must organise more and more or they are bound to perish. In their own interest and welfare as well as that of the future generations of teachers and the future well being of education in our land, the Teachers' Union should become a stronger and more powerful organisation, if need be on the Trade Union lines, and tackle the question. Otherwise teachers are sure to live in want and misery for ever, whatever might be the constitutional changes in government.

A brief examination of the present position of teachers with regard to salaries will enable one to understand the need for urgent revision of salary scales. At present teachers serve under one or other of the three different agencies: Government, Local Boards and Municipalities, and Aided Managements. Education at every stage is controlled either directly or indirectly by the Education Department. Now the number of secondary schools directly controlled is about 60, the number of elementary schools so controlled, more than 2,000; and the number of training schools directly controlled being about 100. All other institutions are aided by money grants for various purposes on prescribed conditions. Government makes grants in-aid directly to about 400 secondary schools in our province and to about 250 special and other institutions under private managements. Indirectly it makes grants to about 25,000 elementary schools.

In addition Local Boards and Municipalities maintain more than 300 secondary schools and 20,000 elementary schools. These institutions are mostly subsidised, and over them Government exercise a general control by the scrutiny of the budgets of local bodies and by requiring them to conform to the Madras Educational Rules. Since the year 1930-31, lump sum subsidies are being granted to each local board or Municipal Council, the amount of subsidy varying from institution to institution. Most of the Municipal High Schools in the Rayalaseema or Ceded Dts. area—those of Bellary, Adoni, Cuddapah, Kurnool and Anantapur—have been treated as special cases in which the entire net cost was borne by the Government up to 1930-31, and fixed subsidies, representing nearly the net cost are being paid since that time. This policy of special treatment to the high schools in this area is due to the educational backwardness of the region and the need for specially generous treatment to the schools here to encourage education here. Unfortunately there are Municipal and Board Secondary schools in this area too which receive small grants only, or no teaching grant

at all as in the case of Municipal High School, Nandyal.

Since 1930-31 the entire cost of new secondary schools and of additional classes in secondary schools opened by District Boards and Municipalities is met by the local bodies themselves, the idea underlying this policy presumably being that elementary and secondary education is a primary function of the local bodies. This idea, however, is now exploded, and the State is now considered wholly or in the main responsible for elementary as well as secondary education. Local Boards and Municipal Councils are required to constitute elementary education funds under their control, their budget estimates being subject to the approval of the Local Government.

As regards aided schools, they are governed by the grant-in-aid scheme of the Government. Grants to elementary schools are made on the basis of the qualifications of teachers, but relating the total amount of grant to the distribution of pupils in the several standards and to the number of pupils in IV and V standards. A minimum attendance figure is also prescribed to make the school eligible for grant. In the case of aided secondary schools, grant is normally half the approved net cost for the preceding financial year. In addition the management is paid a grant to cover the loss of fee income due to the award of fee concessions to pupils belonging to Muslim, Scheduled or Backward classes and to girls, and also due to the fee remission up to a certain limit.

As for the existing scales of salaries paid to teachers serving in schools managed by Government, Local Bodies and Aided Managements, it may be generally stated that teachers in Government service are a little better off than their compeers serving under Local Bodies, and these latter are a trifle better off than their brethren in aided schools. The different scales of salaries under different managements or agencies are due to the different circumstances and the consequent different financial treatment meted by the State to the schools under each agency.

