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MAXIMUM EFFICIENCY IN EDUCATION*

Let me welcome you for the second meeting of the Provincial Advisory Board of Education. We are in momentous times. Democracy is being ushered into this country and the revolutionary changes that we have to make in our political institutions to meet the coming situation are immense. But these alone will not succeed in laying permanent foundations for our future. Unless they are followed up by the generosity of the people, with understanding and sympathy, the great institutions that we may set up today may crumble down tomorrow. Therefore, it is highly essential that our educational system should also keep pace with the times and reorganise itself to fulfil its new function.

ADULT EDUCATION AND LIBRARIES

Today, when Democracy rules the world and when the common man is entrusted with the great responsibility of choosing his leaders as well as deciding policies of the State, it is highly necessary that a system of adult education should be chalked out. Adult Education can be of various kinds and through various methods. It may extend from mere literacy to the highest education and it is necessary that we should organise ourselves in all these aspects as soon as possible so that the common man and woman will have the background and ability to make judgments on momentous issues. The

Library Movement has been one of the greatest agencies of Adult Education and it is for that reason that the Government have come forward with the proposals of a draft Library Bill over which you are requested to give your considered opinions. In my opinion, the Library should become the centre of all enlightened activity. It should not be merely a place where books are stocked and given to those who care for them. It must be a place of lively interest where the common man may go in for guidance whenever he is in difficulty and where study classes must be held not only in books on Ethics or Literature but also in the various sciences which are so useful to man today and the knowledge of which is so essential to us in our every day life. It is the intention of Government that a net-work of Libraries should be established throughout the province with central libraries in each district town and a big library in the city. It is also contemplated that these libraries will be able to store some of the most valuable books and lend them in turn to the Taluk and other Libraries. Through this method, the Government hope that thousands of young men and women even after leaving their colleges, will be able to keep in touch with the progress of knowledge. Even those young men and women who have not had college education, will be able to equip themselves to a high

* Speech delivered by the Hon'ble Sri T. S. Avinashilingam Chettiar, Minister for Education at the opening of the second meeting of the Provincial Advisory Board of Education on 23-6-1947.

degree in such of those subjects in which they are interested.

SCHOOL MEDICAL SERVICE

The health of the school children has been a matter of anxious interest for all educationists. It has been found that many children have not been able to prosecute their studies because of certain defects or ailments which they have been suffering from, in spite of the fact they are as intelligent as any other normal child. The result has been a huge wastage of human material which this country can ill afford. A School Medical Service which will sympathetically go into the ailments of children and guide the children as well as the parents, will be greatly useful and will succeed in making our children as well as society much healthier and stronger. It is with this idea in mind, that a scheme for Medical Inspection of Schools has been framed and the Government will like to have the expert opinion of the members of the Committee on this subject. The School Medical Service may not be started throughout the province all at once; it is the intention of the Government to start it in every district in certain areas and gradually extend it throughout the districts. In this matter, the help of the medical profession will be greatly useful. I would appeal to all doctors and others employed in the medical profession to help us wherever possible with voluntary service and I have no doubt that hundreds of men and women in the medical profession will co-operate with the Government in this great task of humanitarian service.

PROGRESS IN ELEMENTARY EDUCATION

The problems of Elementary Education are immense. There are two aspects of this problem, one is extensive and the other is intensive. It has been stipulated that there are about 7 million school going children in this Province. Of these nearly half the number has been provided accommodation in schools. We have got the tremendous task of providing accommodation for the rest. It is interesting to see how

much money we had been spending in 1939-40 on Elementary Education and how much money we are spending in 1947-48. The total number of schools in 1939-40 was 40,796 with 29,91,498 children. In the following years many of the uneconomic schools were eliminated and in the year 1945-46 there were 35,929 schools with 32,44,261 children, in 1945-46 compulsion was introduced in selected villages in each district and this was followed up in 1946-47 and 1947-48 with the result that roughly 5 lakhs of more children have been brought into school. The number of children for whom increased accommodation has been given in 1947-48 is roughly 16 per cent more than the accommodation given in 1939-40 but when you compare the expenditure between 1939-40 and 1947-48 we find a colossal difference. The expenditure by Government in 1939-40 for Elementary Education was 173 lakhs and the expenditure in 1947-48 is expected to be 413 lakhs i.e., an increase of nearly 140 per cent. While there has been an increase of only 16 per cent of the school going children, the increase in expenditure has been nearly 2½ times of what it was in 1939-40. This is in addition to the increase of Expenditure on Elementary Education by local bodies from 65 lakhs to 148 lakhs in the same period. This is accounted for by the increased salaries as well as dearness allowances that have been given to the teachers in Elementary Schools. From this account of expenditure we have an idea as to what will be the immense amount that will be necessary to provide to bring about compulsory Elementary Education throughout the Province.

SPIRIT OF SERVICE

Apart from this the Government must also undertake a large programme of adult education. It is the intention of Government that a system of full, free and compulsory Elementary Education should be provided in the Province within a reasonable period i.e., about 10 years. If we are going to depend upon raising funds by taxation alone, it may well nigh seem to be an

HIGHER EDUCATION

impossible task but fortunately what we want is not money but service. If our young men and graduates can come forward to give one year of their service then it will become more easily possible. Knowing our young men as I do, I know their great devotion to the country and their hankering for national service and I have no doubt they will come forward to serve in large numbers. This will in addition give our young men the training which is very essential to them for life. I hope before long it will be possible for Government to put before the people a sound scheme for compulsory Elementary Education (of course of the Basic type) within the shortest possible time.

INEFFICIENT EDUCATION— A NATIONAL CALAMITY

Many Committees on education and many Educationists have reported that our Elementary Schools are not running as well as they should. In equipment and building, in the qualification of the teachers and the quality and output of the work, in all these items, we are said to be lacking. It is absolutely necessary that our school should work with maximum efficiency; for after all every child will become efficient only in so far as he gets the habit of doing things efficiently while he is a child at school or in home. Inefficient education is a national calamity. By education, I mean, not only the three R's but that attitude of mind which gives strength to the individual and the zest to do things well. This apart from other things, is the most salient aspect of any education. In this matter as in others, I would like to have your co-operation and through you the co-operation of the large mass of teachers and parents who are concerned in this great problem of education. It is with this object in view, certain proposals are being placed before you today for better administration of elementary schools.

One other matter I would like to put before you before closing and this relates to schools and colleges. The number of pupils seeking admission in our schools and colleges is getting more numerous everyday. The number of secondary schools in the year 1939-40 was 661 with 2,45,084 students. The number of secondary schools in the year 1945-46 was 855 with 4,04,938 students. In 1946-47 the Department has given recognition to 142 secondary schools and in the current year recognition has been given for the opening of 87 secondary schools and for the opening of fresh divisions in existing high schools. In the colleges also, this problem has to be faced. In 1942-43, the number of seats available for admission in the Madras University was 5,640. This has gradually increased in the following years and due to the opening of a fourth batch in the science classes, the Madras University alone was able to permit the admission of 10,175 students in 1946-47. In the current year, they have examined the question and found the way to admit 675 extra students. With the growing numbers, the personal touch that is so very essential in every educational institution has suffered and so, here also we have problems not only of expansion but also of intensifying the real and proper spirit that must exist in our schools and colleges.

It is essential in our educational institutions that there must be a broad spirit of tolerance and sympathy for all the communities and creeds. This can essentially be done by admitting representatives of all the communities in the institutions as well as in their staff.

These and other problems we have got to face and I have no doubt that you with your large experience and keen judgment will help the Government to find out ways and means for facing these tasks which we have ahead. God willing, I hope, together we shall be able to build up an educational structure worthy of a great and glorious India.

the Scheme itself! The members of the Board agreed, in the scheme drawn up by them, that religion in the widest sense should inspire all education and that "the curriculum devoid of an ethical basis would prove barren in the end." Holding this opinion, they have recommended the appointment of a Committee to go into the question of religious education in further detail.

(2) Coming to the second head relating to the nature and content of the moral and religious education to be imparted, it has to be stated that the solution of this problem as a whole, was shirked and was repeatedly put into the cold storage in view of the difficulties that have to be faced owing to the diversity of religions from which pupils in Indian schools are drawn. But it may be said that even on this question there has been a practical unanimity judging from the opinions thereon:

To quote again from Sir C. Y. Chintamani his view was that "religious instruction should be in broad principles the most important of which are common to all religious systems. Broad religious ideas which are consistent with reason and conscience, without laying stress on meaningless superstitions and ceremonies have to be taught"—essential religious truths of an universal and all-embracing character.—though he was far from "any idea of educational institutions being converted into centres of strife or theological contention."

Sadhu Vaswanji's exhortation is that the "New Youth will know that religion is not to be confounded with creeds and dogmas—dogmas divide and creeds are broken reeds. But religion is the rock of life." He says that "the future is with the vision catholic, vision human, the vision that regards Truth not as the monopoly of one nation or religion but as the spirit of life revealed to the peoples and prophets of many lands and many ages."

On the question of what the religious and moral education should consist of His Grace the Archbishop of Madras expressed himself thus: "Most of the great religions of the world are inter-

national in their outlook and in their appeal, in the sense that they in essence inculcate principles which appeal to man as man, irrespective of his country or race and so the common essential elements of all religions have to be taught without making any fetish of religion."

We have the high authority of Gandhiji who says "I hold that the truths that are common to all religions can and should be taught to all children" and that "the truth that all religions are same in essentials, that we must love and respect other faiths as we respect our own, is a very simple truth and can easily be understood and practised by children of seven."

The implications of Gandhiji's view have been elaborated by a Zoroastrian writer as follows:

"Fundamental principles of ethics common to all religions viz., brotherhood of all mankind, plainness and simplicity of life, emptiness of riches, kindness to animals, temperance, sobriety, humility, piety, truthfulness, honest and just dealing with fellowmen of whatever caste, colour or creed, in every day common life, in business, in politics, in national and international affairs, for peace and prosperity of all nations living on God's fair earth, white, black or brown." This brings forth in a nutshell the quintessence of all religions and morals, to which none can take exception. Pupils whose education in schools and colleges is based on such foundations from the very beginning would not only turn out to be worthy citizens of this land, but would also gradually develop a spiritual and moral sense which would enable them to judge how far they can be guided in their lives by the denominational influences, if any, of their homes and churches.

