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The
South Indian Teacher.

vol-20

no-4

April-1947.

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Vol. XX

Regd. No. M. 2347

No. 4

The South Indian Teacher

APRIL 1947

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THE SOUTH INDIAN TEACHER

Vol. XX

APRIL 1947

No. 4

TEACHERS AND THE SALARY PROBLEM

AN APPEAL TO THE GOVERNMENT OF MADRAS

The economic position in the country is deeply stirring all classes and the teachers among others. Not a day passes without news of the organisation of strikes among teachers in one part of the country or another. This must cause grave concern to all persons interested in education and to the Government.

One regrets to learn that a volume of discontent is gathering in our province also and there is talk of protests, demonstrations, processions and councils of action and there is reason to think that a grave situation may soon develop if the matter is not wisely handled without undue delay.

We therefore urge upon the Government the necessity to reconsider the salary question without delay. Those of us who are in direct or indirect touch with teachers feel that a complaisant attitude to the present situation will prove disastrous to the cause of education. The Government have no doubt many difficulties but this question cannot be put aside on the plea of want of funds if the lasting interests of the country are to be safeguarded. The teachers complain that the Government have not approached this salary question in the right spirit.

While we do not feel competent to make any definite recommendation as to the scales of salaries with any finality, we feel bound to draw attention to the chief points urged by the teachers in regard to this matter. These are :—

Reasonable scales of pay to be prescribed

Uniformity of Salary Scales in all schools

Adoption of the Scales to be made obligatory on the Managements

Uniform principle to govern the application of the new scale.

The Report of the Central Advisory Board of Education has emphasised the importance of the salary revision and taken strong exception to the indifferent attitude of the provincial governments till

now. The Madras post-war reconstruction committee has definitely stated that '*an essential preliminary to all educational scheme is the elevation of the status of the teaching profession which is now deplorably low. It is proposed to spend about nine crores of rupees in bringing the pay of all teachers by whichever agency employed up to the minimum scales recommended by the Central Advisory Board.*' This Committee has also recommended that the additional cost should be borne by the government to the extent to which the managing agencies cannot be made to share it.

Our interest at the moment is to prevent any grave situation arising by the development of strikes in this province. We feel that action on the lines recommended by the Central Advisory Board and the Madras Post-war Reconstruction Committee should be taken as early as possible if the situation in schools should not deteriorate. In this connection government should appoint a small representative body on the lines of 'Burnham Committee' to recommend at a very early date appropriate scales of pay for the several grades of teachers, and in the meantime introduce temporarily in schools under all agencies the scales of salary prescribed for government schools. It is essential that these non-government schools should also attract competent persons for service and thousands of pupils in these schools should also enjoy in full measure the advantages of the ideal of equality of opportunity.

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THE CRISIS IN EDUCATION

Sir C. V. Raman, Kt., F.R.S., NOBEL LAUREATE, M.A., HON. PH.D., HON. D.Sc., HON. LL.D., writes :

The improvement of the lot of the teachers is, in my opinion, a matter of the highest public and national importance. I do hope and trust that the reconstituted government in the Presidency will give this matter their most earnest and favourable consideration. The demand of the teachers for an improvement of their salary and service conditions has my warmest support.

Dr. V. K. John, M.L.C., BARRISTER-AT-LAW, writes :

I have always held the view that education is the responsibility of the State and teachers must be given at least a living wage. The teacher today is underpaid and cannot, with the pay he receives, purchase the bare necessities of life. The Government however sympathetic it is towards the teaching profession will never move unless there is pressure of public opinion and I am pleased indeed that the teaching profession has realised that it should no longer keep quiet. *Responsible public citizens ought not to leave the teacher alone in his struggle for the minimum standards of living. It is their responsibility as well to bring home to the authorities how badly the teaching profession is served by the Government.* The teacher trains the youth of the country and therefore his requirements should have a very high priority.

You will do well to mobilise public opinion but I must frankly say I am not in favour of a strike. I have great confidence in the popular Government in charge of the administration of the Province and particularly in the Hon'ble Mr. Avanashilingam Chettiar, the Education Minister, who is a gentleman with a mind of his own and who I have no doubt will do his very best to do justice to the teaching profession. What you have to do is to help him, and pressure of public opinion will be of assistance to

the Minister in persuading the Central Government, his colleagues as well as the members of the Legislature to set apart sufficient funds for raising the emoluments of the teaching profession.

Prof. M. Venkatarangiah, writes :

I am strongly of opinion that in the matter of revision of scales of salaries of teachers the government has completely let down the teachers. The communique issued by government on this subject is most unsatisfactory.

Organised agitation on the part of teachers is necessary. The coming summer vacation should be entirely devoted to this. The public should be educated to see that without a contented body of teachers it is helpless for them to secure good and sound education for their children.

Teachers also should be prepared to resort to direct action if their grievances are not redressed before July 1st.

Ministers seem to have all sorts of false ideas regarding teachers. One such idea is that they work for only five or six hours a day and for only five days in the week, and that they enjoy a large number of holidays. The inference is drawn by them that teachers should be satisfied with salaries lower than those drawn by other employees. They evidently forget that much time has to be spent by teachers outside the class room in preparing lessons, in correcting exercise books and examination papers and on a number of extra curricular activities. Enjoyment of some holidays cannot be a substitute for a living wage. If education is properly organised teachers will have to take their pupils on excursions, etc. during holidays.

Another misconception prevailing even among ministers is that all teachers—those employed under government, under local bodies and under private managements—need not be given identical scales of salaries. One reason

(Continued on Page 92)

EDUCATION IN BRITAIN TO-DAY

H. C. DENT,

Editor of "The Times" Educational Supplement, and author of "Education in Transition", "British Education" and other works.

It is now more than two years since the Education Act of 1944 became law for England and Wales, and 19 months since the bulk of the Act came into operation. What progress has been made towards "making the Act an actuality?"

It has been largely a matter of laying foundations. The President of the Board of Education, limited to "superintendence of certain matters relating to education", has been replaced by a Minister charged with the responsibility of creating and executing a national policy in education, and having power to control and direct the local education authorities. The Board has become a Ministry, the change of title signifying a change in function from advice and criticism to construction and guidance.

Structure Modified

The structure of both the central department and the system of local administration has been modified to accord with the new organisation of the statutory system of public education in three progressive stages—primary, secondary, and further education. Four new administrative branches—the Schools Branch, Further Education Branch, Teachers Branch, and the Branch of Information and External Relations have been created at the Ministry; and the Inspectorate has been reorganised and is in process of being largely expanded.

As there is no longer an "elementary" stage in English education, the local education authorities for elementary education have disappeared. The 145 councils of the administrative counties and of the county boroughs are now the only local authorities for education*, but in many of the county

areas a scheme of delegated authority to "divisional executives" is being operated generally successfully, according to reports.

First Priorities

The Minister, having decided that the first priorities in implementing the 1944 Act are the raising of the compulsory school age to 15 on April 1, 1947, and the provision of a nation-wide service of midday meals at school, the practical problems bulking most largely at the moment are the securing of additional teachers and accommodation. An emergency scheme for the training of teachers was begun in 1944 with an experimental class at Nottingham University College, and on a considerable scale in the autumn of 1945, when several colleges, designed and staffed to give a 12 months' intensive training course to ex-Service and other recruits of maturer years, were opened.

The emergency scheme has attracted a very large number of men and women of the required calibre. By November, 1946, some 80,000 applications had been received, and over 30,000 candidates accepted for training. But the prevailing shortages of building labour and materials have delayed the opening of many of the emergency colleges. It had been hoped to have at least 10,000 students in training by the end of 1946, and it is conceivable, though perhaps hardly likely, that this target may be reached early in 1947. But figures given in Parliament in late October showed only 5,372 students undergoing training in 25 colleges, in addition to 502 who had completed training.

Side by side with the emergency colleges, the permanent training colleges and university training departments are being expanded to the utmost degree.

Over 1,000 a year

Practically no permanent building to increase and improve school accommodation has yet been possible. To ensure that there shall be sufficient school places available to raise the compulsory school age this April, the Ministry of Works is providing and erecting chiefly in the playgrounds of existing schools, single-storey prefabricated huts. This Ministry is similarly putting up huts for school canteens and kitchens, at the rate of well over 1,000 a year. Over two-thirds of the primary and secondary schools now have dining facilities, and about two million children receive a midday meal at school.

Apart from the dietetic and social benefits which experience—notably during World War II—has proved that the School Meals Service confers, the rapid development of this service is now legally necessary on account of the Family Allowances Act, 1945, which came into operation on August 6, 1946, and which provides that part of the children's allowance shall be paid in kind. Milk at school—one-third of a pint daily which is to be increased to two-thirds when supplies allow—became free on that date, and meals will also be made free as soon as there are sufficient canteens to maintain the service on a national scale.

More Accommodation

In addition to these and other immediate pre-occupations, which include the provision wherever possible of additional accommodation and staff for technical education, the local education authorities have, since April, 1945, been engaged upon the gigantic task of preparing their "development plans" for the re-organisation of primary and secondary education; a task the like of which has never been undertaken in the history of English education.

