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The South Indian Teacher

AUGUST 1947

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Our subscribers are reminded that the Annual Subscription to the journal is always payable in advance, before the issue of the next year's first month's journal. Intimation is usually given of the subscription due. Some subscribers fall into arrears for more than a year. Considerable office work is involved in sending out reminders and V.P.P.'s. This means dislocation of the normal work of the office which is already understaffed owing to poor financial resources. Our subscribers are therefore requested to co-operate with us and help us in bringing out the journal regularly.

Articles

Special articles are invited from our readers on "Teachers and Social Security" and "Dr. Besant's Educational Ideals and her work for the cause of Education for our Country" to appear in the issue of the journal coming out in the first week of October. The MSS. must be written in Ink legibly or typed on one side of the paper.

Complaint

The issue of the journal for a particular month is usually posted on the last date of the preceding month. Delays are sometimes caused owing to reasons beyond our control. Subscribers are requested to put up with the delays. If no issue, however, is received by the end of the month when it is due, complaints will be promptly and gladly attended to.

SELECT LIST OF NON-DETAILED TEXTS SUITABLE FOR CLASS USE IN FORMS I TO V.

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THE SOUTH INDIAN TEACHER

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AUGUST 1947

No. 8

NEW TEACHING METHODS

THE CASE FOR COMPROMISE

E. L. HERRERT,

Lecturer in Education, University of Manchester

It is usual when advocating a new method of teaching to consider it solely from the point of view of its effect on children: quite rightly the psychological advantages they stand to gain from it receive first attention. Nevertheless there are important reasons for examining any new method in relation to the personality of the teacher.

Indeed some reference is always made to the teacher here, but this rarely amounts to more than a passing mention of the advantages of a more interesting approach. The trouble is that the propagandists are people who have tried the new method with success and cannot believe that anyone else using it could fail to achieve the same results. Thus, when the direct method of teaching modern languages was first introduced, some heads of departments insisted that all their assistants should use it, often with lamentable consequences. It is not enough to explain such failures by unwillingness or ignorance; we must ask ourselves whether a particular method is good for the teacher. If it does violence to his individual impulses and qualities, not only does the subject suffer but his general efficiency is reduced. The teacher who could not successfully apply the direct method acquired a feeling of inferiority obviously detrimental to his teaching personality.

The problem assumes enormous importance with the present attempt not

only to introduce new ways of teaching individual subjects but, indeed, to replace the use of class-teaching at all stages by "activity" methods. As usual the reformers would willingly throw overboard the whole of the old system as useless or worse, whereas conservative educationists see no virtue in activity methods which they regard as an encouragement to laziness, superficiality, lax behaviour, and ignorance of essential facts. Clearly the truth lies between the two statements.

Where the child is concerned the case for activity methods has been established, but a complete change from class-teaching to activity methods would constitute a revolution and like all revolutions it would involve a change in the masters.

SENSE OF POWER

It is difficult to determine what psychological qualities go to make a good teacher, for the combinations are infinite. There are however some unconscious tendencies without which no class-teacher can enjoy his work or carry it out efficiently. He must find a minimum of gratification in the exercise of power over a group of people, a milder form of what the actor or the political speaker feels when he "gets hold of his audience." The teacher who feels the weaker protagonist in the presence of his class is a bad disciplinarian.

and an unhappy man. He may resort to tyrannical methods or he may give up the struggle; in either case he will be an inefficient teacher in spite of the most profound knowledge, an upright character and even a great love of children. Yet the same man, especially if he possessed this last quality, could quickly gain the confidence of his pupils in an activity lesson. Once this stage was reached even class-teaching would become possible, for the children would be prepared to learn from him.

There are other benefits to be gained from the adoption of activity methods. Few people who are not teachers can realize the physical and emotional strain of class-teaching. It is no exaggeration to say that no one can give six or seven good lessons in one day, but a wise mixture of activity and class-teaching would bring beneficial variety to both teachers and pupils. Not that activity methods entail no strain; to be constantly prepared to give advice and information is certainly wearing, but there is the compensation of human contact and enthusiasm. On another plane university lecturers know this difference when they change from a formal lecture to a seminar or a tutorial.

CLASS WORK

One would be justified in asking at this point why, if activity methods present all these advantages, class-teaching should be preserved at all. The most obvious reason is a practical one: certain facts can be most economically imparted by the latter method provided that activity work precedes it and suggests its content. Moreover such habits as learning by ear and listening quietly cannot be acquired through activity work. Indeed it might militate against them unless it is counteracted by periods in which one has to be attentive to others. Further, class-teaching

fosters the formation of a group spirit, a necessity of social life. Finally there is a purely psychological argument in favour of class-teaching: children, like all human beings, have ambivalent wishes; they want to be independent but they also like to be ruled; they enjoy the discipline and order imposed by a person in authority even though they may rebel against it. Their aggressiveness finds a wholesome outlet in this rebellion even if it amounts to no more than mild grumbling, which explains the failure of the meek teacher who deprives them of this opportunity.