Even Her Highness the Maharani Scindia, speaking on how this education is to be imparted, has observed that "you should never encourage a parrot-like cramming and spoon-feeding of the principles of religion. It would indeed frustrate the very object with which it would be introduced."

Her view was expressed thus: "When I say Religion, I do not mean this or that religion, for it is my honest belief that the scriptures of all religions, Ramayana, Geeta, Quran, Bible, etc., deliver one and the same message. What I advocate is this, that their teaching should be translated into action in our lives."

It may not be out of place to refer here to the fact that Gandhiji has omitted all reference to religious and moral instruction in the Wardha scheme of education, his view being that "the truths common to all religions cannot be taught through words or books. The children can learn these truths only through the daily life of the teacher. If the teacher himself lives up to the tenets of truth and justice, then alone can the children learn that truth and justice are the bases of all religions." But this view of Gandhiji cannot but strike us as a tall order, incapable of being given effect to in the present conditions, knowing as we do how the teaching profession is recruited and how it is hard to expect from out of its ranks the ideal teachers whom Gandhiji had in his view.

(3) As regards the third head, as to when this education has to be started, it is apparent from what Gandhiji had said that truths common to all religions can and should be taught to all children and that they could be understood and practised by children of seven. This shows that this education should be begun almost as early as or along with other secular education by boys and girls, even in the primary stage. Sadhu Vaswanji has echoed the same opinion when he said that the child's unfoldment proceeds partly on the line of imitation and that therefore great care will have to be bestowed in the choice of primary teachers who, he says, are to day "no better than a depressed class", "ill-paid, ill-clad and overworked".

Dr. Maria Montessori, the founder of the system of Child education, bearing her name, goes still further in this direction and says that; "Every child that is born has in itself the divine powers given by God" and that these

are very often destroyed than developed in the home and in the school by the ignorance of adults in the treatment of the child. Her view is that "the divine in the child should be seen and called forth" by the school master. Thus it is seen that persons representing all classes and religions are almost unanimous in their demand that religious and moral education should be imparted in schools and colleges from the very earliest stages right up to the University courses.

It is also made clear that this education should be of religion in the widest sense based on a strong ethical foundation. What this means cannot be better put than in the words of Alexander Gordon. "It means the deepening life of goodness in the heart; a growing power to resist the seductions of self-interest, worldliness and unbrotherliness; a progressive purification of the motives and the conduct; a victory over appetite and passion; a more courageous reliance upon the virtues of truth in speech, fairness in dealing, charity in judgment, generosity in forgiveness to assert the dominion of the living conscience in all affairs little and large; to provide in private life and public duty, things honest, not only in the sight of man but where no human eye can; to walk not merely in soundness of doctrine but in newness of life".

(3) The only point that remains to be dealt with is as to whether this education should be in the school and college curriculum. From what has been said above, it is apparent that this education should form part of the regular curriculum which has to be enforced on all students without distinction, irrespective of their particular religious or social affiliations, as there can be nothing in it which can be taken exception to by the followers of any religion or social group. There is also nothing in this which can be left open to the option of the students or their parent or which can attract the operation of the "conscience clause".

I have on more than one occasion, during the last decade, appealed through the columns of my journal, to the Governments in British India and

Indian states, to appoint a commission composed of liberal thinkers from all religions to go into this question and suggest the best method of getting up a graduated series of religious and moral class books, dealing with universal religious truth and moral principles with illustrations thereof taken from the lives of the saints, sages and great men of all races, religions and climes, so that the same can be used to instruct all pupils without distinction, whatever their religious affiliations may be. I have also pointed out that these would be

found incidentally helpful in moulding the lives and characters of the teachers themselves, who may gradually grow towards Gandhiji's ideal, as no one can remain long, unaffected by what he teaches from day-to-day. The Central Advisory Board of Education has also agreed that it should appoint a committee to go into this question in further detail. I once again reiterate my appeal to this All-India Educational conference to take prompt measures towards remedying this serious defect in the present Indian educational system.

PRACTICAL CONSIDERATIONS INVOLVED IN TEACHERS' STRIKES

In a recent editorial *The Wisconsin Teacher* considers the practical aspects of teachers' strikes. The following is a part of that editorial:

"Whether or not teachers should strike in a given situation can be argued on professional or ethical grounds, as well as practical. To most of us the practical situation is pretty important, even though it could be proven that ethically teachers have the right to strike.

Right now, there are goodly numbers of teachers who think that all one has to do to strike is to announce the fact, grab a picket sign, get on the picket line for a few days, and ergo, win any and all demands. Their attitude seems to be: 'Why not? Don't the unions do it that way? But those of us in the ranks of the AFL know it is never, by far, so simple a matter. Striking is a much more serious proposition than that. It is just such superficial thinking that is ruinous, ineffective, and the cause of lost strikes.

Before teachers consider the use of the strike as a weapon to secure needed improvements in the educational field, they had better study carefully the factors involved in the conduct of a successful strike. It involves esprit de corps not usually found in the average teachers' association, a unity of purpose, and the mutual assistance of strong affiliates—a necessity denied unorganized teachers. In fact, if teachers think they must strike, and we are not arguing that they either should or should not, they had better find out from organized labour unions how to utilize the strike weapon effectively.

While many unions in the American Federation of Labour recognize the strike and are prepared to use it when and if it is necessary, 90 per cent of all workers with AFL contracts now in force never had to strike for them. The strike, contrary to impressions that might be gathered from the press, is the exception rather than the rule. Some international unions, like the American Federation of Postal Employees and the American Federation of Teachers, have had non-strike policies long recognized by the AFL. They have learned through experience that notable gains can be achieved through close cooperation with, and mutual assistance from, other affiliated unions in the AFL."

(From *American Teacher*, May, 1947 page 38.)

DRAFT CONSTITUTION

OF THE

World Organization of the Teaching Profession

Preamble

Since the teachers of all countries are aware of the inter-relation of their professional problems, and

Since the united effort of the Educational Profession for a permanent peace is desirable, and

Since only democratic education based on the essential equality of all men can secure justice in settling international questions,

We, the representatives of teachers' organizations from thirty nations, assembled for the World Conference of the Teaching Profession in Endicott, New York, August 17 to 30, 1946, in the hope that a real World Organization of the Teaching Profession may result from our deliberations, propose the following Draft Constitution for the said Organization.

Article I—Name

The name of this organization shall be the World Organization of the Teaching Profession.

Article II—Purposes

The purpose of this organization shall be to secure world-wide co-operation within the teaching profession in order:

1. To make the highest standards of full and free education available to all without discrimination.

2. To improve the professional status of the teachers of the world and to promote their intellectual, material, social and civic interests and rights.

3. To promote world-wide peace through the building of good will founded upon co-operation between nations in educational enterprises, based upon pertinent and accurate information.

4. To advise the appropriate organs of the United Nations and of other international bodies on educational and professional matters.

Article III—Membership

Membership in this organization shall be in five classes as follows.

1. *Full National Membership*—Any national organization of the teaching profession, whose application for membership has been temporarily approved by the Executive Committee of the World Organization, subject to final endorsement by the Delegate Assembly of the World Organization.

2. *International Membership*—Any co-operating international organization of the teaching profession whose application for membership has been temporarily approved by the Executive Committee of the World Organization, subject to final endorsement by the Delegate Assembly of the World Organization.

3. *Affiliated Membership*—

(a) Any regional, state, or local organization of the teaching profession, whose application for membership has been approved by the full national member with which the applicant is affiliated and temporarily approved by the Executive Committee of the World Organization, subject to final endorsement by the Delegate Assembly of the World Organization.

(b) Any university, college, or other institution of higher learning and any society for the scientific study of educational problems, whose application has been approved by a full national member from the country in which the applicant is located and temporarily approved by the Executive Committee of the World Organization, subject to final endorsement by the Delegate Assembly of the World Organization.

4. *Individual Membership*—Any person who accepts the purposes of the organization and who desires to contribute to these purposes, to receive the publications of the organization, and to attend its public sessions.

5. *Honorary Membership*—Individuals not to exceed 25 at any one time whom the Executive Committee wishes to honor, or whose counsel is desired.

Article IV—Organs

The organization shall include a Delegate Assembly, an Executive Committee and a Secretariat.

Article V—Delegate Assembly

1. The Delegate Assembly shall meet annually in plenary session.

2. The Delegate Assembly shall consist of accredited delegates from the full national members, the international members and the affiliated members; and of the honorary members of this organization.

3. The Delegate Assembly shall

(a) Determine the program and policy of the organization and consider the report of the Executive Committee.

(b) Elect the Executive Committee.

(c) Elect the President and Vice-President of the organization.

(d) Approve and give effect to the budget of the organization.

Article VI—Executive Committee

1. The Executive Committee shall consist of the President and Vice-President of the Organization, and five other members elected by the Delegate Assembly. Nominations for President, Vice-President and other members of the Executive Committee shall be submitted in writing by any full national member at least thirty days in advance of the opening session of the annual meeting of the Delegate Assembly.

2. The Executive Committee shall conduct the business of the organization in such a way as to carry out the policies approved by the Delegate Assembly.

3. The Executive Committee shall appoint the Secretary-General and fix his salary and conditions of service.

4. The Executive Committee shall have charge of the funds of the Association and it shall cause the Secretary-General to arrange for proper safeguards concerning the collection, custody, expenditure, and accounting for these funds.

5. The Executive Committee shall have the authority, subject to review by the annual meeting of the Delegate Assembly, to accept endowments, gifts, or appropriations to be spent for the purposes of the organization as stated in Article II.

6. The Executive Committee shall make the final decision as to the time and place of the annual meeting of the Delegate Assembly and the site of the headquarters office.