The 1944 Act required that these plans should be submitted to the Minister by April 1, 1946. This time schedule proved impossible, and in March the Minister allowed applications for extension of time. Some 60 local authorities out of 145 have submitted complete

and another 20 or so instalments. The magnitude and the unprecedented nature of these plans may be imagined from the authoritative estimate that altogether they will involve capital expenditure amounting to £ 700 million or £ 800 million.

An Interesting Feature

Nursery education on a scale never previously contemplated, separate primary and secondary schools, including boarding schools, and special day and boarding schools for children handicapped by physical or mental defect, are all to be provided; and all schools must measure up to the Ministry's exacting Building Regulations issued in 1945. A most interesting feature of the plans is the variety of approach by the local authorities to the complex, and hitherto barely explored, problem of providing appropriate secondary education for every one of the nation's children. Some authorities including the London County Council and Middlesex, are opting for the "multilateral" or "comprehensive" secondary school; others, like Kent, are preferring the tripartite organisation in grammar, technical and modern schools suggested in the Spens and Norwood Reports and accepted (due freedom being allowed for experiment with other forms) by the British Government in the White Paper on "Educational Reconstruction" issued in 1943. Others again are planning combined, grammar-technical grammar-modern, or technical-modern schools, while still others, such as the West Riding of Yorkshire, will experiment with multilateral, bilateral, and single purpose schools.

Let it be added at this point that secondary teachers in many districts have shown a most welcome disposition to get together to discuss common problems, and to plan co-operative experiments. Those who know how almost uncrossable was the gulf that formerly separated the secondary teacher from the elementary will appreciate the significance of this movement.

Industry and Education

There has been similarly a profoundly important and wide spread approach-

*There is one "Joint Education Board", in charge of a county and a county borough.

ment during the past three years or so between industry and education. The local education authorities are to be asked early in 1944 to begin to prepare their development plans for further education, including compulsory part-time education in County Colleges for young employees under 18 years of age. Meanwhile, numerous industries and individual firms have been developing part-time schemes, either on works premises or in education authority establishments. So far as I know, no statistics exist, but I think it a safe guess that at least five times as many young employees are today being released for part-time education and training in working hours as there were in 1939. This is not wholly due to the 1944 Act, but is certainly an anticipation of its requirements.

The universities, being autonomous bodies, are not directly affected by the Education Act, but it is significant of the general attitude towards education today that they are crowded beyond capacity, with many thousands of applicants unable to obtain places, 90 per cent, of which, for men, are reserved for ex-Servicé students. The Chancellor of the Exchequer had in 1946 almost quadrupled the annual grant of public money to the universities (£9,000,000 in place of 2,500,000) and virtually promised to meet all reasonable requests for capital expenditure.

Advisory Body

To advise on general adult education outside the universities a National Foundation for Adult Education has been set up, representative of statutory and voluntary bodies. The Carnegie United Kingdom Trust has established a Bureau of Current Affairs to service adult education bodies much as did the Army Bureau of Current Affairs (ABCA) during World War II. A National Foundation for Visual Aids in Education

is in process of formation, and the work of the National Foundation for Educational Research, which is about to apply for a charter of incorporation, is rapidly expanding. The Air Council has approved the formation of an Education Branch of the Royal Air Force, and the War Office will have a comprehensive peace time scheme of education for the Army.

Public education in Scotland is regulated by separate Acts of Parliament. The Education (Scotland) Act, 1945, applied the British Government's general policy for educational reform to Scotland, and faced the Scottish Education Department and local education authorities with roughly the same problems as their English counterparts in respect of teachers and accommodation, medical and meals services. As the Scottish statutory system of education was already organised in progressive stages no such reconstruction as in England was necessary.

Striking Phenomenon

In September, 1946, the Government of Northern Ireland introduced an Education Bill into the provincial Parliament, and in October this was given a second reading. The Bill is very similar in its main structure to the Education Act, 1944, except that it makes no provision for compulsory part-time continued education.

It may be claimed, I think, that in view of the immense difficulties and handicaps experienced in Britain during the past two years, the above represents no mean achievement. But the most striking phenomenon of all is the change of attitude towards education. As Sir Fred Clarke, an eminent education authority and former professor of Education at McGill University, Montreal, said to me recently, "Before the war it was like flogging a dead horse; now the horse is almost bolting."

OUR EDUCATIONAL PROBLEMS*

M. S. SABHESAN

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I am meeting you at a critical moment in the history of South Indian education. I shall try to place my view of the position to-day in a frank manner. It is for you to consider all points of view and do what you can to make the S. I. T. U. function efficiently as the organization of our learned profession and to uphold its high ideals.

Values:—These are days when teachers are apt to change their idea of men and things. For years from 1920 onwards I happened to be an esteemed teacher enjoying the confidence of you all. In the last two or three weeks I have received one or two anonymous letters telling me that I am not wanted and I should resign. I cannot act on their well-meant suggestion but I think the cause for this change should be examined. I feel and my colleagues in the Executive Board of the Union likewise feel, that I have been reflecting the opinion, of teachers frankly and strongly as usual to the authorities. The appreciative terms of reference to my work in gatherings like this shows that the attitude of teachers in general has not changed in regard to me. The only factor which may be held responsible for the expression of an adverse view should be the indifferent attitude of our Government in the rapidly changing conditions in our Province.

Unrest in the World:—There is a stir or unrest in every sphere all over the world. In countries like England the Government is keen on keeping in touch with the varying needs of the people and on modifying its policy suitably then and there. In our Province, things which should have been attended to long ago in the field of education have been left undone and even now there is no indication of a

change for the better. We are to-day educationally where other countries like Russia stood in 1913. There is no exaggeration if well-intentioned and competent thinkers in and outside India should feel that our backwardness in education is not a little responsible for the slow progress in political, social, industrial and economic fields.

Education and Government: (a) **England:**—Let us for a moment see how the problem of modern education is being faced in England and Madras. You may know that the Butler Act placing English education on a statutory basis was passed right in the midst of the total world war. This Act recognizes that the youth of the country is a valuable national asset and that the fate of the country depends upon the education of the people. This Act is rightly claimed to be a courageous and ingenious attempt to create a single national system from a bewildering variety of schools each with its own aims. It seeks to secure for all children a better start in life and to ensure a fuller measure of education according to aptitudes. It has succeeded in enlisting the wholehearted co-operation of the several voluntary agencies by a correct understanding of their needs and by offer of liberal financial help. The plan, the machinery, the timetable for the programme, the provision of funds and the duties of the concerned bodies are set forth as clearly as possible and even the man in the street knows what the education programme is and how the Government proposes to work it out.

(b) **India:**—You may say India is not so favourably placed from the constitutional point of view and a similar pace cannot be expected. But education has been in the charge of

* Presidential Address delivered at the Annual Educational Conference of the Tinnevely Dt. Teachers' Guild held at Palamcottah on 19-4-'47.

Indian Ministers for nearly thirty years and it is astonishing that the percentage of literacy is still appallingly low. There is no adequate provision for technical education and advanced studies and our young men have to go abroad and spend considerable sums of money. The Educational Adviser to the Government of India was constrained to state in his official report that our Ministers were not quite keen on pushing forward educational schemes but were inclined more often for talk than for action. Can we say that the position is better to-day? Is it not strange that the political parties which are eager to take charge of administration and exercise power have no arrangements for enabling the aspiring members of the party to study the problems beforehand and equip themselves properly for the job? Even to-day we have no idea of the education programme of any party including the Congress Party. Ministers of Education do not think it necessary to pay any heed to the heaps of reports on education getting mouldy in the secretariat. The Press statements issued by them to explain their own pet notions take us nowhere. There is considerable confusion and the school authorities hesitate to adopt certain measures since the Government is not generally inclined to incur additional expenditure. A planned education programme with adequate provision of funds and backed by a well-informed public opinion is not before the public and the progress made cannot therefore be judged. The interpellations and discussions in the legislatures relating to education do not encourage the hope that a concerted effort will be made for the all-round improvement of education in the near future. The people get the government they deserve and unless they wake up and cry halt to the meaningless discussion in and outside the Assembly, education in our Province will be seriously hampered. This will be unfortunate if the solid phalanx of the ministerial party does not plan wisely and pursue its work with vigour.

The Salary History :—One distressing problem of education in regard to which

unseemly and improper reference was officially made in the Assembly is that of the conditions of service of teachers. So low have been the salaries of teachers that the Central Advisory Board had to utter a word of warning to the authorities and to express the view that the authorities have not till now cared to consider educational services as of any practical importance. Those who are in touch with the administration of aided schools in our province cannot forget that salary cuts, stoppage of increments, termination of services and the migration of teachers were common phenomena till recently and the S.I.T.U. has been bringing these grievances and objectionable practices to the notice of authorities. It has not struck the capable managers to organise themselves and come to a definite understanding with the Government as regards the financial help. The non-interference theory of the Government is no doubt a good protection to the management, but the teachers feel that they are turned from pillar to post. The education of children cannot but suffer under such conditions. The deplorable conditions of service of teachers have affected seriously the admission in training schools and colleges. How can it be otherwise? Teachers in service are living advertisement pillars and like David Copperfield are carrying in their backs invisible placards for any one to read: "Victims of school service. Keep away". It is no wonder that the emergency training scheme did not succeed and the shortage of teachers is alarming. The prolonged and painful controversy with the Government in respect of dearness allowance should open the eyes of the public to the need for a change in educational policy. Never has there been an occasion when Government would come forward and say it can find money to spare for teachers. But the Minister is not tired of asking them to show a spirit of sacrifice. Teachers are aware that the Madras Post-War Reconstruction Committee has recommended that the low salaries of teachers should be brought up to the scales recommended by the Central Advisory Board. On the occasion of the opening

of the All India Educational Conference in December 1945, Sir Arthur Hope was pleased to admit that the official method of approach of the educational needs was not correct and that the status and pay of teachers, especially those in elementary schools should be improved. Teachers who have been feeling the pinch expected an improvement of their position at the time of the consideration of the salary problem by the Cabinet Committee. Many were hoping that the popular ministry would do the right thing at the right moment.