Is there a case for class-teaching from the point of view of the teacher himself? Many of the same arguments hold good and speak in favour of a combination of the two methods. Even the non-dominating teacher may enjoy formal lessons when they occur only once or twice a day. As for the other for whom teaching is a controlled outlet for his love of power he will enjoy them all the more when the strain of 30 weekly lessons is removed. Incidentally, the obligation to mix with the children informally at other times will counteract the possible temptation to develop into the "bullying" teacher.

If the argument for a compromise between the two methods is valid it might help to solve the problem of the recruitment of teachers, for the variety of the work, together with the greater freedom it provides, might attract to the profession a number of young people who dislike having to "lay down the law" to unwilling children. In other words, psychological qualities such as a natural aptitude for working with children, even if not accompanied by the firmness and assurance that make for strong class discipline, would enable a person to become a successful teacher. The field of selection would thus be enlarged by the access of many valuable personalities.

*WORKING AGREEMENT BETWEEN AFT LOCALS AND THEIR SCHOOL BOARDS

In accordance with the 1944 AFT convention's recommendation that written agreements between AFT locals and their school boards be published in the AMERICAN TEACHER, we are presenting here the agreement between the local and the school board in Bremerton, Washington. This article is of special interest because most AFT locals do not have formal written agreements with their boards of education; instead they seek, through negotiation, to have the various parts of their programs adopted by the board of education and become part of the board rules.

This Agreement is made and entered into this 17th day of June 1946, by and between the Bremerton School Board, District 100-C, hereinafter called the Board, and the Bremerton Federation of Teachers, Local No. 336, hereinafter called the Federation.

As it is a basic principle that the Board and the teachers have a common and sympathetic interest in the progress of the school and of the pupils, therefore a working system and harmonious relations are necessary to maintain and improve relationships among the Board, the teacher, and the public. It is understood and agreed that this Agreement relates and applies to the teaching personnel (teachers, supervisors, and principals) of the Bremerton Schools, and that the Bremerton Federation of Teachers is the sole bargaining agency for the teachers, supervisors, and principals of this District concerning salary and working conditions covered in this contract. . . . This in no way should be construed to remove the right of the individual teacher to contact the Superintendent or Board regarding personnel problems. It is further understood that the Board, through the Superintendent, retains supervision over all employees.

Article I - Working Conditions

Sec. 1. A complaint serious enough to affect the rehiring or discharge of a teacher must be in writing and signed by the person making the complaint.

Sec. 2. In the event the School Board declines to rehire a teacher or discharges a teacher that person may appear before the School Board in her own behalf or she may be represented by not more than two other persons of her choosing. After the Board has considered her arguments and questioned her to their satis-

faction, they shall within 15 days render their decision which shall be final.

Sec. 3. In case of disciplinary action, any teacher called before the Board or any committee of the Board shall have 30 days' time and may obtain counsel to prepare her defense. She may be relieved of her duties pending investigation and shall not lose any salary should her case be sustained.

Sec. 4. Promotion from the existing personnel shall be the general policy of the Board.

Sec. 5. Professional Study. The professional requirements herein recommended are to be deferred for the duration. To benefit from increased increments, teachers shall, in six years, earn nine quarter hours of normal school, college, or University credit in some institution acceptable to the Board. Three quarter hours of the same credit may be earned through travel or committee work approved in advance. If a teacher fails to meet this requirement, progress on the schedule will stop. Teachers on the maximum shall, in six years, earn nine quarter hours of normal school, college, or University credit in some institution acceptable to the Board. Failure to do so will incur a reduction of one increment every six-year period until the requirement is met. The Board has deferred the summer school requirement during the war, but it is understood that a teacher shall, after the conclusion of hostilities, make up the deferment in two years and on the same basis as though no deferment had been granted.

Sec. 6. In case of a question arising under this Agreement a committee of the Federation shall meet with the Superintendent of Schools and try to reach an

agreement. In case of failure to reach a satisfactory understanding, the Superintendent and a committee of five Federation members may bring the matter in question to the School Board. The School Board, after due consideration will render the final decision.

Article II Salary Schedule

Sec. 1. Payments. Teachers shall be paid one-twelfth of the annual salary upon the fifth day of each month except July and August. At the close of the school term, teachers rendering a full term of service shall receive the tenth and eleventh instalments of the annual salary; and, upon the first day of school of the following term, shall receive the twelfth instalment. Teachers terminating their services with the School District at the close of the school year shall receive at that time the tenth, eleventh, and twelfth instalments of their annual salary. Teachers terminating their services with the School District before the close of the school year and after teaching at least 60 days shall receive such proportion of the annual salary as the number of days' service bears to 180. Any teacher under contract with the District who resigns subsequent to July 15 may be penalized according to the Code of Ethics and the State Code of Public Instruction.

Sec. 2. The salary schedule shall be determined by the School Board after they have studied the recommendations of the Salary Committee and the Superintendent of Schools. After the Board's approval, the salary schedule shall become a part of this agreement.