7. The Executive Committee shall act for the organization in emergencies creating problems not covered by the policies adopted by the Delegate Assembly.

8. The Executive Committee shall prepare the provisional agenda for the annual meeting of the Delegate Assembly and shall submit to the Delegate Assembly a full report of its activities between meetings, including an audited financial report.

9. Members of the Executive Committee including the President and Vice-President, shall be elected for two years, except that at the first election the President and three members of the Executive Committee shall be elected for two years and Vice-President and two members of the Executive Committee shall be elected for one year.

10. The Vice-President shall succeed to the Presidency in the event of the death or disability of the President, until the next session of the Delegate Assembly.

Article VII—Secretariat

The Secretariat shall consist of a Secretary-General and such paid assistants as he may require and as may be authorized by the Executive Committee.

Article VIII—Delegates

1. A full national member shall be entitled to one delegate for each two thousand members or major fraction thereof, provided that no such member shall be entitled to fewer than three or more than fifty delegates.

2. An international member shall be entitled to five delegates.

3. An affiliated member shall be entitled to one delegate.

Article IX—Voting in the Delegate Assembly

The World Organization of the Teaching Profession, as already stated, desires to see one unified teachers' organization in each country. When that end is achieved, voting in the Delegate Assembly should be by one vote for each country. However, under present circumstances

1. A full national member shall be entitled to cast one vote for each fifty thousand members, or major fraction thereof, provided that no such member shall be entitled to cast less than one or more than five votes. The vote or votes of each full national member shall be cast by the Chairman of its Delegation.

2. An international member shall be entitled to one vote. This vote shall be cast by the Chairman of its Delegation.

3. Honorary members and delegates representing affiliated members shall have the right to speak but not to vote.

Article X—Fees

1. A full national member shall pay a yearly fee of two cents for each of its members, provided that no such member shall pay a fee of less than one hundred dollars.

2. An international member shall pay a yearly fee of two hundred dollars.

3. An affiliated member of Class A shall pay a yearly fee of ten dollars if its membership is five hundred persons or less; a yearly fee of fifty dollars if its membership is more than five hundred persons but less than two thousand persons; and a yearly fee of one hundred dollars if its membership is two thousand or more persons.

4. An affiliated member of Class B shall pay a yearly fee of twenty-five dollars.

5. An individual member shall pay a yearly fee of two dollars.

6. Honorary members shall pay no fee.

7. Membership fees shall be calculated in United States currency.

Document on Transitional Arrangements

1. By voting to approve the Draft Constitution for the World Organiza-

tion of the Teaching Profession, delegates from national educational organizations agree to present this Draft Constitution and a full report on this Conference to their respective organizations as promptly as possible, together with their recommendations regarding action by their respective organizations.

2. The World Conference of the Teaching Profession shall establish before adjournment a preparatory commission consisting of five persons who represent the national and international educational associations which have observers or delegates at this Conference. The Committee on the Order of the Day shall submit nominations for the membership of the preparatory commission. The Conference shall make such added nominations as it wishes and shall elect the members of the preparatory commission.

3. It shall be the power of the preparatory commission to take any and all necessary steps to bring the World Organization of the Teaching Profession into existence at the earliest possible moment and to call the first meeting of its Delegate Assembly.

4. The preparatory commission shall submit the Draft Constitution of the World Organization of the Teaching Profession and the Document on Transitional Arrangements, as approved by this Conference, to each national and international educational organization invited to attend this Conference and shall request these organizations to signify their approval of these documents and their acceptance of membership in the World Organisation of the teaching Profession.

5. The organizations invited to approve these documents and to accept membership shall also be invited to suggest to the preparatory commission amendments to the Draft Constitution of the World Organization of the Teaching Profession. The preparatory commission shall consider amendments proposed in this manner and shall if it thinks such amendments are in keeping with the basic principles embodied in the Draft Constitution, communicate such amendments to the delegates of the national organizations represente-

in the Conference. If, within 90 days from the mailing of such amendments, no delegation at this Conference has indicated its disapproval of these amendments, the preparatory commission shall incorporate these amendments in the Draft Constitution adopted by this Conference.

6. In submitting the Draft Constitution to the respective national and international organizations invited to this Conference, the preparatory commission is authorized to declare that it is understood that: (a) Amendments to the Constitution may be enacted by a two-thirds vote of the Delegate Assembly at any annual meeting, provided that such amendments to be considered have been submitted in writing to the Secretary of the World Organization of the Teaching Profession at least 90 days previous to the date of such meeting; and (b) that in connection with the third annual meeting of the Delegate Assembly there shall be held a Constitutional Convention in which the entire structure of the organization shall be subject to thorough review by all the members and at which revisions of the Constitution may be adopted by a two-thirds vote of the Delegate Assembly whether or not previous notice of proposed amendments has been filed with the Secretary of the Organization.

7. The preparatory commission shall be located in the United States of America.

8. The preparatory commission and its individual members shall use every feasible means for consultation with the members of this Conference and with other organizations invited to accept membership.

9. The preparatory commission shall declare that the World Organization of the Teaching Profession has been provisionally created when approval of the Draft Constitution has been deposited with the preparatory commission, by ten or more of the national organizations to which it has been submitted. The World Organization of the Teaching Profession will be officially declared in existence at the first meeting of the Delegate Assembly.

10. By unanimous vote of the preparatory commission, other organizations not invited to this Conference shall be invited to approve the Draft Constitution and join the organization.

11. The expenses of the preparatory commission shall be paid by such prospective national, international, affiliated, and individual members of the organization as may be able and willing to contribute to these expenses provided that such contributions shall be deducted from the amount of dues payable for the calendar year 1947 or for the first year of operation of the World Organization of the Teaching Profession.

12. The preparatory commission is authorized to act in behalf of the prospective organization in initiating arrangements to secure recognition of this organization by the Economic and Social Council of the United Nations under Article 71 of the United Nations Charter and by the United Nations Educational, Scientific and Cultural Organization under Article XI, Section 4, of the Constitution of that Organization.

13. The preparatory Commission shall prepare for the consideration of the first Delegate Assembly of the World Organization of the Teaching Profession such By-laws as it deems necessary or useful.

14. The preparatory commission is authorized to co-opt not more than three additional individual members to represent important national organizations of the teaching profession.

We, the undersigned, having participated in World Conference of the Teaching Profession, held at Endicott, New York in the United States of America 17-30, August, 1946; and having prepared this draft constitution and document on transitional arrangements which have been unanimously approved by this Conference, do hereby affix our signatures as a declaration of our faith in the essential unity and co-operation of the teaching profession which this document is intended to promote.

(Signed by all delegates present).

THE S. I. T. U. PROTECTION FUND, LTD.

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DO YOU KNOW ?

Peru is a small republican state in South America. According to the census of 1940, its population was 70,23,111 including 5,228,352 persons over five years of age. Suffrage is compulsory for all literate males between 21 and 60 years of age. In municipal elections it is open also to adult or married women. It has the following teachers' organizations.

The Association of Elementary Teachers of Peru, which includes all the Provincial Teachers' Associations of the Republic.

Four Secondary School Teachers' organisations, viz., the National Association of Secondary School Teachers, the Association of Teachers graduated from the University of San Marco, the Association of Teachers graduated from Catholic University, and the Association of Teachers graduated from the National Pedagogical Institutes.

All these associations work for cultural advancement, teacher improvement and mutual aid.

The Teachers' Mutual Insurance Association is a state subsidised organisation established to provide various forms of social and economic service for the teachers of the Republic. Regulations concerning aims, membership, administration, funds, and services were established by a decree of August 31, 1936. Originally aid to teachers was limited to mutual insurance, temporary loans, and permanent disability pay-

ments. By 1944, however, additional services have been included in the association programme; various types of loans, with and without interest charges, free medical treatment, free hospitalisation, subsidy for costs incurred in childbirth and for each legitimate child, round trip travel to an appropriate hospital for emergency surgical cases, payment during temporary disability, and various housing aids by which reserve funds of the association are invested in comfortable and hygienic residence buildings for purchase by teachers through lower-than-rent payments during a period of from 15 to 30 years.

Teachers of all classes who receive appointment through the ministry are required to hold membership. An admission fee and small monthly premium payments are collected. Life insurance payments which are tax exempt, range from 5,000 to 8,000 soles. (1 sole = 2 shillings.)

The S. I. T. U. Protection Fund seeks to confer these benefits upon you. At present they are limited to insurance and mutual aid. By joining the Fund in large numbers you will be helping it to progress and introduce new and additional benefits to suit all kinds of financial cover to the members of the teaching profession.

C. R. AIYENGAR,
Hony. Publicity Officer.

THE S. I. T. U. PROTECTION FUND, LTD.

Admissions during May 1947			
Madras	—	South Arcot	— 2
Trichinopoly	— 2	Anantapur	— 4
North Arcot	— 10	Total	— 19

C. R. AIYENGAR,
Hony. Publicity Officer.

18-6-47

THE SOUTH INDIA TEACHERS' UNION

520, High Road, Triplicane, Madras.

20th June 1947.

To

The Hon'ble Minister for Education,
Government of Madras, Fort St. George.

Sir,

We have been authorised to communicate to you the following resolutions passed at a meeting of the Council of Action of the South India Teachers' Union formed in pursuance of resolution No. 3 of the Madras Provincial Educational Conference held in May 1947:

2. The Council of Action is of opinion that the revision of salaries of all grades of teachers as specified in the government communique of the 5th June is still very disappointing and inadequate and it is particularly unsatisfactory because it has not given any substantial relief to teachers in elementary schools.

3. The Council of Action directs its Negotiating Committee to formulate the minimum demands of the teaching profession immediately and authorises it to begin negotiation with the government on the basis of their recommendations and report the progress of negotiations from time to time to the Directorate.