To-day there are about 700 high and middle schools, and thousands of elementary schools run by the three principal agencies stated above. In the case of Government schools, the service conditions, in spite of the low salaries are not altogether bad considering the advantages enjoyed by them as regards leave rules, pension and general provident fund. But the existing scale of pay—30-2-2-55 for the secondary grade teachers is a pittance indeed! Graduate teachers are paid 70 Rs. 10/2/130, a much better scale than that given by local bodies (65 Rs. 5/2-100). In aided schools scales of salaries differ from institution to institution, also from year to year in some of them. In the vast majority of aided schools there is nothing like security of tenure, or fixed scales of pay, or permanent leave rules. Despite the contracts between teachers and managements and the increasing control exercised by the department on aided schools injustice continues to be done to teachers in service in these schools which unfortunately happen to be by far the most numerous. The present deplorable service conditions in aided schools is mainly due to the policy of "laissez-faire" pursued by the Government. This policy of non-interference with the autonomy of aided managements is highly detrimental to the efficiency of the aided schools. Government does not raise its little finger to set right wrongs caused to teachers in respect of salaries and allowances, leave rules, etc. The S. I. T. U. during recent years has spoken strongly on the subject and made constant representations to the Government. As a result, only recently Government has been attempting to move in the direction of urging aided managements to improve salary scales of teachers. And the teaching profession in our Province is thankful that some enlightened and wise managements have actually begun to do the right thing in the matter.

As regards secondary education fees from pupils meet only about fifty per cent of the total cost in schools under District Boards and Municipalities. In Government schools the fees collected meet about thirty per cent or less of the

total cost. But in aided institutions it is strange that about 75 per cent of the cost is met entirely from school fees. The number of scholars in these schools is far greater than that in all other institutions under other agencies put together. Yet it is just these aided school teachers that are paid lower salaries and that work under harder service conditions than the teachers serving in public schools. From an analysis of the scales of salaries obtaining in aided schools, made by Mr. T. P. S. Varadan, Secretary, S. I. T. U., it is found that scales are not uniform, they vary from school to school, though placed in the same locality. The average scale computed from the statistics taken from more than 250 aided high schools, for Headmasters is Rs. 100 to Rs. 150. The scale for L. T. Assistants varies from Rs. 40-2½-60 to Rs. 60-4-100, the latter scale prevailing in most aided secondary schools. Only in a few cases, the scale for L. Ts. is 80-4-120 or more. For other grades of teachers the scales are the same as those in Government schools except in a few cases where secondary grade teachers are paid a higher scale than that in Government service.

In primary schools teachers in Government service draw the scales fixed according to qualifications. In Local Board and Municipal schools the salaries of elementary school teachers are higher than those fixed for purposes of grant in the case of teachers in aided schools. The grants paid to the managers of aided schools are at the rate of Rs. 9 for Lower Grade teacher, Rs. 14 for a Higher Grade teacher; 17 2/3 for the Secondary Grade teacher, and Rs. 22 2/3 for an L.T. or Collegiate Grade teacher working in elementary schools. To-day there are more than 60,000 teachers in elementary schools under private managements, about 80 per cent of whom are trained. Their salaries are pitifully low, hardly enough to keep a single soul, body and soul together. They seem to have no present and no future. No increments at all are added to their salary at any time. What is worse, even the amount of Government grant is not paid to them in full. It is this class

of unfortunate teachers more than others, that require immediate help from the Government and the public. It was this class of teachers who, under conditions of acute economic distress were compelled in Malabar to take to direct action a few years ago. Thanks to their example, the authorities are disbursing the grants due to elementary teachers once every quarter. Very much has to be done in the future to improve the lot of the suffering elementary teachers on whom the first responsibility of educating school children devolves.

Writing on the service conditions of teachers under aided agencies, the late S. T. Ramanujam Iyengar with his intimate knowledge on the subject wrote "If aided education is to have a fair field: partnership must take the place of proprietorship, and Government must be the overmaster working through a Provincial Board of Education to tackle aided education problems. Teacher in aided schools must be unified under a registry and under statutory service conditions making it impossible for agencies to football teachers or to treat them as spare parts of the educational machinery. A review of the recognition of the agencies is called for to eliminate managements with no material or moral endowment. Delays in overhauling the aided system are bound to create not merely teacher revolts as in Malabar in exasperation, but make for catastrophe in aided education."

Leave rules of teachers in Government, Local Board and Municipal service are governed by Fundamental Rules. But teachers in aided institutions suffer a lot without having any uniform leave rules. In many aided schools only half pay is given even when teachers go on sick leave though they may have put in 20 years or more of service. In aided elementary schools when a teacher falls sick, only his substitute is said to get the grant. The sick permanent teacher is thus doubly punished and deprived of his wages at a time when he badly needs extra help. The S.I.T.U. has from time

to time taken matters like this to the notice of the Government, but in vain.