Sec. 3. Acceptance of a teaching position denotes a willingness to participate in all the activities that modern teaching involves, including the direction of extra curricular work, teachers' meetings, professional study, research, curricula revision, and individual guidance.

Sec. 4. When a teacher has been in the service of Bremerton School District and quits for a period of years, if she returns to service within 5 years from the time of quitting and meets the regular prevailing educational requirements she shall be placed on the next higher step on the salary schedule from

the step she was on when leaving. If the absence from the District is more than 5 years, she will be placed on the beginning steps according to her degree and certification.

Article III Leaves

Sec. 1. Sick leave. Effective September, 1946, five days of sick leave per year, cumulative up to 15 teaching days, shall be granted to each teacher for personal illness, quarantine, illness in the immediate family, or death in the family. Sick leave covers only the 180 teaching days. Each teacher claiming sick leave will be required to sign a sick leave application blank for the time to be covered.

Sec. 2. Sabbatical Leave. Any teacher who has been in continuous service in the Bremerton Public Schools for a period of seven years or more, and whose preparation and certification meet current requirements of the State Board of Education, is eligible for a sabbatical leave for study or other approved cause. Not more than two per cent of the corps may have sabbatical leave at the same time.

Applications for sabbatical leave must be made in writing to the Superintendent of Schools prior to April 1 and be passed on by the Board of Directors. If more than two percent apply, selections from the list of applicants shall be made by a committee consisting of the Superintendent and the principals of the schools in which the applicants teach.

Teachers on sabbatical leave shall receive their regular salaries, less the amounts required to secure the service of substitutes satisfactory to their principal and to the Superintendent; provided, however, that the salary paid a teacher on sabbatical leave shall not exceed \$80 per month on a ten-months' basis.

Teachers granted sabbatical leave shall be subject to continuing contract for one year and expected to return to teaching in the District. Teachers not returning from sabbatical leave shall reimburse the District to the amount drawn during said leave. The Board may waive the above if the teacher's health does not permit return to the job.

Sec. 3. Leave of absence for self-improvement. While it may not legally extend the contract of teachers beyond one year, the Board will, in the case of a teacher doing satisfactory work who desires leave of absence for the purpose of study or other approved cause, place such teachers on the preferred list for one year. Preference will be given to such teachers for the succeeding year; provided that notice of desire to return to service be given as early as April 1 of the year of absence. The granting of a leave of absence does not guarantee the teacher a particular position upon her return to service. Teachers granted leave of absence for the reasons indicated above shall be entitled to retain the same place in the salary schedule as though they had remained in service.

Sec. 4. Military Leave. Any regular employee of the Bremerton School District who shall, during any war in which the United States may become involved, enlist or be drafted in any branch or department of the military or naval services of the U. S., shall retain his standing and eligibility as an employee; and, upon receipt of an honorable discharge from the services of the U. S., said employee shall report to the District his desire for reinstatement not less than 90 days previous to the beginning of the following school year and upon reporting for duty and being capable of teaching shall be reinstated in his position at the beginning of said school year.

So long as the present national emergency shall continue and during any war in which the United States may become involved, any regular District employee of the Bremerton School District who shall be an enlisted man or officer in the reserve forces of any branch or department of the United States military or naval services, or an enlisted man in the National Guard, shall be granted a leave of absence by the School District in the event such employee is called to active duty and said employee, upon being released from said active duty in good standing, said employee shall report to the District his desire for reinstatement not less than 90 days previous to the

beginning of the following school year and upon being capable of teaching shall be reinstated in his position at the beginning of said school year.

Military experiences under the above clauses shall be accredited on salary schedule the same as teaching experiences; i.e., one year military service equalling one year's teaching experience.

It shall be the policy of the District to return the teacher under the above provisions to teaching service immediately upon return to services if they so desire.

Article IV Duration and Renewal

Sec. 1. This Agreement takes effect on July 1, 1946, and remains in effect until July 1, 1947. It shall be renewed automatically for a period of one year unless changed as herein provided.

Sec. 2. Either party desiring changes in this contract must notify the other party in writing at least 30 days prior to May 1 of any year. However, changes can be made at any time by mutual consent.

Sec. 3. It is understood and agreed that this Agreement relates and applies only to the teaching personnel (teachers, supervisors, and principals) of the Bremerton Schools.

Sec. 4. Exceptions to this contract necessary to the health, safety, and welfare of the teachers or pupils may be agreed to through the mutual consent of the negotiating committee and the superintendent, subject to the approval of the School Board.

Academic Freedom

A. No teacher shall be prejudiced in his employment because he has joined or failed to join any lodge, religious group, employees' association, union or other lawful organization.

B. No teacher shall be required to hold membership in any organization or to contribute directly or indirectly to any political party or any other organization or any agent or individual

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SCOTLAND'S PROUD RECORD IN EDUCATION*

H. C. Dent,

Editor of the "Times Educational Supplement"

The system of public education in Scotland, though today similar to that of England and Wales, is quite distinct and separate. It retains distinctive national characteristics, the result of its history and traditions.