We appreciate the government's desire (1) to secure a minimum pay for teachers in aided elementary schools, (2) to guarantee local board scales to teachers in aided secondary schools and (3) to improve the scales of salaries applicable to pundits and physical training instructors. For the sake of maintaining the proper academic atmosphere in and around schools at the present moment, the committee deems it its duty to bring to the notice of government under Section I a few important steps for immediate adoption. The committee should also urge that some of the remaining unsatisfactory features of the revised salaries should receive the attention of the government. These are mentioned under Section II.

Section I.—We are obliged to point out that the salary now revised for the lower grade trained teachers is still very much below what is regarded as the basic living wage today, viz., Rs. 30 a month.

These teachers employed in local board schools are now sanctioned a scale of Rs. 23-1-33 and all of them will draw only Rs. 23 this year. Teachers of this grade employed in aided elementary schools are now sanctioned a grant of Rs. 18 only. These teachers numbering about 12,000 have all put in more than ten years service and represent a group that will cease to exist. Their experience as well as the low salary drawn by them all these years are points to be urged in their favour while fixing minimum salary of Rs. 30 a month.

It is our request that the distinction be removed and that this class of teachers, under whatever agency they may be employed, may be granted a minimum salary of Rs. 30.

(2) The secondary grade teachers in all elementary schools generally hold responsible office and we request that they all be given at least a starting salary of Rs. 45.

(3) Teachers in aided and local board schools have not had the benefit of decent scales of salary. In most aided schools there had been no regular increments. In the case of the board schools the salaries are fixed by G. O.'s, and many had to remain without any increment for several years. It is the feeling of the teaching profession that directions be given that in the adoption of the new scales due consideration be given to the total service of the teachers when fixing their salaries in the scales. Otherwise many of the present incumbents will not be getting any worthwhile benefit.

(4) We further request that the revised scales be given retrospective effect from 1-1-47 even in the case of aided schools.

(5) Teachers in aided elementary schools are not happy over the suggestion that a sum of Rs. 5 will have to be contributed by the managements. They are anxious that they should be assured of the prescribed minimum without any reference to the management. If managements are given any extension of time for the purpose of adopting the scales, it is requested that the extension of time be only for finding the funds, the teacher being assured the benefit of the increased scales from 1-1-47.

Section II.—While the abovementioned measures may, to an appreciable extent, improve the lot of the poorly paid teachers in our elementary schools and secondary schools, we desire to urge

that the salary problem of teachers has got to be thoroughly examined in the light of present day conditions. We request therefore that government should take up immediately this question for a thorough examination. The committee commend in this connection the recommendations of the Central Pay Commission, and urge that the principles enunciated by them in fixing the scales of salaries and allowances of public employees be made applicable to teachers. It is hoped that there will be no difference between educational services and other services in respect of the application of the general principles.

T. P. SRINIVASAVARADAN,
Hony. Secretary.

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S. I. T. U. COUNCIL OF ACTION

BULLETIN No. 1

A meeting of the Council of Action formed in pursuance of Resolution No. 3 of the 37th Madras Provincial Educational Conference was held at 11 a.m. on Saturday the 7th June 1947 in the office of the Union. Twenty-three representatives from twelve districts attended the meeting. Sri M. S. Sabhesan, President of the S.I.T.U., presided.

Members present :

Messrs. V. Rajagopala Iyer and P. P. Angappan (Coimbatore), V. Guruswami Sastrigal and V. Raghava Iyengar (Tanjore), V. Mariaratnam and A. S. Arumugam Pillai (Madura), V. S. Narayana Iyengar (Ramnad), K. Sitaramiah (Cuddapah), P. Padmanabha Rao and P. Ramiah Choudhury (Chittoor), K. N. Ramaswamy Naidu and K. S. Ramachandran (Salem), K. Loganathan and T. C. Kalyanarama Iyer (Trichinopoly), A. Sundaresa Iyer (Tinnevely), P. R. Subramanya Iyer (Malabar), (being members elected for the Council of Action) and Messrs. M. S. Sabhesan, T. P. Srinivasavaradan, V. Arunajatai, A. Srinivasaraghavan, S. Natarajan, S. E. Selvam, and G. Krishnamurthy (being members of the Working Committee.)

The Council of Action elected Sri A. Srinivasa Raghavan as its Leader, Sri S. Natarajan as Convener, and Sri V. Arunajatai as its Treasurer. The Council of Action then elected the following Committees :

1. Rules Committee :

Sri M. S. Sabhesan, Sri A. Srinivasa Raghavan, and Sri S. Natarajan.

2. Finance Committee :

Sri S. E. Selvam, Sri V. Raghava Iyengar, Sri A. Srinivasa Raghavan, Sri S. Natarajan, and Sri V. Arunajatai (Convener).

3. Negotiating Committee :

Sri M. S. Sabhesan, Sri P. R. Subramanyam, Sri V. Rajagopala Iyer, Sri K. S. Ramachandran, Sri V. Mariaratnam, Sri T. P. Srinivasavaradan (Convener) and the Leader and the Convener.

4. Publicity Committee :

Sri P. P. Angappan, Sri A. Sundaresa Iyer, Sri A. Satyanarayana, Sri K. N. Pasupathi, Sri S. E. Selvam, Sri S. Arumugam Pillai, and a representative from South Kanara.

The Council of Action then appointed the following Directorate of Action to work out details and carry on the work expeditiously.

Messrs. P. M. Kunhiraman Nambiar, Ramiah Choudhury, G. Krishnamoorthy, P. P. Angappan, M. Mariaratnam, K. S. Ramachandran, Narayana Iyengar, and the Leader and the Convener.

The committees were given powers to fill up vacancies by co-option from among the members of the Council of Action and report to the Council of Action.

There was then a frank discussion regarding the possibility of implementing the resolution of the Conference and the effect of the government communique and the present political situation. It was pointed out that many guilds had not been able to meet after the Provincial Educational Conference to appraise themselves of the implications of the resolution, that certain guilds were not sufficiently well-organised to launch a strike, that the teachers in local bodies could not act in accordance with the resolution. Mr. Padmanabha Rao of Chittoor said that while teachers of Board Elementary Schools were ready for a strike, those under mission management were unwilling to join with them. He feared that migration of pupils might take place. Mr. Selvam of Malabar said that the teachers of elementary schools in Malabar were well organised for a strike and are so dissatisfied with the salary scales that they want special permission to call a strike on the 15th instant. He said that teachers in secondary schools were more cautious but they might be ready by the 1st July. Sri P. P. Angappan of Coimbatore said that many elementary school teachers' associations were affi-

liated to the Provincial Elementary Teachers' Federation and also to the South India Teachers' Union, but were unwilling to abide by the rules of the S. I. T. U. or heed the mandate of the Union. They were ready to follow the lead of the Federation. Mr. Selvam explained that elementary teachers' unions in Malabar were all affiliated to the District Guild and were not affiliated to the Federation of elementary school teachers. He said that the Malabar Guild was strictly non-political. Sri C. Ranganatha Iyengar said that if particular associations were well organised, a strike in a local area might be permitted with the rest of the province supporting it. Mr. V. Rajagopala Iyer said that elementary school teachers of Coimbatore had notified a strike on the 25th June. Mr. G. Krishnamurthy said that the Provincial Federation of elementary teachers was not a political organisation and pleaded that the Union should not let down the Federation if the latter should launch a strike on the 25th June. Mr. K. S. Ramachandran of Salem said that the Federation had already notified a strike and that the Union should negotiate with the Federation for an amicable settlement so that teachers might not be divided. Many members said that the Union should have nothing to do with the Elementary Teachers' Federation and that if the Council of Action should decide on a strike it should not be on the 25th June, the date fixed by the Federation. Sri P. R. Subramanyam said that the elementary teachers of Malabar were not yet affiliated to the Federation and that no absolute notice of strike had been issued but that the Guild awaited the direction of the S. I. T. U. Mr. S. Srinivasan of Cheyyar wanted the Council of Action to decide what action should be taken when associations affiliated to the S. I. T. U. launched a strike without a direction to do so from the Union and whether a strike could be called on the 1st July. Mr. Ramiah Choudhury of Chittoor said that the elementary teachers of his district had, in pursuance of the Union's resolution, changed the date for strike to the 1st July. Mr. Ramaswamy said that the

President of the Salem District Teachers' Guild had desired him to convey to the meeting that in the present political situation there should be no strike. He said that elementary school teachers were for a strike while secondary grade teachers were not for a strike at present. Sri A. Srinivasaraghavan in summing up the discussion observed that we were bound by the resolution of the Conference but asked whether the Council had the powers to modify either the plan of action or date of strike, etc., taking into consideration the organisation, the machinery available and the political situation. He said that circumstances differed from district to district. He referred to the Government communique and said that it did show an appreciation of the teachers' difficulties and had marked some advance. He wished to know whether in the light of the communique it would be advisable to call a strike on the 1st July.

Sri T. P. Srinivasavaradan then gave an account of the deputation of the Working Committee on the Hon'ble Minister for Education and said that the following were urged :

- (a) Abolition of invidious distinctions in salary scales under different agencies.
- (b) Weightage for service.
- (c) Enhancement of government grant to second lary schools
- (d) Fixing the starting salary of elementary school teachers at least at a subsistence level.
- (e) Improving the scales of the pundits and the physical education and secondary grade teachers.
- (f) Free education to the children of all teachers.

Mr. Ramani pointed out that the only improvement was the addition of Rs. 5/- already provided for extra training to the basic pay and the lower grade teachers would be getting only Rs. 35.

The Directorate was then asked to formulate resolutions for the acceptance of the Council of Action. The Directorate then presented the following resolutions which were unanimously accepted.

1. The Council of Action is of opinion that as there is not enough time to negotiate with the government and to

call for a province-wide strike of teachers, the time for implementing the resolution No. 3 of the Madras Provincial Educational Conference of May 1947 be extended to 1st August 1947.

2. The Council of Action is of the opinion that the revision of salaries for all grades of teachers as specified in the government communique of the 5th June is still very disappointing and inadequate and it is particularly unsatisfactory because it has not given any substantial relief to teachers in elementary schools.