Cabinet Decision :—The eagerly looked for report is out and teachers are shocked. The scales of pay recommended for educational services do not compare favourably with those for other posts of a similar exacting nature. Even within the educational service an invidious distinction is made between Government schools and the rest. The salaries of teachers in elementary schools are still very low and do not amount to a living wage. The grant promised to aided secondary schools is not adequate and the adoption of the new scale is left to the option of the management. The Union and the affiliated Associations criticised the Cabinet recommendations and expressed the view that they were inadequate, disappointing and unsatisfactory. The Government came out with an explanatory communique which made matters worse. The reasons advanced by the Government for fixing higher scales for teachers in Government schools were shown to be untenable. Strong objection was also taken by teachers to the irrelevant and insinuating observation in the communique that the emoluments of a service should naturally bear a relation to the services rendered by the service to the people of this country. This pompous, meaningless sentiment is certainly an afterthought and an attempt to use this principle as the yardstick for fixing the salaries of educational services alone is grossly unfair. There is enough of material to show that the salary problem has not been approached and in all likelihood will not be approached in the right spirit and with due regard to the bearing

of education on national progress and welfare. Teachers' representatives who gave evidence before the salaries committee were surprised at the casual and light-hearted manner in which the members seemed to set about their business. The fears of our representatives have proved true. The reaction of the teaching profession is serious and a state of unrest has come to prevail.

Disinclination to pay :—There were worse things to come. Even persons dressed in brief authority like the Municipal Commissioners find it convenient to order about teachers and assign to them tasks unconnected with the school. In the course of a reply to a volley of questions in the Assembly, the then premier, Mr. T. Prakasam is reported to have made the shocking remark that in the fixing of scales for teachers the Government had in mind the holidays they enjoy. What about the Judicial Department enjoying the holidays and drawing good salaries? We have also heard how persons occupying responsible positions stoop to a low level and argue that the low salaries for teachers are justified owing to the prevalence of private tuition. We do not want to take serious notice of such silly notions but yet these observations show that there is a deliberate disinclination on the part of the men in power to deal justly with teachers. They say one thing on the platform but do quite a different thing when in power. It is a travesty of facts when a Cabinet member says, that teachers also have joined the general scramble for increase of pay. For more than 30 years we have been urging the question of the revision of salaries. Teachers have been in the queue from early times and they are being elbowed out every time. It is such things that have upset teachers who feel that some effective steps should be adopted to maintain their self-respect and improve their condition.

Direct Action :—In this mood of frustration they naturally look around and see how employees in other spheres press their case in an aggressive form

and succeed by causing headache to the Ministers. Further not a day passes without our seeing in the Press announcement of the news of teachers' strikes in some part or other in India. There is nothing surprising if embittered teachers in our Province also should think of short cuts and think seriously of direct action. There is a crisis to be faced by the Union to-day. This is a formidable and delicate problem and all those interested in the Union should approach it with balanced minds and with regard for each other's opinion.

Courses Open:—There are two methods open to us to get our grievances redressed and win our legitimate place. The traditional constitutional method of conferences, resolutions and deputations has been tried with some success but under the new democratic constitution this does not promise quick results. In the specially agitated condition teachers have no faith in the generous intentions of the authorities, and with the example of railway-men and others before them appreciate the potency of direct action like strike. The second method is on the lips of every one. Affiliated associations make an appeal to the Union for a lead in the direction of a strike and assure the Union of their full co-operation. It is a matter for satisfaction that the cause of teachers is admitted to be just. But the mere justness of a cause does not lead to victory. The direct action programme will have to be studied in all its intricate aspects in a calm and dispassionate manner. Those who feel strongly in the matter urge immediate direct action but nobody knows what is exactly wanted. It is essential that a joint meeting of the Executive Board and the office-bearers of the Guilds should meet before the Conference, exchange ideas, discuss the problem with the relevant data before them and formulate a general plan for consideration at the Conference. It is not wise to hustle the Board or the Conference into a decision since the question of direct action is undoubtedly a grave one.

Direct Action an Extreme Step:—Strike as ordinarily understood is an extreme step in the direct action programme. In view of the gravity of the situation the Executive Board recognized the strike as a legitimate weapon for the redress of grievances of a serious nature. The office-bearers of the Union who should have a fair idea of the strength of the Union cannot think of allowing the associations to resort to action straightaway. It feels that strike should be regarded as an extreme step to be adopted after good preparation if other measures fail. It has already suggested for the consideration of the affiliated associations a modified form of direct action which will not hit the children. This will certainly go a great way towards maintaining the self-respect and dignity of teachers and at the same time compel the authorities to change their angle of vision. This programme of the Board may not be spectacular but it requires self-reliance, strength of conviction and sacrifice to the same extent.

Questions:—Strike is quite a new line of activity with the technique of which we are not familiar. Various views are expressed and various questions are freely asked. The office-bearers cannot be expected to express any opinion one way or the other. There is bound to be difference of opinion among teachers and it is necessary that there should be freedom for the expression of opinion. Let us sit together with a determination to come to an understanding through discussion and argument. Whatever view happens to prevail in the end, let it be admitted by all that every one was free to express his opinion and that the better side had the chance. I now should like to refer to some of the numerous points raised by our friends on the question of direct action. These are just illustrative and many more will be put to us before a decision is reached. Should the strike be province-wide or local? Should the strike be restricted to one grade at a time? Should all the teachers be compelled to join the strike? What about the

teachers in schools where the conditions of service are good? Will the strike produce quick results? Is it possible to conduct the strike in a non-violent manner? What is the machinery needed to be in charge of the strike programme? What about the relief fund needed for distribution as subsistence allowance during the strike period? What personnel is needed for the execution of the programme? What is the arrangement for propaganda? How many full-timed employees will be needed and how are they to be paid? What preparation is necessary before direct action can be launched? How far is local autonomy to be permitted? What is to be the relation between the Union Office and the action centres? Is it not an advantage to keep the strike programme apart from the Union in view of the large number of teachers who are outside the Union?

Spadework:—I have referred to these questions at some length and we who urge the adoption of direct action should be in a position to carry the rank and file with us and to convince them of the soundness of the step under contemplation by giving full information. Some of our over-enthusiastic friends tell me that it will be unnecessary for us to go into these details beforehand and that things will somehow shape themselves properly in course of time. This is not the proper view and the programme will end in a fiasco. If the strike should happen to be prolonged several inconvenient situations will have to be faced. No responsible person or body will ever launch a programme unless adequate and careful preparations are made and competent full-timed persons are entrusted with the work. The Union should also know what its commitments are. We shall have to remember in this connection that some of our national leaders like Sirdar Vallabai Patel who are highly esteemed by us have expressed their views on teachers' strike clearly and freely. It is therefore necessary that a council of action to be constituted should go into the question thoroughly, take its own time for

investigation, and be given freedom to make its recommendations regarding the feasibility, the opportune time, preparation of the ground and the resources needed in the form of men and money. A lot of spade work will have to be done since teachers are distributed all over the Province under different managements.

Our Ideals:—There can be no two opinions about the need for effective action. It is hoped that the proposed council of action will come out with its proposals at an early date. In the meantime the modified direct action programme suggested by the Executive Board may be tried to compel the management and the Government to recognise the justness of our claims. The Minister for Education may be able to see our point of view and find it possible to make a friendly gesture and enhance the scales of salaries. I feel as strongly as anybody in respect of the improvement of the status and conditions of service. But I feel still more strongly that we should not in the heat of the moment overlook the fundamental ideals of our profession. I am uneasy and unhappy when a scheme of direct action which hits the children directly and immediately is suggested. We are entrusted with the moulding of the character of the pupils in their formative period and no one can say what effect our revolt will have on the tender minds of thousands of our pupils in their future. I also appeal to you to take note of some the unhealthy byproducts inseparable from the strike as ordinarily understood. How shall we deal with a class room situation if the pupils rightly or wrongly take objection to an act of the teacher and resort to direct action? Will not the management and the authorities hold us responsible for the indiscipline and expect us to face the music and resolve the crisis? In a vast Province with several grades of teachers working in thousands under hundreds of managements acts of omission and commission are natural. Once redress through strike is adopted as the solution, it is difficult to resist the tendency to set the strike machinery moving for the

redress of grievances. Should the school atmosphere degenerate into a market atmosphere? There is again the sympathetic strike which is very annoying and likely to alienate the sympathy of the public and the management. It will be a serious reflection on our professional fitness if we overlook these aspects. We should explore all possible ways to gain our object but we should not forget that the Union exists not only for the betterment of teachers but also for the advancement of education. The step that we adopt for the solution of the immediate problem should not come into conflict with the long-range ideal. With proper care and restraint it should be possible for us to succeed sooner or later. Let us take a realistic view and work steadfastly with trust in one another and in a spirit of non-violence.