These date from 563 A.D. St. Columba then landed from Ireland on the islet of Iona and began to establish numerous monasteries throughout Scotland. Each of these contained a school. Owing to the Danish invasions, subsequent records were scanty until the 12th century. From then onwards it is clear that royalty, landowners, and town councils alike were founding schools. This was in addition to the Roman Catholic Church—in those days controlling and directing education everywhere in western Europe.

Five main types of schools developed; cathedral, collegiate, song, burgh, and parish. Probably a "parish" was originally the diocese of a bishop. When this became too large for a single cleric to care for, it was divided into districts, each in the charge of a "parish priest". Of the five types the parish school was to exert the most powerful influence on Scottish history, though the influence of the burgh "grammar school" was also very considerable.

Through its parish system the church established the framework of a national system of education. For centuries the Scots tried, unsuccessfully, to build a fully developed system on this framework. In 1496, the Scottish Parliament passed what has been claimed as "the compulsory Education Act recorded in history". It required barons and freeholders of substance to send their eldest sons or heirs to the grammar school. The country's poverty and internal strife prevented the Act from being implemented thoroughly, but the intention was not forgotten.

Completely Democratic:

Despite further efforts Scotland's national system of education was not put on a firm foundation until 1696. In that year the Scottish Parliament passed the "Act of Settling of Schools". This ordered every parish to provide a school and a Schoolmaster out of its own resources. For nearly two centuries—until 1872—this system served Scotland well. It was completely democratic. Every child in the parish went to the parish school, or, in the towns, to the burgh school. Academic standards were high. Many a parish school gave instruction up to university entrance level.

Scotland's first university, St. Andrews, was founded in 1411. Before then, Scottish students were to be seen at every university in Europe, and especially at Paris where a "Scots College" was founded in 1326. Within 40 years a second university was founded at Glasgow. Forty-five years later there was a third, a Aberdeen. The fourth, at Edinburgh, was founded in 1835.

Like the English, the Scottish universities are independent of State Control, though they receive large grants from public funds. But they did not adopt the Oxford and Cambridge college system. They remained "non-residential" and undertook no responsibility for the corporate and social life of students. All Scottish universities now provide hostels for some of their students. In general, however, Scottish students have preferred to choose their own lodgings in the university towns.

The parish school system was unequal to the demands of the "Industrial Revolution", when Britain changed the basis of her economy from agriculture to industry. Scotland's population in-

SCOTLAND'S PROUD RECORD IN EDUCATION

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creased, and became concentrated in the industrial areas. Voluntary bodies—chiefly the churches—strove to fill the gaps, but it became clear that a central authority and State finance were necessary. These were provided by the Education (Scotland) Act, 1872. It established the Scottish education department, and ordered School Boards to provide and administer schools locally.

From this date the history of Scottish education runs parallel with that of England, but by no means identically. The outstanding divergence occurred in 1918, when Scotland solved the problem of denominational religious instruction in its public schools. Up till then, as in England, there had been for many years a "Dual System". Some schools were maintained by public authorities, and some by religious bodies with aid from public funds. In 1918 the latter were invited to come right into the public system and have all expenses paid from public funds, on certain understandings. That ended the "Dual System" in Scotland. England has one still.

Compulsory System

When the great Education Act, 1944, was passed for England and Wales, it was necessary to pass also an Act for Scotland. The British Government's policy is that public education shall be on approximately the same level throughout the United Kingdom of Britain and Northern Ireland. The Education (Scotland) Act, 1945, raised the compulsory school age to 15, prohibited the charging of fees in education authority schools, unless there is already free education available for all who desire it, and provided for a universal compulsory system of part-time education up to 18, to be introduced as soon as circumstances permit.

All teacher training in Scotland is organised and directed by a national committee established by the department. There is one inclusive Scottish professional association for teachers, the Educational Institute of Scotland. There are many such associations in England. Scotland has nursery schools and classes

for children below compulsory school age (five years), and special schools for physically or mentally handicapped children. Its "approved schools" for young delinquents are in the charge of the education department.

Primary education continues till 12, a year longer than in England. The curriculum is much the same in both countries. In Scotland there is more insistence on perfection in the fundamentals of reading, writing, and arithmetic, and less on practical and social activities. Until 1945 Scotland had a variety of forms of post-primary education. Now these are simplified into junior secondary (three-year course) and senior secondary (five-to six-year course) schools.

Scottish primary schools in urban areas may contain 700 or 1,000 pupils, and secondary schools up to 1,500, although many have considerably fewer. In rural areas schools are often tiny, some having fewer than 10 pupils. The normal Scottish school is a co-educational day school.

Technical education has for long been more systematically developed in Scotland than in England. It is available in universities, central institutions, which are large technical colleges serving wide areas, local technical institutions, day and evening continuation classes, and secondary schools. The institutions giving advanced technical instruction are closely linked with the universities. A total of nearly 200,000 students regularly take some kind of technical or vocational education.

Percentage of Students

The percentage of university students to the whole population has always been high in Scotland. At present it is about 1 in 450. Few boys or girls able to profit by university education fail to get it. Scholarships and bursaries are numerous. Any needy student can receive help from the Carnegie United Kingdom Trust.