Regarding the Provident Fund for teachers in aided schools, the Teachers' Union has been urging the Government to raise Government's contribution from 1/3 to 1/2 in view of the fact that Government itself really gained by the Provident Fund investments of teachers which earned a very low rate of interest. This matter has received scant consideration so far at the hands of the authorities.

Regarding dearness allowance to teachers, Government has at last been pleased to grant it to elementary teachers at the full rate of Rs. 16 and Rs. 18 per month with effect from February last. Similar justice has yet to be done in the case of teachers in aided secondary schools. There is no reason why this class of teachers alone should be deprived of the maximum rate of D.A. paid to all other employees.

This brief survey of service conditions reveals the sad economic plight of teachers in the province, particularly of teachers in aided schools. To improve the lot of the teaching profession as a whole, a uniform liberal scale of pay, consistent with the dignity and self-respect of the profession and prevailing economic conditions, must be ordered by Government. Intense agitation on the part of teachers is necessary to achieve this end. Let all teachers working under all managements unite and pool their efforts together, sinking their differences and standing shoulder to shoulder under the lead of the S. I. T. U.,

and strive to secure a just place among the various professions in our land. Teachers need not blush to ask for their right. While doing their duty efficiently and devotedly it behoves them to urge for the betterment of their material lot so that they may make themselves still more efficient to serve the cause of education and country. To enlist the enthusiasm of teachers and to attract intelligent young men to the profession in the future, Government must without further delay improve the service conditions of teachers working under all agencies. When all other kinds of public servants demand to be remunerated in accordance with their qualifications and the importance of the work they do in society, why should teachers alone be indifferent to their economic well being and social interests? So let teachers agitate for liberal scales of pay and complete parity of conditions of service in schools. That is what the S. I. T. U. has been striving for these last three decades. And the fulfilment of this ideal rests entirely in the hands of the rank and file of the teaching profession. They must unite and agitate or they are bound to be hewers of wood and drawers of water for ever.

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The Madras Provincial Elementary School Teachers' Federation.

ORGANISATION FORMED AT THE 36TH ANNUAL EDUCATIONAL CONFERENCE HELD AT BELLARY

The delegates of the Elementary School Teachers organisations who attended the 36th Annual Educational Conference held under auspices of the South India Teachers' Union met on 16-5-46 at 2 p.m. at the Provincial Educational Conference Hall at the Municipal High School premises under the Presidentship of Professor E. N. Subrahmanyam of Madanapalle. Mr. V. Ramunni of Malabar explained to the delegates the necessity for a provincial Organisation for the Elementary School Teachers. Messrs. T. Krishnamoorthy and Anandathirthachary of Bellary and Mr. K. Dasappa of South Kanara also spoke supporting Mr. V. Ramunni. The President endorsed the opinion expressed by the speakers and exhorted the Elementary School Teachers to strengthen the Federation that they were going to organise. Resolutions forming a Provincial Organising Committee with Sri E. N. Subrahmanyam as President and Sri V. Ramunni as Secretary, and a sub-committee for drafting a constitution were also passed. Another resolution authorised a sub-committee to formulate the various demands of the Elementary School Teachers and prepare a memorial to be submitted to the authorities. With a vote of thanks to the chair and organisers of the Conference, the Conference terminated at 4 p.m.

Resolution Passed at the Public Meeting held under the auspices of the District Teachers' Guild, Coimbatore and Nilgiris on 6-7-1946.

1. This public meeting held under the auspices of the Dist. Teachers' Guild, Coimbatore and the Nilgiris welcomes the move of the Madras Govt. in aboli-

shing English from the curriculum of the primary classes as it is in accordance with sound educational principles for which the Guild has been agitating from time to time.