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assigned for this differential treatment is that government is richer and can afford to pay more just as a richer individual pays more to his cook or driver than a poorer person does. This view was put to me by a responsible minister. No argument is required to show the fallacy in this line of reasoning.

This is an era of collective action and persistent agitation. Teachers also should fall in with the spirit of the times if they wish to have their lot improved.

Sri B. Sanjeeva Rao writes:

I would like to say that the salary of teachers should not be made dependent upon the resources of the government, but should be judged by standards of equity and justice, by the value of the services rendered by the profession to the state. If the resources are at present inadequate, the community should be required to contribute so that the children may be properly educated.

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PHYSICAL EDUCATION IN SCHOOLS— THE CHALLENGE OF EDUCATION TO-DAY

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The school trends which are observable in our society indicate that there is an increasing need for physical education in all the schools of the country. The home, which is the fundamental integrating unit of society, takes care of relatively fewer interests and needs than it did for previous generations. The opportunities for the individual to find any great satisfaction through his work are limited. It is through recreation and hobbies that the majority of people must find opportunities for wholesome self-expression and creative activity.

Rightly does Physical Education occupy a significant place in the school programme. From educational psychology we see that education is concerned to some extent with the modification of original tendencies. By the term original tendencies is meant the native, or inborn ways of reacting to a given stimulus. Educational experiences modify such original tendencies for the better.

There is much evidence to show how the expression of natural instinctive and emotional tendencies can be modified. The education of the emotions, which can be accomplished particularly well through physical education, may contribute to emotional stability. No school activity offers such vital opportunities as does physical education for the expression and sublimation of instinctive tendencies like locomotion, play, exploration, laughter, fighting, self-assertion and submission. Group action and co-operation should be emphasized. Sportsmanlike behaviour, which includes courtesy, respect, truthfulness, honesty and fairness should be taught. The obligations of each individual to contribute his part

to the support and maintenance of an organized and civilized society must be made clear to the pupils.

Organisms are developed by activity; physiologic life consists of a tearing down and building up of the body cells. This process is called metabolism. Since physical education plays an important part in stimulating the metabolic processes, it occupies an important place in the development and regulation of the organic systems of the body.

The philosophy of education stresses the idea that education is a process of growth and adjustment through experiences. Nowadays stress is laid on the education of the whole child, the child-centred school, learning by doing, purposeful activity and freedom of expression. Physical education is particularly well adapted to the application of the social and democratic principles that are accepted and emphasized in progressive education.

The importance of physical education is now widely recognised in India. The youths of to-day are the citizens of tomorrow and any service which is rendered to mould our students is service rendered to the nation. "In some of the war-ridden countries the need for national physical fitness has been realised. It is unfortunate if only such a calamity as war can wake the nation to a sense of the need for imparting physical education to the whole population. Perhaps, the need for national physical fitness even in peaceful times has yet to be realised. Educational authorities have yet to learn that physical education is education, in the widest sense of the term".

(Continued on next Page)

SHOULD THE S. I. T. U. BE REGISTERED UNDER THE TRADE UNIONS ACT?

SRI T. S. RAMANUJAM, PRESIDENT
Postal and Telegraph Employees' Union, Madras

Registering the South India Teachers' Union under Indian Trade Unions Act 1926, is undoubtedly an act of wisdom. It is the first step in bringing the Teachers to the current of normal trade unionism. The advantages of such move may not be technically clear at present. But ere long, collective bargaining will become the normal and possibly the sole method of settling the terms of any contract of service, and authentic trade unions alone will then prove effective in practice. Registration imposes certain obligations on the Union Executive—the keeping of certain books and accounts, the holding of certain meetings, etc. the due observance of which always inspires confidence in the minds of the public as well as the members. Besides a registered trade union enjoys certain rights and privileges. For instance, there is the right to corporate existence and of perpetual succession, with power to acquire and hold both moveable and immoveable property and to enter into contracts. A registered trade union is immune from prosecution for criminal conspiracy in respect of an agreement, unless it is one to commit an offence, made between its members

for the furtherance of a trade dispute or for restraint of trade and from any legal difficulties arising therefrom. It also enjoys immunity from civil suits in certain cases. It is empowered to carry on any form of insurance activity without being under any obligation to secure professional advice as to the soundness of such business. By virtue of section 118 of the Insurance Act, 1938, insurance business carried on by a registered trade union is not subject to the provisions of that act.

When Rev. Sorenson, M.P. visited India recently as a member of the Parliamentary Delegation, the Postmen's Union of which I am the President, sent some representatives to meet him. His first question was, 'Have you registered your union?' The answer being 'no', he tendered the prompt advice, 'Go and register your union first. Then only we, trade unionists in England, can help you.' After all, Labour Movement is a world movement and when a union desires to have international contacts, 'Registration' invests it with the necessary authenticity and personality.

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Physical Education has a place in the new World Order. The social philosophy which seems to be accepted by the great majority of Indian people indicates that they want a democratic form of social organization. Therefore, in adapting a programme of physical education to our society care should be taken to guarantee certain forms of freedom for the individual. In other words, activities and methods of presentation should be chosen in terms of their inherent citizenship values. It is also essential to emphasise in connection with Physical education activities the importance of courteous consideration for the rights of other people.

General applications should be developed of the ideals of "abiding by the rules of the game", "fair play", "team play" and "playing the game".

To conclude, teachers are the chief formative agents in the lives of the youth. The ideas implanted in the individual mind at an early age decide men's attitude towards life and their fellowmen.

The boys and girls of today are the personalities to be shaped for a New World Order of to-morrow. It is therefore the responsibility of every teacher to develop in youths those social purposes, attitudes and habits which will stimulate them to participate intelligently in the essential readjustments of society.

EDUCATION IN AMERICA

DR. W. H. EDWARDS,
*Professor of Politics and Chairman of the Social Science Department
of the New York State Teachers' College.*

I welcome the opportunity to speak on education in America at this time. For India is now on the threshold of freedom, and education in America is education for freedom. As Subject India is transformed into a free India, the educational system must undergo revolutionary changes in purposes and objectives, in scope and content, if the educational system is to be of vital importance to the people. For the solution of its many difficult problems, India must wait until it has an adequate system of mass education. American education has already passed through such revolutionary changes in order realistically to meet the needs of rapidly changing American society. But I am not advising India necessarily to adopt the American educational system. The Indian people to-day are not asking for advice, but for the opportunity to solve their own problems. Furthermore a nation's educational system must reflect the spirit, culture, and traditions of the people of that particular nation, if it is to be respected by the people and if the people are to have self-respect.

This raises the fundamental question: Education for what? In Nazi Germany it was education for "death",—to steel the youth for battle, to glorify militarism. There have been many other answers and alternatives: Education for a ruling aristocracy, for the rich and well-born, for social snobbery, for cultivated classic learning; or education for democracy and freedom with equal opportunities for all; education for national pride, patriotism and self-respect; or education of a subject people to look up with respect on an alien language and culture, and look down with contempt on their own culture and traditions; education for clerks, education for occupational competence,

for making a living, education for national citizenship, or now for world citizenship.

In America, education is for freedom with equal rights and opportunities for all. Hence the strengths and weaknesses of American education have been the strengths and weaknesses of American democracy. More money is spent by the taxpayer on education than on any other government function. More people are employed in education than in any other social activity, government or private; but the real importance of education in America is because the training of intelligent citizens is the first function of education in a free society; because the creation of an intelligent public opinion is the most difficult and most important function of democracy.

Thomas Jefferson said: "Those who expect to be ignorant and free expect something that never has been, and something that never will be." And, after writing the immortal Declaration of Independence, he resigned from the national Congress, and went back to his state of Virginia to make the ringing words of the Declaration a reality, by fighting for a system of free government schools and for a state university. George Washington demanded a national university in order that the young citizens of the new republic need not go to Europe for higher education where they would learn the manners and doctrines of aristocracy, monarchy and despotism, but could remain in America where they would be trained to contribute to the first experiment in democracy, and to take pride in their new nation.

From that day to this, the free Government school has been looked upon as the cornerstone of democracy and national unity, where new citizens

* By kind permission of the A. I. R., Madras.

are made, where immigrants and their children representing all the nations, races, and religions of the world come together in the same classrooms to learn the ways of tolerance and equality, where children of rich and poor learn the artificiality and injustice of class and caste distinction, and that the only relevant distinction is the "little red schoolhouse." Other nations as colonizers may be known for their churches or their trading companies, but as the Philippine delegate said at the Asian Conference in Delhi last week, America came to the Philippines not as a colonizer, but as a school-master.

There is a close and important relation between true democracy and true education. The basic purpose of education is to teach students to think and to think always for themselves. Likewise the teacher must also be free to think and to teach what he believes to be the truth, without fear or favour, and without any outside influence of political partisanship or economic interests. Otherwise, the teacher is deprived of the very tools with which he works. Hence, true education is only possible in a democracy. On the other hand, democracy cannot survive if education is not democratic and free. Democracy is an educational institution itself, for it demands that every citizen think and decide, and therefore be well informed on public questions in his own interest and in the interest of his fellow citizens. The creation of an intelligent public opinion is the greatest task of a democracy. Dictators and non-democratic forms of government are not concerned with the painful process of creating an intelligent public opinion. They rule instead by propaganda and violence, and look upon an intelligent independent-minded subject with fear and suspicion as a threat to the state. All non-democratic forms of government are opposed to true education. It is a choice between educators and dictators, between teachers and tyrants.