Scottish universities are large in terms of the size of Scotland. Edinburgh has over 4,000 full-time students,

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LETTERS TO THE EDITOR

Sir,

Subject: Age-exemptions to Teachers in Aided Institutions.

It appears that the Department does not seem to follow a uniform policy regarding the grant of exemption from age qualifications of teachers in Aided Schools and that the Department insists on the vacancy being advertised.

There are two kinds of exemptions contemplated by the Department (1) exemption from prescribed qualifications mentioned in Rule 13 of the Madras Educational Rules (2) exemption from age-rules as per Rule 10 (a) of the M. E. R. These two exemptions ought to be treated differently. In the case of exemptions from prescribed qualifications the necessity for advertising the vacancy may be granted because untrained teachers should be employed only if trained men are not available and it is only proper that all attempts are made to secure trained hands. So it may be considered quite proper for the Dept. to insist on the vacancy being advertised.

The case of age-exemptions stands on a different footing. The G.O. No. 919 dated 19-6-45 on the subject contemplates (1) exemption beyond 55 and upto the age of 60 and (2) beyond 60. In the former case the Government has empowered the Divisional Inspector of Schools to grant the necessary exemption. In the latter, the discretion to grant exemption is vested in the Director of Public Instruction. The Aided Schools are expected to safeguard their interests and they will recommend the continuance in service of a super-annuated teacher only when the management is satisfied that the teacher is physically fit and professionally efficient to discharge his duties to the satisfaction of the management. Hence it seems that once a super-annuated teacher is recommended for continuance by the Correspondent of a school the exemption should be granted as a matter of course. It is all the more necessary at the present time since there is a

great dearth of qualified teachers. Once a management decides to continue a super-annuated teacher in service, there is no vacancy. To advertise for the post which has not fallen vacant is inconsistent and opposed to the realities of the situation. The condition further keeps both the management and the teacher concerned in suspense and uncertainty. Above all, this condition takes away by the left hand what the right hand gives and nullifies the very spirit of the G.O. which contemplates the continuance of the service of a teacher even beyond 60.

Recently the Central Pay Commission has recommended that the age of super-annuation of public servants should be fixed at 58 and not 55.

Therefore, it stands to reason that the Department should raise the super-annuation age to 58 and grant exemptions from age qualifications upto the age of 60 as a matter of course provided the teacher is considered fit by the Correspondent of the School concerned.

S. R. BALASUBRAHMANYAN,
11 8 47 President,
Tanjore Dt. Teachers' Guild.

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as a condition of employment or continuance of employment.

While the Teachers' Federation is the bargaining agent for the teachers, nothing in this Agreement shall be construed to remove the right of the individual teacher to contact the Superintendent or the Board to consider the problems of any individual or group.

Signed: HAROLD D. PASCHAL,
Pres. of Bremerton Federation
of Teachers.

Signed: G. O. GIBLETT
Chairman of the School Board.

POINTS FROM LETTERS

Elementary Education

Mr. P. Parthasaradhi Rao, Village School, Mamidivalasa, Vizag. Dt. writes about elementary education making the following suggestions:

(1) The State should take the responsibility of attracting strength to the school by giving compensation or stipends to pupils according to age and class.

(2) The State must see that enough subsidies are given to accommodate teachers and pupils in decent buildings and provide a peon and furniture for the school.

(3) Every school must be supplied with the required teaching aids, apparatus and all other implements.

(4) Restrictions on untrained teachers should be relaxed and provision made to take them until such time as trained teachers are freely available.

(5) Training centres should be multiplied and more pupil teachers attracted by means of liberal stipends and other facilities.

(6) Every village schoolmaster, whether aided or otherwise, should get a living wage so as to keep himself and his family above want.

(7) Teacher-quotient system should be replaced by class-teacher system.

(8) Supervision should be monthly and regular.

(9) To meet the heavy expenditure the State may raise the education cess, collect sale proceeds of manufactured articles of the pupils and the produce of the school garden and secure donations and endowments from the well-to-do and levy an entirely new tax for elementary education.

(10) If necessary, all aided and board schools should be taken over and managed by the State in the interest of sound education.

Use of English terms

Mr. A. P. Sivaprasad, B.A., L.T., Retired Headmaster, Abiramapuram, Madras, makes a strong plea for the adoption of English terms for technical words in the teaching of non-language subjects on the ground of their conciseness, saving of time and energy and enriching the vocabulary of the mother-tongue. He says that mere sentiment should not rule out free adoption of English terms.

against the tradition itself, which is still highly valued.

A strong move favours broadening the scope and increasing the variety of education. This could be contrived by introducing more scientific, technological and practical work with emphasis on the development of creative and craftsman capacity. The type of education should also be suited to the capacity and interests of the pupil. The necessity to educate the whole personality according to capacity is urged.

This tendency can be seen clearly in recent reports on primary, secondary, and technical education, and the report on the training of teachers, issued by the Scottish Advisory Council on Education. These documents may well considerably modify the character of education in Scotland.