8. The Council of Action directs its Negotiating Committee to formulate the minimum demands of the teaching profession immediately and authorises it to begin negotiation with the government on the basis of their recommendations and report the progress of negotiations from time to time to the Directorate.

4. This Council requests the S.I.T.U. to call upon its affiliated guilds and

associations to contribute towards the expenses of the Council of Action. It requests the S.I.T.U. to arrange for an initial contribution of Rs. 25 - from each Guild immediately towards the initial expenses and for a remittance by each guild on or before 1st July a sum calculated at the following rates : Annas eight per member from an elementary school and Rupee one per member from other schools.

5. The Council considered the request of the Malabar District Teachers' Guild for permission to launch a strike on the 15th June 1947 and resolved to authorise the leader and the Convener to visit Malabar and such other places as seek similar permission and discuss with the Executive of the affiliated associations of the regions concerned and report to the Directorate their findings and recommend suitable action.

S. NATARAJAN,

8th June 1947.

Convener.

CHARTER OF THE INDIAN CHILDREN'S RIGHTS

Prepared by

BALKAN-JI-BARI-AKHIL HIND BALKAR SANGHE

Every child in India shall have the following rights which will help in his proper development and protection.

- (1) The child shall live in a free land in a free atmosphere and in a free environment; every opportunity for his all round development shall be available to him, unhampered by any limitations of caste or creed.
- (2) The child shall be provided with a happy home environment, free from fear and chastisement; he shall be adequately fed and clothed and brought up with love and understanding.
- (3) The child and his mother shall be assured proper ante-natal, natal and post-natal care.
- (4) The child shall receive at all stages of his growth up to adolescence adequate medical aid; his health and well-being shall be the prime concern of his parents or guardians and of the State.
- (5) The child shall receive the best education to which his talent entitles him, an education that is both liberal and useful, and that prepares for good citizenship and service; his education shall be a first charge on the revenues of the State.
- (6) The child has a right to play and recreation, and sufficient facilities for the purpose must be provided for him by the Schools and the Local Authorities.
- (7) The child shall be protected by legislation from exploitation in any form for the benefit of parents or guardians.
- (8) The child who is backward or defective shall be provided with special institutions for his care and education.
- (9) The child in the village shall have the same privileges and facilities that are assured to the city child.

S. I. T. U. EXECUTIVE BOARD

A meeting of the Executive Board of the S.I.T.U. was held at 11 a.m. on 5-7-47 at the Hindu High School, Triplicane, with Prof. M.S. Sabhesan in the chair.

The working committee for the year was elected.

Elected by the Executive Board.

1. S. E. Selvam.
2. B. Seshacharyulu.
3. V. Subramania Sarma.
4. K. M. Sundaram.
5. S. Sundaresa Aiyar.

Nominated by the President.

6. S. Daivirakkam.
7. S. Srinivasan.

Messrs. V. Soundararajan & Co., were Elected as Auditors.

Messrs. V. Bhuvaramurthy and S. Srinivasan were elected as Internal Auditors.

Mr. C. Ranganatha Aiyengar was elected as Journal Secretary and Mr. G. Srinivasachari, Additional Journal Secretary

The following were appointed as members of the Editorial Committee.

1. Rao Bahadur Sri S. K. Yegnanarayana Aiyar.
2. Sri M. S. Sabhesan.
3. Sri A. Sreenivasa Raghavan.
4. Sri T. P. Srinivasavaradan.
5. Sri S. Natarajan.
6. The Journal Secretary.
7. The Additional Journal Secretary.

It was resolved to celebrate the Education Week from 6th to 11th October 1947 with a central theme of "Teachers and Social Security".

The Secretary was authorised to take steps to constitute a Central Education Week Committee securing the co-operation of the associations interested in education.

A Public Relations Committee was constituted with Mr. C. Ranganatha Aiyengar as Convener.

The Board then considered the strike by teachers of the Municipal Ely. Schools of Madura and passed the following resolution:

The Executive Board regrets to note that the teachers of the Madura Municipi-

pal Ely. Teachers' Union are on strike from 25.6.1947. It expresses its deep concern over the situation thus created and it urges the government to appreciate the reasonableness of the requests of teachers repeated again and again and give immediate effect to the representations of the Union for uniform and adequate scales of salaries providing for weightage of service, house rent and other allowances on the same scale as sanctioned to government employees.

It was brought to the notice of the Executive Board that managements of certain aided institutions had given notices to their teachers of their inability to work the schools under the present system of aid and of their decision to close down the schools with effect from 1st October 1947.

The Working Committee was authorised to investigate the question and take necessary action to safeguard the interests of teachers.

(2) Directorate of Council of Action.

A meeting of the Directorate of the Council of Action of the S.I.T.U. was held at 4 p.m. on 5-7-47 at the Hindu High School, Triplicane. It approved the action so far taken by the Negotiating Committee and authorised it to continue its work on the same lines.

The Convener's statement regarding the situation in Malabar was considered and his action in advising the Malabar teachers to postpone direct action and to abide by the lead of the S.I.T.U. was ratified. The Directorate expressed its appreciation of the loyalty of the teachers of Malabar and of their spirit of discipline in following the lead of the Council of Action.

The leader, Prof. A. Srinivasa Raghavan, the Convener, Sri S. Natarajan and Sri V. Mariaratnam were authorised to study the strike situation in Madura and take necessary action bearing in mind the interests of teachers. They were authorised to proceed to Madura if necessary. The Directorate then discussed a plan of action and resolved to communicate the same to all the associations at an early date.

(8) A Pleasant Function.

A very pleasant function came off on the evening of 5-7-47 at the Hindu High School, Triplicane, when a large number of educationists from all over the province offered their felicitations to Mr. T. P. Srinivasavaradan. Among those present were Mr. T. T. Krishnamachariar, Rao Bahadur Sri S. K. Yegnanarayana Iyer, Sri Arni Subba Rao, Sangitha Kalanidhi Sri T. V. Subba Rao, Sri K. Kuruvila Jacob, Prof. A. Srinivasa Raghavan, and Prof. M. S. Sabhesan.

After Tea Prof. Sabhesan expressed his appreciation of the work done by Mr. T. P. Srinivasavaradan as an office-bearer of various teachers' organisations like the Madras Teachers' Guild, the Madras Teachers' Guild Co-operative Society, the South India Teachers' Union and the S.I.T.U. Protection Fund.

He paid a tribute to his energy and to the thoroughness with which he did the work allotted to him. He referred to the excellent spirit of co-operation which he displayed and thanked the authorities of the Hindu High School for entrusting him with the Headmastership of the Hindu High School. He wished him a successful career.

Rao Bahadur Sri S. K. Yegnanarayana Iyer, Mr. Selvam of Malabar and Prof. Srinivasaraghavan associated themselves with sentiments expressed and wished well the guest of honour.

Mr. T. P. Srinivasavaradan made a suitable reply.

Rev. D. Thambuswamy thanked the guests present.

S. Natarajan,
Secretary.

6-7-47

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TRAINING THE TEACHERS OF TOMORROW*

TWO SYSTEMS AT WORK

H. C. DENT

Editor of "The Times" Educational Supplement.

In Britain the training of teachers is in the melting pot. In the space of an article all one can hope to do is to present the broad outlines of a complicated and dynamic situation.

First, as there are two separate and distinct systems of public education in Britain one for England and Wales and the other for Scotland, so there are two separate systems of teacher training.

In England and Wales there are at present three main types of training available for would-be teachers, obtainable respectively at (i) a university or university college, (ii) a permanent training college, or (iii) an emergency training college. The last is, as the name suggests, a temporary provision, set up to repair the ravages of war. But it is also, in many respects, the most exciting.

The course of education and training at a university or university college lasts for four years. Of these, the first three are occupied with preparation for a university degree and the fourth, taken at a university training department (U. T. D.), with professional training. Students taking this "Four Year Course" are normally aiming at posts in what were before the Education Act, 1944, the only secondary schools, and are now designated "Grammar Schools".

There are 22 university training departments; four in the University of Wales (one at each of the constituent colleges), two each in the Universities of London and Durham, and one in each of the other nine universities and the five university colleges. Before World War II, there were about 1,500 students in the U.T.D.'s; in November 1946 there were 1,100—750 women

and 350 men—the decrease being due to the exclusion from the universities during the war of almost all men.

Minimum Age for Admission

The minimum age for admission to a university or university college is 17, and the minimum academic qualification required is the university matriculation. On the successful completion of the U.T.D. course the student receives the university diploma or certificate in education.

The training college course neither involves nor leads to the taking of a university degree, and at present, save in one or two exceptional cases, the training colleges are not linked organically with the universities. Of the 83 training colleges (29 provided by local education authorities; 54 by voluntary bodies), which are officially recognized by the English Ministry of Education, more than three-quarters offer a two-year course of general education and professional training, as a rule taken concurrently. The remainder, including the 11 domestic subjects colleges, offer a three-year course.

There are also six non-recognized (but highly efficient and well-reputed) colleges of physical education for women, offering three-year courses. A few of the two-year colleges offer a third year to selected students wishing to obtain special qualifications in subjects such as art, handicrafts or music; and one or two offer facilities for students to complete a university degree during a third year. Most of the colleges are residential.

Students entering training colleges before World War II were destined to serve as teachers in public elementary

* By Courtesy: The United Kingdom Publicity Office, New Delhi.

* Northern Ireland is omitted from this survey.

schools; they now go to primary schools and the new types of secondary school. On completion of the two-year course and of one year's probationary teaching, they receive the Teacher's Certificate.

Normally, the minimum age of entry to a two or three-year training college is 18, and the minimum academic qualification required is a pass in the First School Examination (the School Certificate). During the war, however, these requirements were modified, younger students being admitted and some without a School Certificate.

Before the war, there were about 10,000 recognized students in the training colleges; in November 1946, there were 13,500—10,500 women and 3,000 men.