So far as history is a guide, political independence and political democracy had preceded true education. In

America, it was not until after the struggle for universal manhood suffrage was won that the fight began for the free government-supported school. And the fight for the free school was one of the most bitter struggles in American history. Contrary to the assumption frequently heard in India, political equality comes before social and educational equality for the simple reason that, when the mass of the people are armed with the ballot and universal suffrage, they need not ask for social equality and free schools. They can demand them. In America the same reactionary interests which had opposed political independence and freedom, and then had opposed universal suffrage and legislation for greater social and economic equality, also opposed the free school. The newly enfranchised masses of common people were the ones who demanded the free school, particularly the labour organizations.

The educational system in America was founded at the outset on democratic and equalitarian assumptions. As a result America has the only real democratic system in the world, and yet the American educational system is not entirely democratic. But the difficulties of American education are the result of its successes. Most of the elementary and secondary schools are government supported. Only a small percentage are privately supported, and most of these are parochial schools of the Roman Catholic churches. No government aid is given to the private schools. More of the taxpayers' money is spent upon education than any other government service and the startling increase of students and the need for new and more varied types of educational offerings has been a great strain upon the educational system. It is remarkable that the educational system has worked as well as it has. In seventy years from 1870 to 1940 the enrollment in the free high schools increased from 80,000 to over seven millions, or over ninety times; and the colleges increased over thirty times. This terrific burden was accompanied by the even more significant fact that the whole function of education in the high

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schools changed from preparation for college to preparation for life. The problem was not only in keeping up with the increase of numbers but to find a place for every kind of student whatever his talent or hope; and still to promote a fellow-feeling and common interest in the common citizenship which is the first function of democratic education. Accordingly, educators reconsidered the nature of intelligence to justify as much consideration for the slow student as for the more brilliant. Intelligence is looked upon as the result of opportunity and environmental background, rather than as the result of heredity. Hence, the duty of the school is to adapt itself to every kind of student, because a truly democratic education must try to equalize opportunity by counteracting impediments. This consideration for the mass of students would mean education for a still more democratic future when these future parents would not cramp the opportunities of their children. The whole content and procedure of education has been revised with a great increase in the number and kinds of subjects, and the older classical subjects have been altered by a functional approach. This revolutionary change in teaching methods marked a great improvement over the traditional bookish and classical approach, which had little relation to reality. After all, the two chief functions of education are to teach the student how to make a living and how to live. The studies of algebra and geometry were replaced with general mathematics; courses in business training, mechanics, agriculture, health, and home economics were introduced; the studies of composition and literature are now taught through discussion courses. Instead of formal history, there is the study of the actual work of government. There is an attempt to eliminate the undemocratic distinction between academic and vocational courses, which gives a snobbish prestige to academic courses. Just as high intelligence is required for good technical and engineering schools, as for general college education. The schools are giving more specialized vocational

training, but more important, they are giving general training for useful employment by developing basic skills and habits, flexible minds, and wide interests. This is important in the rapidly changing technological society which requires easy shifting to new types of work. Rapid progress is being made in vocational guidance, developing successful family life, in new cultural courses and avocations such as fine arts, crafts, music. The movement for adult education has been constantly expanding. Over a million people are now engaged in part-time vocational and adult education. Thus, more and more demands are placed on the schools. They are becoming true community centres for education, recreation, and culture. The community services include libraries, physical and mental health centres, service for the handicapped, and educational and vocational guidance. America is generally recognized as having made the greatest advances in the fields of general education, teacher training, and educational and child psychology. American educators attempt to adhere to democratic objectives and to train for common traditions, citizenship, and interests, despite the diversity of modern technological society; and to make citizenship education more realistic in order that each student may realize the importance of taking part in politics, government, and public affairs.

Despite the admitted importance of education, the teaching profession does not receive adequate financial reward. Although billions of dollars are spent on education annually, the teachers do not receive as high salaries on the average as coal miners and meat packers. But average salary for the American school teacher is higher than in other countries. Thus, in the state of New York the average annual average salary is Rs. 8000/-. But these salaries are not high enough to attract as many teachers and as good teachers as are needed. As a result, despite the strong prejudice against union organization among teachers, they are demanding and getting substantial increases in salaries. It has often been said that, if society had a true sense of values, the teacher

would be the highest paid of all the professions and occupations. Instead, the highest rewards go to the movie actor and the banker.

The teaching, profession more than any other profession, business, or occupation is distinguished for its unselfish devotion to the public good. The teachers' detachment and independence of conflicting economic interests, has made the teaching profession the symbol of the public interest. Accordingly educators are constantly called upon to represent the public interest in government commissions, and on government and private arbitration and conciliation boards. Likewise the teachers are now being called upon to represent the public interest of all mankind; to arbitrate among the conflicting national interests; to take the lead in international understanding and peace through such agencies as the UNESCO. The recent proposal of the Inter-Asian Conference for an inter-Asian University is most commendable; and the educators also see the

need for a world university and the international exchange of professors and students. H.G. Wells said: "The world is in a race between education and chaos". This is a mild statement. It is one world or none. The interdependence of all peoples regardless of race, creed, or nationalities must be taught through education to eliminate ignorance, superstition, prejudice, poverty, and blind greed. The teaching profession can do much in the international field to counteract propaganda which serves selfish interests, and to expose the efforts of the press of any one nation to set two or more nations against each other in order to exploit them. World peace depends on world understanding, and this depends on freedom to think, speak, and communicate without censorship or propaganda. Teachers and men of goodwill can agree with Jefferson who said: "I have sworn upon the altar of God eternal hostility to every form of tyranny over the mind of man".

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|----------------|-----|---|
| 1. Gooty | ... | 1. London Mission High School. |
| 2. Anantapur | ... | 2. London Mission Elementary School. |
| 3. Kalyandrug | ... | 3. Municipal High School. |
| 4. Uravakonda | ... | 4. Sai Baba National High School. |
| 5. Dharmavaram | ... | 5. Board High School. |
| 6. Kadiri | ... | 6. Board High School. |
| 7. Guntakkal | ... | 7. Board High School. |
| 8. Tadpatri | ... | 8. Board High School. |
| 9. Penukonda | ... | 9. District Teachers' Guild Conference. |
| 10. Hindupur | ... | 10. Municipal High School. |
| 11. Madakasira | ... | 11. Board High School. |
| | ... | 12. Municipal High School. |
| | ... | 13. Board High School. |

At these places meetings of the teachers of the high and elementary schools of the towns were convened and addressed. The teachers were exhorted to enrol themselves as members of the District Guild and of the S.I.T.U. Protection Fund. The members of the teaching profession were eager to know about the action taken by the S.I.T.U. in regard to the question of teachers' salaries and are ready to abide by any decision that may be arrived at by the Central Organization.

HOW GEORGIA'S TEACHERS GOT A RAISE

(Condensed from *School and Society*)

BLAKE CLARK

Though usually a most cheerful man, Mauney D. Collins, Georgia state superintendent of schools, was beginning to hate his morning mail. This day, October 25, 1945, he eyed dubiously the pile neatly stacked on the desk before him. On top was this letter.

Dear Sir,
I don't think I'll teach any more. I'm now earning Dollars 8:25 weekly. I can't get married on that. I reckon I'll go to work on the Atlantic Coast Line Railroad. They pay section hands Dollars 7 a day.

I like to teach. If you can pay more, write me. If not, I'll be over Tuesday with the books and the blackboard.

Cordially yours,

GEORGE THOMAS

"This is the last straw!" Collins exclaimed.

Just the day before he had learned that the principal and 12 of the 16 teachers at Conyers High School, only 20 miles from prosperous Atlanta, were preparing to leave. In Harris County a one-room school saw five teachers come and go in as many months. In three Georgia counties every school desk was closed. George Thomas's resignation was the 6699th submitted by Georgia teachers in 18 months. Teachers who had left during the war were not returning—nor would they as long as factories paid Dollars 25 a week for semi-skilled workers. Why, a man could make more money hoeing corn, shooting rabbits for the market, or even digging snakeroot than he could teaching.

For 40 years Collins had waged relentless warfare upon ignorance in his state. He had begun in a one-room school where he taught 75 children scattered through eight grades. His pay

had been Dollars 22:50 a month for five months—the county could not afford to keep the schools open longer. As county and later state superintendent, by fighting for funds every step of the way, he had extended the period of schooling to seven months, then to nine months. Now the gains he had achieved were being wiped out—all for lack of a living wage for qualified teachers.

Collins called in his auditor, "Honest John" Allman, and went over the records county by county, comparing teacher resignations with salaries paid. The increase which seemed necessary to keep Georgia teachers from quitting wholesale was staggering. Getting it seemed almost hopeless.

The two men trimmed the total to a skeletal minimum, held their breath and announced to the press, "In January 1946 the department of education is asking the legislature for a base pay increase of 50 per cent!"