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Glasgow over 5,000, and Aberdeen and St. Andrews about 1,500 each. There are as many part-time students. The universities are rich in faculties. All offer arts, science, medicine and divinity. Aberdeen, Edinburgh, and Glasgow have a law faculty.

There are engineering faculties at Aberdeen and Glasgow, and Edinburgh has a faculty in music. Most students, especially those intending to be teachers, take an "ordinary" degree in three or four subjects. This diverges from the English fashion of taking an "honours" degree in one or two.

The present trend of education in Scotland is towards change, perhaps almost revolution. There is a widespread revolt against the paramountcy of the academic tradition, though not

FROM OUR ASSOCIATIONS

Salem District Teachers' Guild

Audit Report for the year, 1946

The accounts of the Salem District Teachers' Guild for the year 1946 were audited by me, and the audit report with the statement of Receipts and Charges is herewith presented.

Eighteen Teachers' Associations from Secondary and Middle Schools and twelve Unions of Elementary School Teachers were affiliated to the Guild. Sri V. Doraisamy Iyer, an individual member, has not paid any subscription from 1944. Subscriptions are still in arrears from some of the Associations.

All items of expenditure are supported by vouchers. The cash-book is maintained properly. The year commenced with an opening balance of Rs. 293-8-6 excluding a sum of Rs. 16-8-0 with Sri K. S. Chengalraya Iyer. The subscriptions (both current and in arrears) collected during the year amounted to Rs. 367-7-0. A portion of the amount with Sri K. S. Chengalrayan was adjusted to his T. A. Bill and there is still a balance of Rs. 6-8-0 with him. A sum of Rs. 15 is also with Sri K. S. Chengalrayan which has to be collected. The year ended with a cash balance of Rs. 8-1-0 with the Secretary and Rs. 886-8-5 in the bank.

RECEIPTS

	Rs.	A.	P.
1. Opening balance	293	8	6
" with Sri K. S. C.	16	8	0
2. Subscription			
(a) Association 1944	19	7	0
" 1945	149	0	0
" 1946	150	8	0
(b) Union 1944	8	0	0
" 1945	12	8	0
" 1946	83	0	0
3. Conference quota	60	0	0
4. Instalment upto 30-6-46	4	2	11
Total	741	10	5

CHARGES

	Rs.	A.	P.
1. Journals	2	0	0
2. Postage	29	5	0
3. T. A.	91	9	0
4. Typing charges	22	14	0
5. Printing charges	19	4	0
6. M. O. Com. etc.	0	9	0
7. S. I. T. U. Subscription	50	0	0
7 (a) Deposit	110	0	0
8. Cash with K. S. C.	6	8	0
" " " " "	15	0	0
9. C.B. with Secretary	8	1	0
10. " " " Bank	336	8	5
Total	741	10	5

SALEM, 30-6-1947
R. NAGARAJAN,
Honorary Auditor.

(True Copy)

K. SUBRAMANIA CHETTIAR,
Board High School, Dharmapuri
30-6-47. } Secretary.

Nellore District Teachers' Guild

A General body meeting of the Nellore District Teachers' Guild was held on 2-8-47 in the L. P. Hall, Nellore at 3 p.m. with Sri M. S. Raghavan, M.A., (Hons) Vice Principal, V. R. College and President of the Guild in the Chair. Mr. V. S. Venkatanarayana, Secretary of the Guild and a Director of the S.I.T. U. Protection Fund spoke on the Protection Fund and its advantages and distributed the pamphlets in this connection among the members who had come from Kavali and Kovur. The following resolutions were passed:

(1) The Madura Teachers should be re-entertained without any victimisation and the Government is hereby requested to do so.

(2) The Government is requested to drop all proceedings against the teachers of the Tinnevely District Board for having passed the no confidence motion against the Education Minister.

(3) The Government is requested to withdraw its recent orders giving wide powers to the headmasters of the schools and giving scope for the entrance of police into the sacred precincts of education in the event of teachers' strikes.

(4) It is hereby resolved to start a Teachers' Co-operative publishing house for publishing books of the proper standard for use in schools. Every member should contribute a share of Rs. 50 in five instalments of Rs. 10 each the target for the concern being Rs. 10,000. A Committee of 9 members was elected, with Sri M. S. Raghavan, M.A., as President and Sri M. Sankar-ayya B.A., L.T., as Secretary and Treasurer. With a vote of thanks and an appeal for donations to the Guild by the Secretary, the meeting came to a successful close.

Kurnool Dt. Teachers' Guild

The Guild's XXIII Annual conference and General Body Meeting were held on 9-8-47 in the Coles High School, Kurnool. A large gathering of men and women teachers of Kurnool, as well as delegates from Nandyal, Allagadda, Giddalore and Cumbum, attended. Sri K. N. Pasupathi, Secretary, presented the Annual Report on the work of the Guild. It stated that there were 13 High School Associations, 2 Middle Schools and 3 Elementary Teachers' Associations on the rolls. There were 3 individual members. The accounts were presented setting out the receipts and charges. A sum of Rs. 87-4-0 by way of assn. fees was received from associations, and Rs. 4 from individuals. The Guild incurred an expenditure of Rs. 101-5-1 during the year for paying fees to the S. I. T. U., printing, stationery and postage charges, Contribution to the Council of Action Fund, T. A. to Conference President etc., leaving a closing balance of Rs. 51-15-0.