Poverty no Bar

Until recently the financial arrangements of the training colleges were extraordinarily varied, but in February 1946 the Minister of Education made Regulations to ensure that:

(a) No suitable student shall be debarred from training because his parents are unable to pay the necessary fees; and

(b) Training colleges, whether provided by local education authorities or voluntary bodies, shall be able to make proper provision for their students.

As from April 1946, the provision of training college facilities by local education authorities was made a common service. Each of the 145 authorities pays an annual contribution based on the number of pupils in attendance at its maintained schools, and this is divided among the authorities actually providing colleges. Voluntary training colleges are aided financially by the Ministry to enable them to sustain an appropriate level of efficiency and to make any necessary additions to their buildings. Fees are remitted, and maintenance grants paid, to students in accordance with nationally applied income scales. If the parent's net income is below £300 a year, the student pays no fees.

The Emergency Scheme for the Recruitment and Training of Teachers was announced in the Board (now the

Ministry of Education) of Education's Circular 1652, issued in May 1943. This circular included a report by a committee set up by the President of the Board of Education in December 1942 outlining a proposed scheme.

The committee suggested that, for the teachers of mature age (it was hoped to recruit from the Forces) and other forms of national service, an intensive one-year course, followed by two years of probationary teaching, would be adequate, and practicable to administer.

This course, they considered, should cover on the professional side the general principles of education and teaching method, the philosophy of education, psychology, and health education. In addition, students should be required to take a course in the use of the English language (or Welsh, for service in Welsh-speaking schools), with a directed course in general reading, and two other subjects to be chosen from English (or Welsh) literature, history, religious knowledge, geography, modern languages, mathematics, general science, physics, chemistry, biology, rural science, gardening, music, art, handicraft, and physical education. A most important feature of the course should be prolonged periods of teaching practice in schools as regular members of staff.

Allocation of Time

The suggested allocation of time during the course was:

Preparatory Stage	... 6 weeks
Main Course, Part I	... 4 "
Teaching Practice	... 3 "
Vacation	... 1 week
Main Course, Part II	... 12 weeks
Vacation	... 2 "
Teaching Practice	... 9 "
Vacation	... 1 week
Main Course, Part III	... 14 weeks
Total	52 weeks

A formal examination at the end of the course was not recommended; instead, the work of students should be assessed by internal tests for which the college staff would be responsible. On successful completion of the course,

students should be granted provisional recognition as qualified teachers, the recognition to be confirmed after the two years' probation.

Students should be accepted only on the basis of careful individual selection, carried out by expert panels of interviewers. They should have to show themselves capable of profiting by training and likely to make effective teachers, but proper qualifications would not be insisted upon. Personal suitability should be the overriding consideration, and service records should receive particular attention. All students should receive free tuition and be eligible for maintenance grants. The teaching staff should be selected largely from teachers actually in service in the schools.

The emergency colleges, it was suggested, should in general be planned to accommodate about 200 students and where possible be sited near large centres of population, or within easy travelling distance of one.

There is no space to tell here of the agonising delays, due to shortage of labour and materials, in the setting up of the colleges, and of the consequent huge waiting list of accepted candidates. The programme has so far been always behind schedule, but otherwise the scheme has been highly successful. An experimental course was begun in 1944, the first emergency training colleges opened months later and by the end of 1946, 32 colleges had been opened, about 7,000 students were undergoing training, and over 1,000 students had completed their training and begun teaching. Altogether, some 90,000 applications have been received, and some 35,000 accepted.

Valuable Experimental Work.

All reports speak well of the students, and some of the emergency colleges are already throwing up valuable experimental work. The cry of "half-baked teachers" raised by many voices on the announcement of the scheme and for months after has been almost completely stilled, and competent judges believe that these emergency trained

teachers will prove an invaluable reinforcement to their chosen profession.

Though the Minister of Education is responsible for seeing that there are adequate facilities for training, there is no central direction of teacher training in England and Wales. In Scotland all training of teachers is conducted under Regulations made by the National Committee for the Training of Teachers a statutory body of 45 members set up in 1920 by the Secretary of State for Scotland, and elected by the local education authorities from among the members of their education committees. The National Committee acts through a Central Executive Committee, and delegates the management of the four training centres in Scotland (one at each university) to Provincial Committees for the training of teachers, and of the three training colleges to Committees of Management.

Broadly speaking, one can distinguish the same three main types of training in Scotland as in England, but the subdivisions are more numerous. This is due largely to the greater respect the Scots have for the university degree and for specialist qualifications.

To teach a subject up to the highest classes in the senior secondary schools (12-18) a teacher should have the Teacher's Special Certificate. No student can apply for admission to a course of training leading up to the Special Certificate unless he has a first or second class honours degree in the subject in which he proposes to qualify. The course takes one year, and may be extended by one term to enable the student to gain also the Teacher's General Certificate. There is a comparable Specialist qualification called the Teacher's Technical Certificate, obtainable on completion of a course of two terms of professional training following the taking of a university degree or a diploma granted by a Central Institution for higher technical, commercial or art education.

For the junior classes of senior secondary schools and for service in junior secondary schools (12-15) teachers are employed who have obtained

the Teacher's General Certificate and added thereto what is called the Article 39 endorsement. This can only be secured by a teacher who holds a university degree, or the diploma of a recognized Central Institution, or who has had a course of training of not less than four years. Training for an Article 39 endorsement in academic subjects (usually two) is taken as part of the course for the Teacher's General or Special Certificate, but for a practical subject an additional course of one year (one term for music) must be taken. There is no endorsement for physical education.

Two Types of Training

For teachers of general subjects in primary schools (5-12) there are two main types of training available: non-graduating and graduating. The first is open to women only, and may be taken in one of two ways. First, after obtaining at secondary school the Senior Leaving Certificate, the student goes to a training college for three years. Second, the student may take the first year of training while still at secondary school, and spend only two years at a training college. In either case the course consists of general education and professional training taken concurrently, and leads to the Teacher's General Certificate. On securing this, the student may remain at college for another year to obtain a special qualification.

The graduating course, open to men and women, may also be taken in one of two ways; the student may secure the university degree first, and then go on to professional training, or the two courses may be taken concurrently. Men who do the latter must obtain their degrees before they can be granted the General Certificate. Students who choose the non-concurrent course have to spend one year and one term in professional training. Opportunity to stay longer to secure a special qualification is provided as for the non-graduating student.

Broadly speaking, emergency training is being conducted in Scotland along very much the same lines as in England,

with this important difference that it has not been necessary to set up separate emergency colleges. All the students are being accommodated in existing training centres and colleges.

Space will not permit more than mention of the fact that in both England and Wales and Scotland there are recognized training facilities for teachers of various types of physically handicapped children, and of the mentally handicapped. One striking lack in England and Wales is the absence of any organized training for teachers of technical subjects, except in two emergency colleges set up in 1946. In Scotland teachers for Approved Schools (for young delinquents) are trained by the education authority; in England this is done by the Home Office.

Far-reaching reforms in the organization and content of teacher training have been officially advocated in both England and Wales and Scotland, notably in the reports of the McNair Committee and the Advisory Council on Education in Scotland, published in 1944 and 1945 respectively. It is possible here to note only one or two main points.

Association with Universities

Both committees recommended a closer and more organic association of teacher training with the universities, though only half the McNair Committee supported the more drastic of the two proposals embodied in its report. This was that each university should establish a School of Education, or more than one, that each university School of Education should consist of an organic federation of approved training institutions working in co-operation with other approved educational institutions, and that these Schools of Education should be responsible for the training and the assessment of the work of all students seeking to be recognized as qualified teachers. Some, but not all, of the English universities are making plans to establish such Schools of Education.

The Scottish Council—like the other half of the McNair Committee—rejected

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4, FRANCIS JOSEPH ST. G. T. MADRAS

the idea that the responsibility for the training of teachers should be transferred to the universities. Its proposal was that there should be established four Institutes of Education, at Aberdeen, Edinburgh, Glasgow and St. Andrews, to be conducted in association with the universities and other institutions of higher education, and to serve the needs of the existing provinces into which Scotland is divided for the training of teachers. This proposal does not appear yet to have commanded large support in Scotland.

Both committees strongly recommended that the field of recruitment for the teaching profession should be greatly widened, by the admission of both young candidates and men and women of more mature age possessing qualifications other than those hitherto recognized. These recommendations have already been put into effect in both countries.

The McNair Committee urged that the period of education and training for young candidates not taking a university degree course should be extended from two to three years; and both committees stressed the need for periodic "refresher" courses for teachers in service. Both emphasized the great importance of practice teaching for students in training, and the McNair Committee went so far as to recommend

that in a three-year course about a term should be spent in continuous teaching practice in a school as a member of the staff. This recommendation, as has been noted earlier in this article, has in effect been put into operation in the Emergency Scheme of Training, and the heads and staffs of the schools receiving students are in the main most gratified with the results.

Social Studies

Systematic training in the usage of the English language, greatly increased attention to social studies, and more and better facilities for the training of teachers who wish to teach art, handicrafts, music, and physical education, or to serve in schools for physically or mentally handicapped children, are others among the numerous recommendations made by these nationally representative committees. On the whole the bulk of their recommendations are endorsed by professional opinion.

In a sentence, the general feeling is that teachers have in the past been drawn from too small a field, and that their training has been too narrowly concentrated on abstract studies; and that these defects can no longer be tolerated. Today, the effort is being made on a national scale to eliminate them

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1-2-1947.

C. R. AIYENGAR,
Publicity Officer.

MEMORANDUM SUBMITTED BY THE MADRAS PROVINCIAL SECONDARY GRADE TEACHERS' UNION

TO THE HON'BLE SRI T. S. AVINASHILINGAM CHETTIAR, M.L.A.

Minister for Education, Government of Madras.

I. The Role of Secondary Grade Trained Teachers.

It is admitted on all hands that Secondary grade trained teachers play a very vital part in educating the youth of their country as they have to teach children from 6 to 14 years of age. Apart from the fact that they are in charge of children during their formative period when the cultivation of good habits and development of good conduct are to be carefully attended to, theirs is a physically tiresome task as the pupils entrusted to them are restless by nature and need constant attention.