Newspapers called the announcement an educational atomic bomb. For Georgia taxpayers it meant digging up an additional Dollars 12,500,000—an unheard-of sum for a single raise. Editors pointed out that the schools already received nearly half of every state tax dollar; there just weren't enough dollars.

"We won't consider it!" the speaker of the house exclaimed furiously. "Not only that—I'll demand an investigation to uncover the rathole down which you're pouring the money we're giving you now!"

That night Collins couldn't sleep. You don't just pull 12½ million dollars out of a hat—certainly not from the battered headgear of hardworking Georgians. For thousands of children,

when September came, the school bell would not ring at all.

Just before dawn an idea flashed into his mind. Three months earlier, Georgia's revenue commissioner had told him that the state had raised warehouse charges on liquor from 50 cents to dollars 3 a case.

By 10 a.m. Collins and a committee of educators including Russell Moulton, president of the Georgia Education Association, were in the office of Governor Ellis Arnall, urging him to use the liquor funds to save the schools. Arnall, who had done more for education in Georgia than any previous governor, was sympathetic. "But, gentlemen," he said, "the heads of 21 other agencies are trying to get their hands on that money. There'll be only a trickle left for the teachers."

Collins realized that his tactics were outmoded: that the only way he could get the money was through aroused public opinion. He and his associates carefully planned their strategy. In a series of rallies held in the ten school districts he told the assembled teachers: "Only you and your next-door neighbors can solve this problem. Your first job is to explain the facts to them. Then, if they believe something ought to be done, they can tell the candidates for the next legislature."

Thousands of underpaid teachers contributed dollars 2 each to finance a statewide information campaign. One wide uncertified teacher drawing only dollars 45 a month in a three-room schoolhouse near the Okefenokee swamp contributed dollars 5. "These children deserve better teaching than I can give them," he said.

With the money, Collins and his workers printed a booklet of little words in big letters, spelling out the crisis. It showed among other things, that Georgia's gift to the education of her men and women of tomorrow was 18 cents a day per student—the price of a package of cigarettes. They put the booklet where it would be seen and talked about. People in barbershops, beauty parlors and doctors' offices found themselves reading and discussing the challenge.

Were Georgia's children going to grow up in ignorance?

Collins set out to enlist the aid of businessmen, farmers, religious groups and parents. Leaders of these groups joined him in a six week's whirlwind campaign to "Let the People Know".

J. German Garrison, district governor of the Lions Clubs of America stumped the 136 Lions Clubs of Georgia, making a business plea to business men. With charts prepared by the U. S. Chamber of Commerce, he demonstrated that the more people learn, the more they earn and spend. "In Georgia," he argued, "retail sales per capita are far below the national average. Is this not due in part to the fact that only one out of every three people of Georgia ever reaches high school?"

The average Georgia teacher, with an income of dollars 85 a month," Garrison continued, "is a poor customer. And more than 2000 of them are expected to get along on dollars 28 a month! Dime-store clerks and shoe-shine boys can afford a higher scale of living than teachers."

Garrison then showed that Georgia teachers were leaving for states which paid better salaries. The best educated boys and girls were also leaving, to seek their fortune in other states—and to enrich those states. This steady flow had gone on so long that 600,000 more people born in Georgia lived in other states than the other way around. Local businessmen were having 600,000 customers less. If Lions wanted to stop this mass movement away from Georgia markets, their first step should be to keep the teachers at their jobs.

As the result of Garrison's tour every one of the state's 5000 Lions petitioned Governor Arnall to grant the 50 per cent increase immediately, using the much-coveted revenue from the liquor warehouses.

Politically, one of the most important groups in Georgia is the Farm Bureau Federation. To present the case to its 35,000 members Collins enlisted its President H. L. Wingate, World War I ace aviator. Wingate tirelessly

toured Georgia's 159 counties, addressing local groups assembled in piney woods or sitting around potbellied stove in a one-room school-house. Wingate reminded his audiences that the most successful farmers were those with scientific training. "You can't learn subjects like soil erosion, conservation and crop diversification from teachers who haven't gone further than the fifth grade," he concluded.

Meanwhile, Collins appealed to fathers and mothers through the Parent-Teacher Association. "Nearly half our children are being taught by uncertified teachers," he told them. "You can't blame mothers who say, 'I just can't bring myself to send my seventh-grade child to a teacher who went no further than the fourth grade herself.'" As a result, a large proportion of the 86,000 members of the PTA in Georgia wrote to their local candidates for the legislature, telling in words straight from the heart why they wanted more pay for their children's teachers.

In April of last year, candidates for the legislature began their campaign speeches. "Georgia occasionally misses a cotton harvest, but never a crop of children," one opened, and he pledged himself to do his part to raise teachers' pay 50 percent. The speaker of the house made a "deathbed confession" (later credited with saving his political life): his "rat-hole" investigation had

revealed that teachers were doing an excellent job under extreme difficulties, and he therefore asked to be allowed to introduce the pay-raising bill.

When the smoke of the July primary had cleared away, it was found that every one of Georgia's 205 state legislators who were to take their seats in January 1947 had pledged himself to grant the raise.

Governor Arnall, convinced that taxpayers demanded the increase, did not make teachers wait upon these campaign promises. After a brief meeting with Collins, Wingate and others he announced that teachers who returned to their school children in September would find the extra money in their pay envelopes. The Governor kept his promise, and it was expected that the legislators who were going to meet in January would keep theirs.

It was an historic victory. For the first time, state schedules gave the highest qualified teachers a salary close to the national average. From Rabun Gap in north Georgia to Tybee Beach on the Atlantic, teachers announced that they were staying on the job. And Georgia teachers who had moved to North Carolina, Florida and other states renewed their Georgia teacher's certificates and asked for schoolrooms at home. Today no child in Georgia is going untaught for lack of teachers.

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Ramnad	1	Madura	1	Tinnevely	7
Guntur	1	Kurnool	14	Anantapur	8
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—The Punjab Educational Journal (July 1941)

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FROM OUR ASSOCIATIONS

Anantapur District Teachers' Guild

The sixteenth annual conference was held in the Indian Railway school, Guntakkal on the 30th March 1947. Mr. C. Ranganatha Iyengar, Publicity Officer of the S.I. T. U. Protection Fund, Ltd., presided. About a hundred delegates from all parts of the district were present.

The President appealed for organisational strength among teachers and their loyal support to the S.I.T. U. in all its activities.

Mr. S. Natarajan, Journal Secretary, S. I. T. U. spoke on the position of teachers at the present time and the work that the S. I. T. U. has been doing.

Mr. F. M. Smith, Principal, L. M. High School, Ooty, led a discussion on the bifurcation of studies in the S.S.L.C. course, in which Mr. P. Raghavendrachar, President of the Guild, and the Chairman of the Conference took part. Mr. Smith pleaded for generous help from government for the purchase of the equipment necessary for the new courses.

Among a number of resolutions passed at the conference, the most important was the one to abide by the decisions of the S. I. T. U. with regard to any action deemed necessary on the salaries issue.

Messrs. M. S. Ramachandra Rao, and W. Kanniappa Mudaliar among others of the Reception Committee deserve special mention for the arrangements for the Conference, etc.

At the business meeting of the Guild, Mr. C. Ranganatha Iyengar was presented with a silver plate as a token of application of his services to the Guild for the last 16 years as secretary.

The following office-bearers were elected:—

President: Mr. P. Raghavendra Rao.

Vice-President: Mr. T. S. Rajagopalan

Secretary and S. I. T. U. Representative: Mr. V. Koprasachar.

Asst. Secretary: Mr. D. Sambasiva Rao.

Other Members: Mr. A. K. Jayaraman, T. Bheemasena Rao.

Nellore District Teachers' Guild

At the annual conference held on the 5th April 1947, with Mr. M. S. Raghavan as President, resolutions were passed protesting against the invidious distinction made by the government between teachers in government service and those in other managements in regard to emoluments and service conditions, and to resort to direct action if the government perpetuated this distinction. A propaganda committee was appointed to enrol all teachers in this district as members of the Guild.

Salem District Teachers' Guild

The General Body meeting of the Guild was held on 8th March 1947 in Salem with Mr. K. Somasundaram, Vice-president in the chair.

The most important of the resolutions passed was that the teachers in the district would resort to direct action on 1st July 1947 if the demands prepared by the Committee of Action were not accepted by the Government on or before 1st June 1947.

Kistna District Teachers' Guild

The annual conference was held at Gudivada on 5th April 1947. Among the several resolutions bearing on the injustice meted out by the government to teachers in non-government schools in regard to pay, dearness allowance and service conditions, there was one approving of the draft programme adopted by the action sub-committee on 22-3-47 and exhorting the members to abide by the decisions of the S. I. T. U. and the Andhra Teachers Federation.

Teachers' Association, S. Rm. High School, Nattarasankottai

The All-Madras Teachers' Day was observed on the 15th February and the 15th March 1947.

South Kanara District Teachers' Guild

At the General Body meeting of the Guild held on 13th April 1947 it was resolved that the teachers under local bodies and aided managements should be put on the same scale of pay as teachers in government institutions subject to a minimum of Rs. 50/- and that a comprehensive Education Act covering the entire field of pre-university education should be placed on the Statute Book at an early date. 1178 of primary school members from the several taluk unions of elementary school teachers and 140 from secondary schools have declared their preparedness to follow the lead of the S.I.T.U. if it decided upon direct action. They have also declared that they are prepared to undergo all sufferings that it may entail.