The general body adopted the report. It resolved to enhance the rates of subscription with effect from 1947-48 by about 50%.

The following Office bearers for 1947-48 were elected:—

President:

Sri N. Sundaresa Iyer, B.A., L.T., Coles H. S. Kurnool.

Vice-Presidents:

(1) Sri G. Narayana Rao, M.A., L.T., Lecturer, Osmania College, Kurnool.

(2) Sri K. Mallikarjuna Sastri, B.A. B. Ed., The Ryot's H. S., Allagadda.

Secretary:

Sri K. N. Pasupathi B.A., L.T. Municipal H. S., Kurnool.

Joint-Secretary:

Sri M. L. N. Sarma B.A., L.T., Osmania College, Kurnool.

Treasurer:

Sri N. S. Gnanaprakasam, St. Joseph's Training School, Kurnool.

Guild's Representative on the S.I.T.U. Exec. Bd.:—Sri K. Mallikarjuna Sastri, B.A., B. Ed. H M The Ryots H. S., Allagadda, Kurnool Dt.

Guild's Representatives on the S.I.T.U. Council of Action.

(1) Sri K. N. Pasupathi, Kurnool.
(2) Sri M. L. N. Sarma, Osmania College, Kurnool.

Members of the Managing Council:—

(1) Sri G Siva Rao, Headmaster Ml. H. S., Kurnool
(2) Sri Babu Rao, Headmaster, Coles H S., Kurnool.
(3) Mrs. P. S. Raju, Headmistress, Government Girls' H S., Kurnool.
(4) Sri M Ramachandriah, The Coles Vocational Higher Elementary School, Kurnool.
(5) Sri G. I. Abraham, Headmaster, S. P. G. High School, Nandyal.
(6) Sri C. Rami Reddy, Math. Assistant, Board H S., Cumbum.

Proceedings of the Guild Annual Conference:—

Welcoming the delegates, Sri G Siva Rao, Guild President, dwelt on the deplorable condition of teachers when compared with other services, and the poor treatment meted out to them by the authorities. Teachers must realise they were the architects of their destiny and must persevere towards creating a strong public opinion in their favour.

Proposed by Sri K. N. Pasupathi, Sri K. Mallikarjuna Sastri of Allagadda took

the chair. In the course of his instructive address, the President said that a democratic state could function properly only when its citizens were well educated. In the golden age of Asoka, Aryavarta was the most cultured and best educated country in the world, but to-day, India with her 12 per cent literacy, lagged even behind the Lapps and Finns in this respect. The present system of education had created a cleavage between the educated few and the uneducated many. An entirely rural bias should now be given to education. A rural decentralization of secondary education was essential and urgent to meet present day needs. For wiping out illiteracy, a system of conscription of educated young men and women coming out of schools and colleges, must be adopted. The President stressed on the importance of character building among pupils which teachers should not shirk. Though Swaraj for the country had dawned, Swaraj for teachers had yet to come. Though strikes were not ordinarily good weapons for teachers to handle to better their lot desperate diseases required desperate remedies.

After the Presidential address, Sri G. Narayana Rao, Lecturer, Osmania College, delivered an inspiring and instructive address in Telugu on "Our Professional Organisation and Ideal". Sri J. R. Achar, Physical Director, read a paper on "Handicaps of sportsmen in Schools."

After tea, the conference discussed draft resolutions. Sri K. N. Pasupathi, Secretary proposed a vote of thanks.

The conference adopted the following resolutions:—

(1) Rejoicing at the country's ensuing Independence, the guild offers its prayer to the Almighty for its progress and prosperity.

(2) Pledge of support to the S. I. T. U. in every step taken by it to improve the pay and prospects of the teaching profession.

(3) Thanks to the Government for their recent orders on revision of Salaries for teachers and request to them to give the members of the teaching pro-

fession a square deal as is done to other services

(1) (a) Requesting the government to give effect to the principle of equality of Salary scales between Government, Local Board and Aided School teachers.

(b) to give adequate weightage to seniority of service in giving effect to new scales and insist on all managements to give effect to them from January 1947.

(c) to grant a Bonus to the teachers in Local Board and Aided Schools as was done to Government school teachers

(d) Request the government to pay the teachers in Aided Secondary Schools the entire difference between the D. A. at government rates and the D. A. actually paid to them by their managements.

(e) Request government to pass early orders fixing salary scales for Pundits; not to insist on S. S. L. C. Minimum of qualification for Second Language and Hindi Pundits; to treat the unqualified but exempted Pundits in service justly by treating them on a par with others in view of their scholarship and experience.