II. The Status and Salary of Secondary Grade Trained Teachers:

It will be in the fitness of things if secondary grade trained teachers, who have to discharge such onerous duties are energetic, active, vigilant, happy and free from all financial worries. But their scales of pay are much below even those of menials and their living conditions are so distressing that it is too much to expect them to be a model of perfection to their pupils.

We feel, therefore, that the scales of pay fixed by the Cabinet Sub-Committee for the secondary grade trained teachers are thoroughly inadequate and incompatible with present day living conditions. The Central Pay Commission has now recommended that Rs. 90 per month should be the bare minimum for a middle class family taking into account the cost of living at the present day. But it is a well-known fact that, even with a dearness allowance at the present rate of Rs. 18/- the Secondary grade teachers have been receiving monthly total emoluments much below this minimum from 1939 onwards. To point out the sad plight of secondary grade trained teachers, it need only be said that including dearness allowance of Rs. 18 their maximum in most cases

at present is below Rs. 90, the barest minimum living wage recommended for middle class families by the Central Pay Commission. Further, the dearness allowance now being granted is only one half of that recommended by the Central Pay Commission. To add to these worries of teachers certain private managements are even to-day paying dearness allowance of Rs. 10 or even Rs. 5. In this connection, we beg to point out that the annual increment of Rs. 8 for the earlier period of service in the Cabinet Sub-Committee scale is comparatively low and what is worse, at a later stage when the teachers have to bear heavier family responsibilities, the rate of increment is reduced to Rs. 2/.

In these circumstances, it is not surprising that while the number of S. S. L. C. candidates is increasing by leaps and bounds, the number of T. S. L. C. candidates is steadily decreasing showing clearly that teaching is not at all attractive to young men and women of this province. It need hardly be said that to induce intelligent persons to take to teaching as a vocation, equitable scales of pay and fair rewards for merit must be granted to teachers, that their salaries must compare favourably with those of persons in other professions and they must be granted some extra allowance for the two years' professional training that they have undergone.

We, therefore, place before you the following points and request you to consider them favourably at an early date in order to remove our deep discontent, which, we are constrained to say, if allowed to grow, will lead to disastrous consequences.

III. Points for Consideration.

(a) Provincialising the service and standardising scales of pay: We join in

the protest against the discriminating recommendations for teachers under different agencies and request that secondary grade teachers, wherever employed in the Province, should be awarded the same scale of pay. We press upon your attention the urgency for unity in the entire service and provincialising it. In the event, however of different agencies being allowed to continue, we are firmly of the opinion that the Government should insist on the adoption of Government scales of pay as a condition of recognition and aid.

(b) *Scales of pay.* Taking all things into consideration we have come to the conclusion that any scale short of Rs. 65-5-185 cannot satisfy our needs. In other words we request you to give us a basic pay of Rs. 55 plus Rs. 10 for the professional training with an addition to the salary of Rs. 5 and Rs. 10/- respectively for Intermediate and Graduate teachers with secondary grade training.

(c) *Dearness allowance.* We pray that we may be awarded the above scale of pay together with a dearness allowance of Rs. 85 and a House rent allowance of Rs. 10 for those in cities with a population of one lakh, and above.

(d) *Weightage for the experienced.* Those secondary grade trained teachers who have put in a service of 20 years and more already in recognised schools are not likely to get the full benefit of the adoption of any new scale of pay. We, therefore, request that such experienced teachers be given advance increments at the rate of one increment for every two years' service upto a maximum of 8 increments, with the provision that those who are to retire within five years from the introduction of the new scale be allowed to draw the maximum according to the revised scale.

(e) *Free education for Teachers' children.* We request that free education be given to teachers' children in all educational institutions in the secondary stage.

(f) We request that the rules relating to the Grant-in-Aid be amended so as to

enable the Managements to meet the entire deficit.

(g) *Provision for old age.*

Provident Fund

i. The benefits of Provident Fund are too inadequate to support a teacher and his family after retirement. In most cases, the Provident Fund does not even help a teacher to liquidate fully the debts incurred while in service. We, therefore, suggest that the contribution of the teacher be raised from one anna in the rupee to one anna four pies, the Government and the Management each contributing an equal amount so that annas four for every rupee of the substantive pay may accrue to the credit of the teacher,

ii. *Compulsory Life Insurance.* We request the government to institute a compulsory life insurance policy for every teacher for at least Rs. 2,000/-. We request that we may be permitted to use our P. F. contribution towards paying premiums. We suggest that the state can with profit start a Life Insurance company for teachers.

(h) *Leave.* We urge that leave rules that are applicable to the vacation department of Government be applied to teachers serving in local bodies and private agencies.

(i) *Concession for self-improvement.*

(1) The secondary grade trained teachers who have completed their S.S.L.C's are now labouring under a severe handicap as they cannot improve their general educational qualifications. We therefore request you to permit all holders of completed S.S.L.C's who have served for five years and more in any recognised institution to appear for University Examinations as private candidates. (2) The concession granted to the teachers exempting them from the production of attendance certificates for University Examinations has not generally helped those that have availed themselves of it to improve their status and pay. The passing of each examination should entitle a teacher to some immediate addition to his salary. The Secondary Grade trained teachers who have taken University degrees may

be exempted from undergoing training and allowed to appear for the B. T. Degree examination as private candidates. If, however, some kind of training is found necessary we suggest that a special short term practical course be opened for them.

(j) *Recruitment to the Junior Inspectorate.* In the matter of recruitment to the Junior Inspectorate from among secondary grade teachers, we submit that due representation be given to teachers working in different agencies in some ratio that bears a reasonable proportion to their relative strength.

(k) *Headmastership and Superintendentship:* Wherever possible, experienced secondary grade teachers must be given opportunities of becoming headmasters of middle schools and superintendents of middle school departments of High Schools.

IV. Ways and Means.

Large sums of money will be necessary, no doubt, to implement all these changes, but if the Government wills it can get over even the seemingly insurmountable difficulties. One suggestion put forth recently is to increase the rate of school fees in order to meet all our demands; but we stoutly oppose this move, for it will cause unnecessary rancour between parents and teachers. Increasing the rate of school fees, in our opinion, is indirect taxation of poor parents for the sole purpose of meeting the teachers' legitimate demands. We want the government to pay us from its own reserve if it has any, or by some other method.

It is not for us to suggest ways and means for finding the finance necessary to meet our demands. But we often hear it said that with prohibition on hand and with a deficit budget the Government finds it difficult to concede the legitimate demands of teachers. We therefore feel it incumbent on us to submit that the welfare of society depends at least as much on the proper moulding of the minds and character of the children as upon the reform of a certain section of the adult population; and that it will be bad economy to stint the pay of that band of men and women who have chosen this calling in spite of the very adverse conditions.

In conclusion we beg to state that the patience with which we have borne our hardships has reached the 'breaking point. However, we have not as yet lost faith in the method of reason and persuasion for achieving our ends. It is this faith that impels us to submit this memorandum. We beseech you, Sir, to bear in mind the abovementioned legitimate grievances of the Secondary Grade Trained Teachers when the matter comes up for discussion before the cabinet and kindly do your best to redress them.

(Sd.) G. SRINIVASACHARI,
President

Madras
29th May, 1997. for the Members of the
Executive Committee,
The Madras Provincial Secondary
Grade Trained Teachers' Union.

The South Indian Teachers' Union Protection Fund Ltd.

520, HIGH ROAD, TRIPPLICANE, MADRAS.

(Estd. 1928)

	Rs.
Total Assets	4,35,000
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No. of Policies	2,350
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(iv) There are no irritating conditions and both Admissions and Claims are effected very speedily.

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(vi) By joining the Fund you benefit yourself, members of your family and other members and help to build up the Profession Fund and thus help the consolidation and strengthening of the South India Teachers' Union.

(vii) The Fund is secure and investments are made according to the Insurance Act of 1938.

Even though you may have taken an Insurance Policy in any other Company, see that you take at least one unit and demonstrate your sympathy for the other members. If you have not insured your life with other Companies, you are advised to take the maximum number of Units you can. **DON'T POSTPONE CONSIDERATION, ACT AT ONCE**, and also persuade other Teachers to enrol themselves as members of the Fund.

ARISE, AWAKE and PROVIDE FOR YOUR OLD AGE AND FAMILY

TRIPPLICANE,
1-2-1947.

C. R. AIYENGAR,
Publicity Officer.

PUBLIC RELATIONS

Report for the period January to June 1947

Since the last report up to 31-12-46, there have been greater attempts to interest the public on the question of teachers' status. Mr. S. Natarajan pleaded strongly for the improvement of the salaries and status of the elementary school teacher at the valedictory meeting of the South Madras Range Elementary School Teachers' Tamil Refresher course at Presidency College on 25-1-47 and criticised the attitude of the authorities towards them. Mr. S. Ramaswamy Naidu, Sheriff of Madras, who presided over the meeting said that he would support the cause of the elementary school teachers and advised them to maintain the agitation.

Mr. S. Srinivasan of Cheyyar has contributed an article in the 'Swatantra' on Teachers' Salaries.

The President and the Secretary of the S. I. T. U. jointly issued an appeal dated 10-3-47 to the members of the Legislative Assembly and of the Council drawing their attention to the feeling of the teachers in the province regarding salaries recommended to Local Board and Aided School teachers and how neglect on the part of the government

in this matter will lead to conditions detrimental to the efficiency of education. Copies of the circular letter dated 7-2-47 sent to teachers' associations containing the resolutions of the Executive Board together with a statement were sent to all members of the legislative bodies by the convener of the Public Relations Committee.

On 15-3-47 a public meeting was held in the Memorial Hall, with Rao Bahadur Sri S. K. Yegnanarayana Iyer as Chairman. Mr. R. Suryanarayana Rao and Dr. V. K. John of the Legislative Council took part in the proceedings.