Chittoor District Teachers' Guild

At the annual conference of the Guild held on 13th April 1947, under the Presidentship of Mr. S. Natarajan, B.A., L.T., Madras, it was resolved that there should be no difference in the scales of pay of teachers under different managements including government, that teachers should not be compelled to undertake such work as census, writing of ration cards, etc., that the scales of pay of pandits should be on a par with those of the L.T.'s, and that all teachers should abide by the orders of the S.I.T.U.

The following office-bearers were elected:—

President: Mr. A. V. Subramanyam, Assistant, Board High School, Pakala.

Vice-Presidents: 1. Mr. P. Ramayya Chowdary, B.H.S., Vayalpad, and 2. Mr. K. G. Ramakrishna Naidu, Chittoor.

Secretary and Treasurer: Mr. P. Balakrishna Reddy, B.H.S., Chittoor.

S.I.T.U. Representative: Mr. V. V. Subramanya Sarma, B.H.S., Chittoor.

Cuddapah District Teachers' Guild

At a meeting of the District Guild held on the 13th April 1947 in the Municipal High School, Cuddapah, under the presidentship of Mr. T. P. Srinivasavaradan, Honorary Secretary, S. I. T. U., it was resolved (1) that the government should fix the basic salary of the elementary school teachers at Rs. 50 irrespective of the managements under which they worked, (2) that the government should take over all elementary schools under its management within a prescribed period of time and in the meanwhile all teachers should be treated in respect of salary and service conditions on a par with those working in government schools and (3) that the Guild pledged its loyalty to the S. I. T. U. Madras and the Council of Action proposed to be appointed by the Union to take such action as it deemed desirable.

The following office bearers were elected:

President: Sri Y. V. Subbayya, Headmaster, Municipal High School, Cuddapah.

Vice-President: Sri K. Varada Reddi, Board High School, Pulivendla.

Secretary and Treasurer: Sri B. Gopalayya, Headmaster, Sri Sarada Nilayam Higher Ely, School, Cuddapah.

Joint Secretary: Sri K. Sitaramayya, Sitaram Vidyadana Ely, School, Rajampet.

OUR BOOK SHELF

We acknowledge with thanks a copy of the *Report of the Carnegie Corporation of New York* for the fiscal year 1945-46 (ending Sept. 30). For the information of our readers we may say that the Corporation is a huge empire-wide and American Charitable Endowment with a basic amount of Dollars 135,000,000 (in 1911) of which Dollars 10,000,000 is applicable to the British Dominion and Colonies. The income on this principal was appropriated to study and promotion of such activities as 1. International relation, 2. Responsibilities of citizenship, 3. Education, 4. The social sciences, 5. Surveys in other fields in the United States of America and 1. Advancement of teaching, 2. General Research, study and publication, 3. International interest, 4. General education, and 5. National emergency grants, in British Dominions and Colonies.

C.R.

Ceylon, the Pearl of the Indian Ocean by C. A. PARKHURST. *Macmillan & Co., Ltd., Madras.* Price 5 As.

This is a booklet printed in large clear type and amply illustrated. It gives an account of what a traveller sees in Ceylon in the course of his journey in the Island—viz., the important towns, temples and other places of interest and the main industries of the people; the historical and cultural side of the Ceylonese civilization is not lost sight of even in this rapid survey of the country. It is a small guide book very useful to a visitor to the Island.

C.R.

Son of Adam by HARINDRANATH CHATTOPADHYAYA. *Padma Publications, Ltd., Fort, Bombay.* Price Rs. 2.

This is an illustrated Children's book. The story of man's control over wild beasts is told in poetical lines written in a style, simple and easily understood.

Bhaskara Panchangam in Tamil by PANDIT K. V. S. VENKATESA IYER. *Bhaskara Jothisha Niliyam, North St., Karur.* Price As. 6.

We acknowledge with thanks receipt of a copy of the above Panchangam for the year Sarvajit. It contains certain special features which are not usually found in other panchangams.

C.R.

Teaching, March 1947. *Oxford University Press.* Price As. 12.

As usual this quarterly technical journal for teachers contains useful articles written by experts who have been devoting their time and attention to the study of certain educational problems. The attention of the readers is drawn specially to the following articles (1) Pattern work and design in the teaching of art, (2) the multilateral school, (3) change in the Vidya Bhavan open-air session and (4) Yogic physical education.

C.R.

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C.R.

THE XXXVII MADRAS PROVINCIAL EDUCATIONAL CONFERENCE

PROGRAMME

1947			
Sunday, 11-5-47	3 p.m.	...	Executive Board Meeting.
Monday, 12-5-47	10 a.m.	...	General Session of the Conference. Welcome, Inauguration of the Conference and Presidential Address. Opening of the Exhibition.
"	2 p.m.	...	Meeting of the Presidents and Secretaries of the District Teachers' Guild and Members of the Executive Board.
"	4-30 p.m.	...	Symposium on Teachers' position and the Government Communique.
"	6-30 p.m.	...	Exhibition of Educational Sound Films.
"	7-15 p.m.	...	Subjects Committee meeting.
Tuesday, 13-5-47	8-30 a.m.	...	Symposium on "Educational Reconstruction with special reference to our Province." Resolutions.
"	2-30 p.m.	...	Resolutions. President's concluding address. Vote of thanks.
Wednesday, 14-5-47	8 a.m.	...	General Body meeting of the S. I. T. U. Protection Fund.
"	10 a.m.	...	General Body meeting of the S.I.T. Union.

T. P. SRINIVASAVARADAN,
Secretary.

C. A. SAMUEL,
Joint Secretary.

Madras,
15-4-47.

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—*The Hindu.*

4, FRANCIS JOSEPH ST. G. T. MADRAS

The South India Teachers' Union Protection Fund, Ltd.

NINETEENTH ANNUAL REPORT.

The Directors have great pleasure in presenting to the Members the Nineteenth Annual Report for the year ended 31st December, 1946 together with the Audited Revenue Account and Balance Sheet and other prescribed statements for their adoption.

Strength : The number of policies at the end of the year stood at 2343 for 4946 units. As many as 356 policies (comprising 828 units) were issued during the year and this marks a rapid progress. There were 12 deaths and 25 surrenders.

Annual Meeting : The Eighteenth Annual Meeting of the General Body was held at Bellary on 16-5-1946 to consider the Annual Report and to elect the Directors and the Auditor.

Progress : The Fund has made good progress this year also. The life Insurance Fund has increased by Rs. 61,553/- against Rs. 47,554/- in 1945. The value of policies issued during the year amounted to Rs. 2,07,000/-.

Claims : Claims were settled expeditiously as usual. Claims by mortality amounted to Rs. 7,585/- out of which a sum of Rs. 4,210/- was paid during the year. Rs. 2,191/- outstanding from previous years was also paid this year.

Amendments : Necessary amendments confining the membership of the Fund only to **Teachers or Educational Officers** have to be incorporated in the Memorandum and Articles of Association of the Fund in view of the objection raised by the Superintendent of Insurance with regard to the granting of exemption to enable the Fund to issue policies for amounts less than Rs. 1,000/- as per the amendment to Sec. 4 (2) of the Insurance Act, 1938.

Propaganda : The Board was fortunate in securing the valuable services of Sri C. Ranganatha Iyengar, M.A., L.T., as Honorary Publicity Officer. He has been doing good work in visiting various schools and explaining the usefulness of the Fund. The thanks of the Board are due to him.

The Board expresses its thanks to the Institutions and to the honorary workers of the Fund for their hearty co-operation. Among the field workers, special mention may be made of Mr. K. Krishna Iyer of Tuticorin who has canvassed a large number of cases during the year.

(By order of the Board)

Triplicane,
25th March, 1947. }

M. S. SABHESAN,
President.

V. B. MURTHI,
Secretary.

The South India Teachers' Union Protection Fund, Ltd.

NOTICE TO MEMBERS

Notice is hereby given that the Nineteenth Annual Ordinary General Meeting of the Fund will be held at the Hindu High School, Triplicane, Madras, on Wednesday the 14th May, 1947 at 8 a. m. to transact the following business:—

1. To receive, consider and adopt the Directors' Report and the Audited Statement of Accounts for the year ended 31st December, 1946.

2. To elect the President, the Vice-President, the Secretary and six other Directors under Article 25.

The retiring Directors are eligible for re-election.

3. To elect an Auditor for the year 1947 and fix his remuneration.

The retiring Auditor Sri V. Soundararajan, B.A., G.D.A., R.A., is eligible for re-election.