2. This meeting welcomes the recent order of the Government in making the Regional language the first language and requests the government to clarify the position of English in the Secondary School curriculum as to whether it is a compulsory second language or not; it further requests the government to publish the Director's suggestions invited by the Govt. thereon for the consideration of the teaching profession before any decision is taken on the matter.

3. This meeting of the Guild wishes to draw the attention of the Ministry to the fact that such piecemeal reforms in Secondary Education will never meet the imperative necessity of overhauling the present system and urges upon the government the need for forming an Advisory Board of Education as suggested by the S. I. T. U. and as already adopted by the Govt. of Bombay, to evolve a new educational policy.

4. This Guild draws the attention of the Govt. to the present problem of recruitment of teachers, keenly felt throughout the Presidency; and as no educational expansion will be possible without tackling this question which is inseparably connected with the revision of scales of pay of teachers so as to make the profession attractive, this meeting urges the Govt. to tackle this question first and suggests the levy of an Educational tax if necessary to meet the demands of the budget.

The scales suggested by the Guild in its Memorandum presented to the Hon'ble the Minister for Education on 22-6-46 should be immediately given effect to.

5. This Guild requests the Govt. (1) to take immediate steps to re-organize the present training schools so as to make the teachers under training fit for work in the new basic schools that are being contemplated by the

Ministry, (2) to run refresher courses for the benefit of teachers already in service in schools.

6. This meeting of the Guild is of opinion that service conditions of all teachers in schools under different types of managements should be uniform and till this is given effect to the present form of agreement between teachers and managers should be modified under the following lines:—

- (a) An irreducible minimum scale of salary with automatic increments should be enforced by the Government.
- (b) Leave rules similar to those existing in quasi Govt. and Govt. institutions should be incorporated in the agreement.
- (c) Termination of service by the employer or employee shall be only at the end of the educational year.
- (d) No teacher's service shall be terminated without a reference to the Director of Public Instruction.
- (e) A teacher's service shall not be terminated except for the following reasons:—
 - (1) Violation of the M. E. R.
 - (2) Gross immoral conduct.
 - (3) Physical incapacity for work if certified by Dt. Medical Officer.
 - (4) Gross insubordination to authority.
 - (5) Closing down of an institution.

7. This Conference requests the Municipal Councils, District Boards and managements of aided institutions to draw the attention of the Government to the great scarcity of teachers both trained and untrained, and urges the necessity for revising the scales of pay of teachers immediately so as to attract enough men to the profession.

THE TRICHY DISTRICT TEACHERS' GUILD.

The portrait of the late Sri S. T. Ramanuja Iyengar was unveiled at the Guild House, Trichy, on the 13th of July

1946, by Sri V. Guruswami Sastrigal, B.A., L.T., President, Tanjore District Teachers' Guild. Sri V. Guruswami Sastrigal, in unveiling the portrait, referred to the eminent services rendered by Sri Ramanuja Iyengar to the cause of Education and pictured his bold stand on several occasions as the champion of the teachers' cause.

Sri A. Rama Iyer, President, Trichy Guild, spoke on 'The demands of teachers' and stressed on the need for decent salaries for teachers.

Sri T. V. Sadagopachariar, M.L.A. (Central), who presided over the function, sympathised with the lot of the teachers and suggested the holding of frequent public meetings to give publicity to the needs of the teachers.

Sri G. Krishnamurthy, Secretary, in thanking the Chairman of the evening requested him to stand by the teachers in the budget discussions in the Central Assembly, see that a minimum allotment was ear-marked by the Central Government for Education out of the advance to be made by them for Provincial Post-War Schemes and cause an All-India Educational policy to be framed.

He paid tributes to the late Ramanujam and pointed out how his familiar name S. T. R. was proved by him to stand for Service to the Teacher till Retirement from this world.

ALL-INDIA PHYSICAL EDUCATION CONFERENCE.