On the initiative of Rao Bahadur Sri. S. K. Yegnanarayana Iyer appeals were sent to the government by the prominent citizens and parents of the presidency headed by Sri T. R. Venkatarama Sastrigal supporting the cause of the teacher in terms which should carry conviction to any responsible popular government.

C. Ranganatha Iyengar,
Convener,

Central Public Relations Committee.
23rd June 1947.

OUR BOOK SHELF

The Children's Tales from other Lands, retold by F. H. LEE. (George Harrapp & Co.) *Oxford University Press*

This book contains 16 short stories built round some natural phenomena or animals and told in a way interesting to children. Every country from Alaska to Borneo and from America to India has got its own stories for children.

The tales in this book relate to the following countries:—Arabia, North West India, Borneo, Hungary, China, Rocky Mountains, Indo China, North America, Egypt, Ceylon, Africa, Tibet, Russia, and Alaska. The printing, binding, illustrations and general get up leave nothing to be desired.

India, Britain and Empire.—A Junior History by P. KONSLER. Book II, 1605 to 1815. Messrs. Macmillan & Co., Ltd. Price Re. 1-4-0

This is an outline history dealing with events in the historical growth of India, England and other parts of the British Empire during the period 1605 to 1815 A. D. A panoramic view of the comparative history of the British Empire with special reference to India and England is thus presented to the reader. Illustrations of personalities, events and things are given in apt places in addition to maps. This book in the series may well be read in the Fifth Form of high schools.

C. R.

Teaching. A quarterly technical journal for teachers. June 1947. *The Oxford University Press.* Price 12 annas.

This issue is devoted mainly to the study of visual aids to instruction in

schools, particularly the modern films. The eight articles on this subject are contributed by experienced people who have had something to do with this experiment. We commend this issue to teachers and educationists.

C. R.

Rotary Guide to Careers. Pamphlets 5, 6, & 7. *Oxford University Press.* Price 8 annas each.

These pamphlets deal with Engineering—general, civil and mechanical respectively. Those who wish to take Engineering in any of its branches as their profession, will find in these pamphlets useful guide and information, viz., the initial abilities and aptitudes, the general educational qualifications required for the diploma and degree courses, the duration of each course, institutions providing instruction in these courses and the prospects of employment for a qualified engineer in any of the branches. Young men and women will profit a great deal by going through these pamphlets before choosing engineering as their career.

C. R.

In the steps of Gautama Buddha. Messrs. Macmillan & Co., Ltd. Price 5 annas.

This booklet is the third in the series 'Here and There in India' brought out by the publishers. In the matter of printing, get up and copiousness of illustrations, it is similar to the books already reviewed in the earlier issues of this journal. The life of Gautama Buddha is well told. The extent of Buddhism in the empire of Asoka as well as the various monuments and inscriptions immortalising the tenets of the religion are described and illustrated.

C. R.

EDITORIAL

Two Great Secretaries

Mr. T. P. Srinivasavaradan retires from the Secretaryship of the S. I. T. U. from the 1st July 1947. He was elected as the Union Secretary in 1940 at the Provincial Educational Conference held at Ambasamudram. From then he has been discharging his duties of the office in an energetic and efficient manner. These seven years of his office may well be said to be a critical period in the history of the Union, and he managed to pilot the affairs in a very able and distinguished manner. He has, to put the whole thing in a nut shell, brought the S. I. T. U. and the Department of Public Instruction into closer contact than ever before.

We congratulate him on his appointment as Headmaster of the Hindu High School, Triplicane, and hope that the qualities of head and heart which enabled him to hold the executive office in the S. I. T. U. will be of great help in the day-to-day administration of the great educational institution of which he is now the head.

The place rendered so vacant is now filled up by Mr. S. Natarajan whose name is well known to all educationists of this presidency. Mr. Natarajan was the Journal Secretary of this Union from the very beginning in 1928 and spared no pains to bring the two journals, the South Indian Teacher and the Balar Kalvi, to the present high standard and popularity.

He is a man of original ideas and unstintedly places his services at the disposal of any educational organisation whenever required. At critical junctures he has always very valuable suggestions to make.

Owing to heavy work required of him as Secretary of the Union, he has desired to be relieved of his office as Journal Secretary. We feel it our duty to record here our deep appreciation of the splendid work he did for the journals and hope that his guidance and advice will always be available now that he is on the Editorial Committee.

Ourselves

The conduct of the Journals is now entrusted to Mr. C. Ranganatha Aiyengar, M.A., L.T., assisted by an editorial committee consisting of Messrs. M. S. Sabhesan (the Editor), Rao Bahadur S. K. Yegnanarayana Iyer, S. Natarajan, T. P. Srinivasavaradan, A. Srinivasa Raghavan and G. Srinivasachary who is also additional secretary to assist the secretary in the editing of the Balar Kalvi. We trust that our subscribers will extend their hearty co-operation in an increasing measure both in the matter of contributing articles and enrolling subscribers.

Bifurcation of S. S. L. C. course

We gladly welcome the determination of the government in introducing bifurcation of S. S. L. C. curriculum even from this year. There is a lot of pressure for admission into colleges owing to absence of any other course. Young men taking up alternative courses (not leading to university course) in the S. S. L. C. will certainly welcome this change. The doubts, fears and hesitations entertained by the parents and the pupils as regards the new course are bound to disappear in course of time with the working of the system. Teachers have to play a great part in educating the parents and the public as to the utility of the new scheme at least for a few years in the beginning.

The New Era

The decision of His Majesty's Government to transfer power to Indian authorities will be hailed with joy all over India. That His Majesty's Government are both earnest and sincere in this handing over power is evident from the very speedy manner in which His Excellency Lord Mountbatten has been directing the affairs at New Delhi. While all true lovers of India would regret the necessity to partition India as a way out of the difficulty we may entertain the hope that unity in the near future will become possible. This coming in of the Era of Freedom

is offering a great challenge to us teachers. The freedom now obtained by the efforts of our leaders, politicians and statesmen has to be retained, preserved and enjoyed. The schools of today have a great part to play. They have to train the pupils in the years to come to understand aright the implications of the freedom. To the extent to which teachers visualise the responsibilities in the New Era and prepare the younger generation accordingly, they will be contributing their share towards the progress and prestige of India.

While the education programme may have to be recast, teachers should realise that education should hereafter have a new meaning and a purpose. They should not wait for a thorough overhaul but should immediately vitalise their school programme and enrich the content of the curriculum so that the present generation of pupils may be quite fit to bear their responsibilities. We are confident that our schools could meet the challenge and our teachers will rise equal to the occasion.

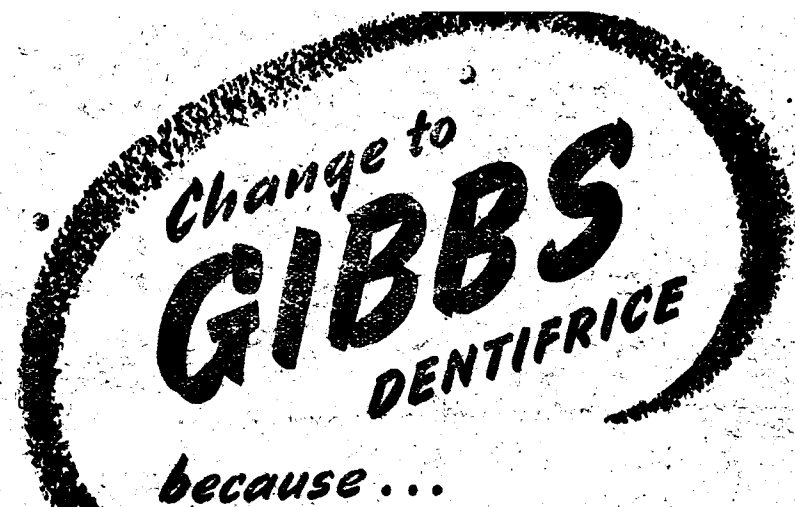
The Gnawing Worry

At such a time as this it is indeed sad to note that the teacher is not recognised as a labourer worthy of his hire. The employees in other departments of public administration have to get increase of salaries and allowances as a matter of course but the teacher has to agitate and struggle at every stage. The delay and inconvenience are provoking. At long last government seem to realise that the teachers' requests are not unreasonable and in their communique of June 6th they have effected some improvements in the scales of salaries applicable to teachers of different grades under different managing agencies. That even these scales are inadequate is clearly brought out in the memorandum submitted by the Negotiating Committee of the Council of Action of the S. I. T. U. It must be said that what the teachers need is a just and fair treatment. Teachers of our province are as a rule patient and a contented lot with a sense of responsibility

but, continued neglect coupled with the inexplicably discriminatory treatment has naturally led them to consider whether they should not desist from work. To give an example of such discriminatory treatment, while all other employees of the Madura Municipality are granted house rent allowance, the teachers alone have been denied it. Why? Who is responsible? While we deplore that the elementary school teachers of this Municipality have gone on strike, we cannot help sympathising with them in their protest against such unfair discrimination. An injustice being the cause, it is the duty of the government to remove the injustice. The exercise of authority may impress but will leave such a deep scar as would take away the zest for work. There is again the denial of the provision for weightage of service. We urge upon the authorities not to deal piecemeal but to examine the grievances of teachers as a whole with a calm and impartial mind and with due regard to human feeling. That way lies the road to peace and progress. Teachers would then be better able to give their whole time and energy to the well-being of the children.

The Madura Strike

All well-wishers of teachers would heave a sigh of relief at the decision of the Madura Municipal Elementary Schools to call off the strike and resume their normal duties in regard to the education of the children. It is a welcome sign that prominent citizens of Madura have undertaken the responsibility of seeing to it, that the legitimate and just demands of the teachers would be met generously by the authorities. If the public could thus interest itself in the well being of teachers then the teachers would be able to render efficient service to the cause of education. We trust the people of this province through their elected representatives in the legislature would compel the authorities to ensure adequate salaries and decent conditions of service to the teachers of the province.



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