4. To consider and pass, if deemed fit, the following which is intended to be proposed as a Special Resolution, by the Board through the Secretary:—

Resolved that the following additions and alterations be made in the Memorandum and Articles of Association of the Fund:—

Memorandum of Association—Para 4: Delete paragraph 4 and substitute the following:—

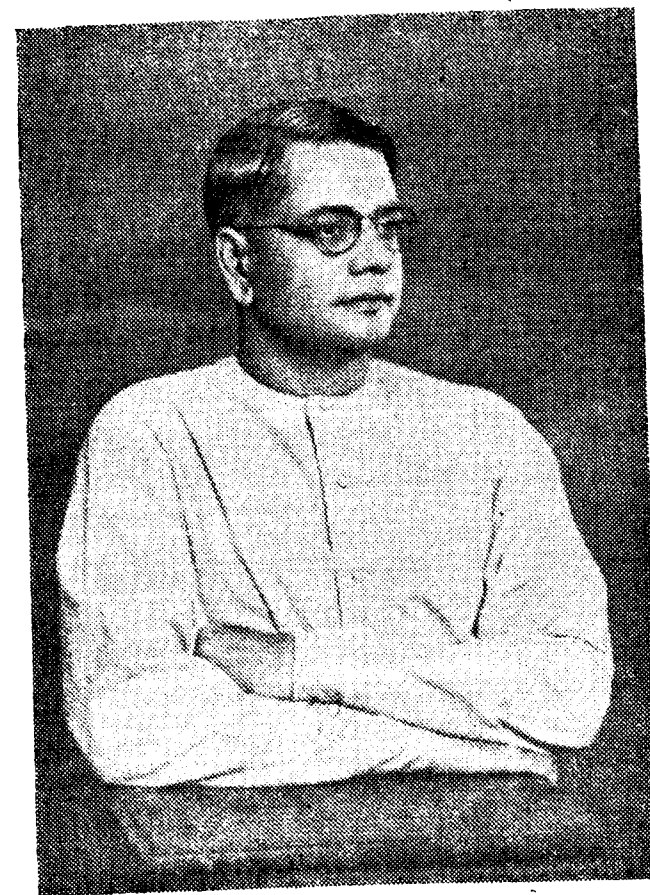
- i. "The membership of the Fund shall be open to persons who are Teachers or Educational Officers. Each member shall contribute to the Life Insurance Fund and all contributors to the Life Insurance Fund shall be members and none others."
- ii. (a) **Article 4—Paragraph 1:** Delete the words 'or other employee' in the first line.
(b) **Article 4—Paragraph 3:** Add after 'teachers' in the first line 'or Educational Officers' and delete 'and others' after 'teachers' in the first line.
- iii. **Article 6:** Delete the words 'or any member who is directly or indirectly' in the lines 10 and 11.

Members who intend to ask for information at the General Meeting regarding any matter either in the Directors' Report or in the Statement of Accounts, are requested to give notice of the same to the office on or before Wednesday the 7th day of May, 1947.

(By order of the Board)

V. B. MURTHI,
Hony. Secretary.

520, High Road,
Triplicane,
10th April, 1947.



SRI T. T. KRISHNAMACHARI, B.A.,
President Elect,
XXXVII Madras Provincial Educational Conference.

EDITORIAL

Tirukkural in Schools

All lovers of Tamil would welcome the Minister's desire to make the study of Tirukkural compulsory on all pupils reading in the Secondary Schools of the Tamil Districts. The moral precepts embodied beautifully in the verses are of very great educative value and it is indeed very necessary that all pupils must be made to learn them and imbibe their spirit. While we appreciate this move we cannot but express our disapproval of the way in which it is introduced in the curriculum of studies. We are told that the Minister and the Director of Public Instruction are agreed on the view that it is desirable to make the study of Tirukkural obligatory. A press report has it that a scheme has been drawn up for its introduction in the different forms of our Secondary Schools.

We do not know if the advice of the Board of Secondary Education has been sought. The study of 50 verses each year must certainly add to the load. Besides, there are in Tamil districts a number of pupils who do not study Tamil as a language. How is the study of these verses to be provided in the time table? Making any addition to the existing curriculum would necessarily involve a consideration of these aspects. The Secondary Education Board must be consulted and it will be in a position to advise the changes that may have to be considered. If our Students had no compulsory study of Tirukkural all these years, a year more would not seriously harm them. It is better to proceed cautiously in such matters. In matters of salaries of teachers Government know how cautiously and slowly they move. It is good that at least a part of such caution is brought to bear in introducing a reform of such far-reaching consequences. It is necessary that proper procedure should be adopted.

The Contract

At long last Government have decided to revise the form of contract between teachers and managements of aided educational institutions and incorporate in the Madras Educational Rules, certain rules regarding probation, termination of the agreement and vacation salary. It is a welcome feature that the rules confer upon both the management and the teacher the right of appeal to the Director of Public Instruction or the Divisional Inspector.

Teachers under normal circumstances would be enthusiastic about this revision but, with the Government's unwillingness to lay down uniform scales of salaries to teachers under different agencies, this revision of the form of contract may not evoke any great sense of gratitude to Government. It is strange that the Government which speaks of non-interference with the autonomy of the managements in the matter of teachers' salaries should draw up a contract which would require the teacher 'to devote his whole time to the duties of the said employment' and not to 'carry on or be concerned in any trade, business or canvassing work or private tuition etc., of a remunerative kind without the specific written sanction of the management.' Even Ministers seriously advance the argument that teachers augment their income by private tuitions and hence they should be satisfied with low scales. It is therefore strange that the contract should seek to interfere with the right of the teacher to increase his emoluments at least to a level to enable him to have bare subsistence. If Government do not feel inclined to fix the scales of salaries, they cannot in fairness to the teacher deny him the right to augment his income by engaging himself in his professional work viz. giving private

tuitions. If the Managements desire it, they may ask for information but should not have the right to grant or refuse permission.

Profession or Trade?

In a brief note Mr. T. S. Ramanujam, the President of the Postal and Telegraph Employees' Union has outlined the obvious advantages of registering the South India Teachers' Union under the Trade Unions Act. It is said that such a registration will confer on the Union the legal right to act and negotiate on behalf of its constituent members and also enable the Union to secure for its members Social Security Benefits. In the present state of things when teachers' status as a profession is not recognised and teachers' requests for living wages are not heeded to, but treated more as a matter for jokes and witticisms than for serious consideration, it would seem that registering the South India Teachers' Union under the Trade Unions Act is the only sensible course. The American Federation of Teachers is affiliated to the American Labour Organisation. But the National Education Association of America is insisting on professional status to teachers and would not countenance affiliation with labour. The National Union of Teachers in England is also opposed to affiliation with a Trade Union but many of its members belong to recognized Trade Unions. In India Trade Unionism is in its infancy and the way in which certain labour organisations affiliated to the All India Trade Union Congress are functioning will offer no inducement to teachers to affiliate themselves with labour. The South India Teachers' Union is at present registered under the Societies

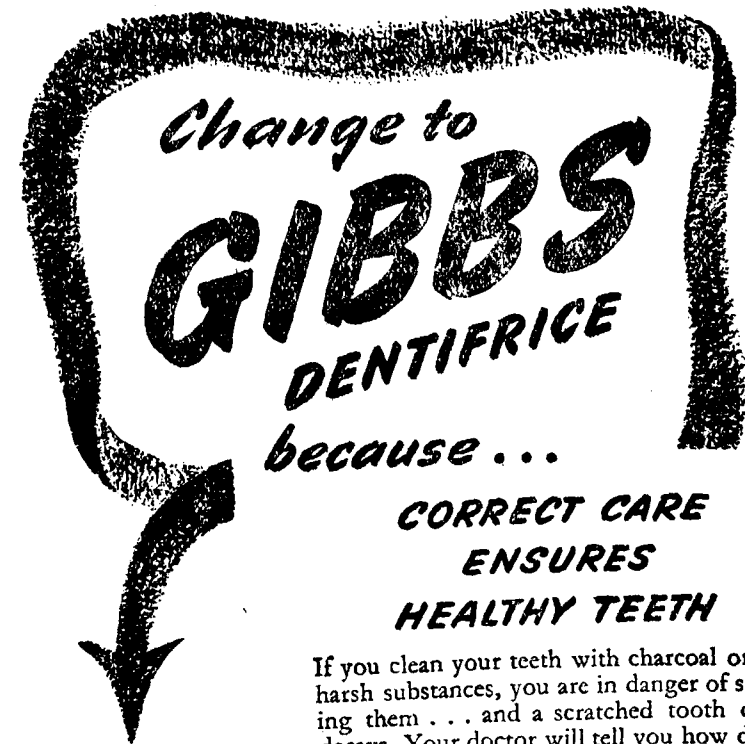
Registration Act and its rules are so framed, that with the backing of its members it can secure all the benefits that may be expected by a registration under the Trade Unions Act. At present there is no provision for disaffiliation of an association or expulsion of a member or for any other disciplinary action against recalcitrant member or constituent. Such powers may become necessary if the organisation should secure the legal right for collective bargaining. The Union has been agitating for the formulation of a Code of ethics to teachers and its rigid observance by its members. Such courses would help in its claim to have a professional status and for the establishment of a Teachers' Council, similar to the Bar or the Medical Councils to safeguard the professional interests of teachers. It is true that teachers are wage earners and are employed under contracts by diverse managements. But it must be remembered that teachers' service does not result in any personal profit or gain to their employers.

On the other hand their service directly leads to improvement of Society and the enhancement of national wealth. As such teachers have a claim to be treated as a profession like the legal and medical professions.

In a frenzied mood arising out of frustration and disappointment teachers may elect for a trade union registration but we urge them to look more on what we stand to lose. The loss will be greater, far greater than the gains which at best are a trifle and can be secured probably a little later, under existing regulations.



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