The Reception Committee of the All-India Physical Education Conference and the All Maharashtra Physical Education Conference in consultation with Hon'ble Mr. B. G. Kher, Prime Minister, Bombay, Dr. K. S. Bhaskar and Dr. M. N. Natu respectively President, working President and Secretary of the All Maharashtra Sharirik Shikshan Mandal, have now fixed up the dates for both these conferences as 13th to 17th October 1946. Intimations of these dates are being issued to all concerned. Correspondence in connection with the Conferences should be addressed to *Vaidya H. V. Deshpande, General Secretary, Reception Committee, Amraoti.*

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Mid-day meal in schools

The mid-day meal service in schools is no longer regarded from the point of view of charity. It now happens to be approached from the standpoint of national well-being. The Corporation of Madras has been spending an appreciable amount on mid-day meals and has also begun to supply milk to school children. The Dewan of Travancore feels that the supply of mid-day meal makes the State control of elementary education imperative. The Post-War Education Scheme of Madras realises that the children must be adequately fed if they are to benefit from school instruction. This scheme contemplates an expenditure of as large a sum as Rs. 12½ crores on mid-day meals. It is quite likely that in the actual working of the scheme there may be a number of administrative difficulties. In the working of the mid-day meal scheme in England administrators were confronted by several difficulties. There should be a clear understanding of the obstacles in the way if the children in our province should get the full benefit of the scheme.

In England there were divergent views regarding the part to be played by teachers in working the scheme. Some teachers considered their participation in the scheme as a pleasant duty while some felt that it was a serious burden. A conference of the representatives of the Ministry, the Local Authorities, and the National Union of Teachers discussed the problem from all aspects and the Ministry of Education has issued for the guidance of the authorities and teachers a detailed Circular. (Circular 97; vide "The School Master" 18th April 1946) This Circular deals with (a) the national importance of the school meals service and its place in the life of the school; (b) the consequent responsibility of teachers and the conditions under which mid-day meal supervision should be performed by them; (c) the concurrent responsibility of the Ministry and Local Education Authorities for improving the present material and staffing conditions. Miss Wilkinson, Minister for Education,

addressing a Conference of the National Union of Teachers, explained the principles underlying the scheme and appealed to the teachers for their co-operation. Her observation is of more than local interest and it will be a very good thing if teachers as well as school authorities in our province bear it in mind.

In the course of her speech she referred to the great improvement in the physique of children brought about through the supply of mid-day meal and milk. She also explained that the difficulties experienced by teachers were more due to inadequate equipment and lack of dining accommodation. She assured teachers that all steps necessary for the smooth working of the mid-day meal service would be taken as general conditions improved. Explaining the principles of the scheme and the duty of the Ministry, Miss Wilkinson said, "Under proper conditions the school dinner is an important part of the corporate life of a school and it gives an opportunity for social training. Therefore it must be part of the responsibility of the teachers. What we have to do is to improve conditions as soon as we can so that the school dinner really can achieve these aims. As for material conditions, the Ministry and, I am sure, the Local Education Authorities, will make this one of the most urgent tasks. As for staffing conditions the burden will become lighter as more teachers become available; but it will certainly be necessary for Local Education Authorities to appoint paid assistants to help the teachers. Some of them might very well be parents. Our aim is twofold; 1. to make the school dinner into something which not only help to improve the children's physique but plays a valuable part in the life of the school; 2. to improve material and staffing conditions so that you can take your share in the responsibility for school meals without feeling that it is a disagreeable burden. We can only achieve this aim if all the partners in Education work together."

The Executive Board of the South India Teachers' Union appeals to teachers throughout the province to study the several aspects of the mid-day

meal problem and be prepared to co-operate with the authorities for the welfare of the children.

The Bellary Conference:

The 36th Provincial Educational Conference held at Bellary must be regarded as a unique Conference marking a distinct milestone in the progress of the South India Teachers' Union. We congratulate the Reception Committee on the very excellent arrangements they had made and for their very generous hospitality. Mr. K. S. Vedantam and his able band of workers did their best and ensured the proper Conference atmosphere which contributed very largely to the success of the Conference.

The Conference considered three of the most important and pressing problems of the day—The introduction of compulsion, the supply of trained teachers and the question of the managing agency. The symposia presented to the Conference on these subjects were fairly exhaustive. The Conference resolutions which were first subjected to a very close scrutiny and hot discussion at the Subjects Committee and later passed at the open conference either unanimously or by an overwhelming majority give a clear lead as to the practical steps that should be taken to set our Educational System in order. The resolution requesting the authorities to set up an Advisory Board of Education consisting of representatives of the Department, of the Universities, of the S. I. T. U. and of the managements is one which we would commend to the immediate notice of the Minister of Education. Such a Board will be of invaluable help to the Minister in stepping up the pace of Education Reform on right lines. We would in this connection refer to the recent order of the Minister abolishing the study of English in classes 4 and 5. That is a healthy reform. But in enforcing it, it is the duty of the Minister to direct the schools how the time released thereby could be utilised. A Board of Education would have helped the Minister. But as it is, the Minister has called upon the Director of

Public Instruction to make suggestions and that officer in his turn has called upon his subordinates to offer suggestions and thus, the Superintendents of the Primary Department in Secondary Schools and Deputy Inspectors of Schools are now engaged in devising schemes for the utilisation of those periods. What a waste of time! The Minister's other order enforcing the adoption of the regional language as media of instruction is another case in point where if the Minister had had the benefit of advice of a Board of Education, there would have been little opposition. Times have changed. Educational problems have become more and more complex and the Department of Education designed for a nineteenth century scheme of education cannot be expected to offer the expert advice necessary in introducing large scale reform. A Board of Education has become an imperative necessity. We heartily commend this resolution to the immediate acceptance by the Minister.

Another resolution of equal importance is the one by which the Conference wanted the state to assume direct responsibility for the management of all elementary schools at least during the period of planning. Planning and introducing a programme of Free Compulsory Education involves many problems that have to be successfully solved. Divided responsibility will lead nowhere. It may hamper progress indefinitely and will surely lead to inefficiency. We trust that Government which seems to be keen on undertaking all social services itself would assume full responsibility for this most vital social service.

Another important resolution indicative of the keen restlessness of the teachers is the one calling upon the Union Executive to Report on the relative advantages of Trade Unionism and of adopting a Code of Ethics. We trust the authorities will not fail to note the causes underlying this desire to become a trade union. It is well known that the teachers' salaries are ridiculously low—lowest of all wage-earners. In many cases it is less than the subsistence level. Added to this they have

not even security of tenure nor do they possess conditions of service which may be described as tolerable. We wish to point out with all the emphasis we can command that unless the teachers' salaries are substantially raised and teachers are assured decent conditions of service all educational reforms would bear no fruit. We wish that the Minister had grappled this problem first. But instead we are told that it is being examined.

The resolution under reference must give the warning that any further delay would result in what may be described as an educational disaster. Will the Minister take prompt action?

Must Teachers Strike?

Leaders of our profession and of the public in the province have been counselling patience and holding out hopes that now a popular government is func-

province are facing starvation. Hunger and misery seem to be their perpetual lot. They see that other wage earners are able to compel an increase in wage which though not sufficient to catch up the increase in price, at least keeps the difference as low as possible, while in the case of teachers there has been no increase in their salary scales, fixed or adjusted some time in 1934 when we were in the midst of the depression days. They petitioned, pleaded and submitted memoranda, all to no purpose. They find that others by adopting a more militant attitude had succeeded in forcing the government to concede their demands. It is no wonder that teachers feel that the time has come for teachers to couch their demands in a form and language which the authorities seem to heed and understand. It was that which prompted the observance of the All Madras Teachers' day all over the province when the teachers of Madras went

The Secretary, The Madras Teachers' Guild has received the following reply from Sjt. Pyarelal, Secretary to Mahatmaji.

Dear Friend,

Gandhiji has your letter of 7th inst. He is of opinion that nothing should be done in a hurry. You should in the first place carefully formulate your demands and get them accepted by other means open to you. You can also ask for your demands to be referred to arbitration. Direct action should not be launched, unless all other means are exhausted, for obtaining redress.

tioning the teachers may expect that their case will be sympathetically considered and early relief afforded. But we find no evidence of such relief coming. The prices continue to rise while the salaries of teachers remain at the old level. Teachers all over the

on their famous march to the Secretariat and placed before the Premier, their minimum wants. They wanted his help to keep them from hunger and nakedness. But the Premier, it is sad to observe, turned them away saying that it was for him to decide when and

how their case would be taken up and that teachers should not dictate to him on the subject. He little realised evidently that it is for the hungry to ask for bread and not wait for the crumbs to be thrown when it pleased the fattened lords.

The teachers expected that in the budget some provision would have been made. Apart from an additional provision of 6½ lakhs to enable the government to enhance the grant to the teachers in aided elementary schools by Rs. 2 a month, nothing has been done. Thus even in 1946 a higher grade trained teacher will get only Rs. 16 and a secondary grade trained teacher in these schools will get Rs. 18 a month, while the salaries of teachers in secondary schools will continue to remain in the deplorably low level. It was expected that the Ministry would at least see the injustice of not granting dearness allowance to teachers in aided secondary schools at government rates and set it right by passing an order directing managements to make such payments. Even though the Union represented to the Minister for Education so early as May no order seems to have been passed. But Ministers and public men are never tired of dinning into the ears of teachers of the nobility of their calling and the dignity of the profession. It is time these people are informed that as teachers we resent such patting on the back. Nobility and dignity cannot thrive on sight annas a day. Teachers would rather be mere wage earners and have a square meal than be made to live on empty visions conjured up by thoughts of their belonging to a noble profession.

Teachers in Bombay and N. W. F. Provinces struck work and gained a decent increase in their salaries. Teach-

ers in Bengal have notified a strike. Teachers in Madras still feel that they would not be forced to take this extreme step. But the apathy and indifference of the managements and the unwillingness of the authorities to provide more funds for Education particularly under the head 'teaching Grants', cause many a teacher to exclaim 'Must we also strike?' The answer is now with the authorities!

Notice of Strike:

As we go to press, we learn that the secondary grade teachers and instructors employed in the Ramakrishna Mission High School, Theagarayanagar, finding that all their petitions and requests for an increase in their salaries were unheeded to by the management, have notified that if their demands are not conceded before the end of this month, they would be abstaining from duty from the 2nd of September. The Committee of Management of the school is an enlightened body. It consists of experienced administrators and public workers. The institution is having a large fee income. It will be a pity, nay a shame, if the management should allow their teachers to abstain from duty; we appeal to them and to the public of Theagarayanagar and to the authorities to take prompt action and meet the very modest demands of the teachers. We must also express our strong disapproval of this group of teachers taking such a course of action. They are all members of the Madras Teachers' Guild and as such should have sought the assistance of that organisation. Teachers, however, just their grievances may be, should not fail to observe the right procedure. Discipline is very necessary for success.

HOW THE WIND BLOWS

Ramnad District Teachers' Guild:

Resolution 2. With a view to enter its protest against the treatment accorded to the teachers by the Government in the matter of salaries it is recommended to the South India Teachers' Union to issue a directive to all the constituent associations that they stop work in the VI Form and the E. S. L. C. classes alone while working in all other classes until their grievances are redressed.

Teachers of Bellary:

We wish all the office-bearers of the S. I. T. U. should either resign their honorary jobs immediately as they are found unfit to rise to the occasion of the deplorable condition of teachers or they should permit teachers of the same Union to resort to *Strike* the most effective step to alleviate their distress.

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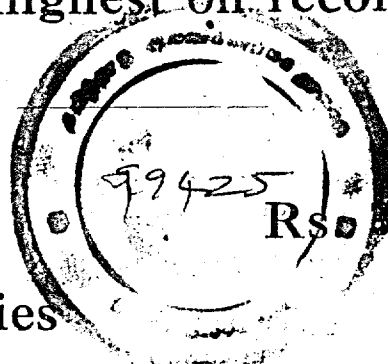
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