(f) Request to sanction the same scale of pay to Secondary Grade Teachers working in Elementary schools as is given to those working in Secondary schools.

(g) Request government to amend the scales of Sec. grade teachers in schools so as to enable them to reach their maximum salary in 14 years like the L. T's or B. Ed's.

(h) Request government to amend the Madras Leave Rules so as to grant medical leave on full pay to teachers who entered service after 1933

(i) to exempt teachers aged 45 or more from undergoing training in a craft as contemplated in the G. O. on scales of pay

(j) Request to arrange in every district head quarters a short training course for teachers in crafts

(k) Request government to reduce the number of working days in Elementary Schools to 200.

(l) to publish S. S. L. C. and E. S. L. C. text books early and make them

available before the end of May every year.

(m) Request the D. P. I. to take into account the claims of Senior L. T. Assistants and experienced Pandits for being appointed as Chief and Additional examiners at the S. S. L. C. examination.

(n) to increase the rates of remuneration to Chief and Asst. Supts. and to Asst. examiners; and the rates of T. A. paid to them for attending meetings in Madras on examination business.

(o) to revise the Provident Fund Rules suitably so as to enable teachers and managements to contribute $\frac{1}{2}$ of the salary instead of $\frac{1}{6}$ as at present.

(p) request Govt. to cancel G.O. 1280 of 1939 and allot seats for teachers in local Bodies and Legislatures.

(q) to provide free Education for the children of teachers in service.

(r) the Guild is requested to conduct proceedings in Telugu.

(s) to take steps to raise a Teachers' Victimisation Fund for helping Guild members.

(t) the Guild appeals to all Associations to contribute to the S. I. T. U. Printing Press and to the Council of Action Fund.

Kurnool, K. N. PASUPATHI,
16-8-47. Secretary.

THE SOUTH INDIAN TEACHERS' UNION PROTECTION FUND LTD.

Admissions during July and
August 1947.

Anantapur	...	5
West Godavari	...	1
Madras	...	4
South Arcot	...	2
Salem	...	2
Madura	...	7
Ramnad	...	2
Tinnevely	...	7
South Kanara	...	3
Malabar	...	4
Chingleput	...	1
Chittoor	...	1
Miscellaneous	...	2

Total ... 41

3.8.47.

C. R. AIYENGAR
Hony. Publicity Officer.

THE SOUTH INDIA TEACHERS' UNION.

Calendar for August 1947

- 4th Meeting of the Madras Members of the Negotiating Committee to draft memorandum.
- 9th Deputation of the Negotiating Committee to the Minister for Local Administration and Meeting of the Council of Action.
- 16th Meeting of the Central Education Week Committee.
- 21st Meeting of Education Week Exhibition Sub-Committee.
- 24th Informal meeting of the Madras Members of the Working Committee and of the Members of the Editorial Board.
- 30th Meeting of the Central Education Week Committee with the Hon'ble Sri T. S. Avinashilingam Chettiar presiding.

MESSAGE

The Rt. Hon'ble Mr. Harold Macmillan's message to the "South Indian Teacher" on the occasion of Indian Independence:

"Pray tell them how much we hope and believe that the new association and comradeship will lead to a happy and successful future for India, whatever may be the initial problems and complications. All friends of India are thinking about her on this day."

SRI RANGARAJA IYER B.A., L.T. APPRECIATIONS



SRI R. RANGARAJA IYER, B.A., L.T.,
1917-42 Assistant, National College High School, Trichinopoly
1943-47 Headmaster, S. M. High School, Woriyur, Trichinopoly

My Teacher

This excellent discipline instilled by the master in each student has ever stood him in good stead shaping his conduct and character in every walk of life, ranging from the Military Assistant Accountant-General to the clerk, business man and professor.

Such a stern discipline, it was quite easy for Sri Rangaraja Iyer to exercise, because his classes were highly interesting and instructive, his personality, impressive, and everything about him graceful and attractive.

By his vivid and impressive teaching of 'Hamlet,' such a powerful insight into the play was given to us that, when a few months back the writer took up the original Shakespeare play he felt that there was nothing new to be learnt. The method of Socrates of answering a question by another question was finely developed as an art by Sri Rangaraja Iyer, and this contributed to the success of his teaching in no mean measure.

An amazing originality marked his teaching of mathematics. This he evinced also in the matter of encouraging his students to study. Seeing that the annual prize distribution for our High School failed to come off in that particular year, Sri Rangaraja Iyer magnanimously bought about a dozen fine books, and announced that five prizes would be given to us one for elocution, a second for English, a third for essay-writing, a fourth for good conduct and the last for general proficiency.

Our master has ever wished all his students well and has considerably helped them in many ways. Very free with his private purse, Sri Rangaraja Iyer has magnanimously paid the fees for many a student, whole or in part. He used to freely distribute pencils and notebooks to many poor and deserving students.

The Friend

Rangaraja Iyer never said a wounding word in his life. He is always smiling. He is clothed in the armour of imperturbable blandness. He is never betrayed into wrathful speech, for the smooth current of his thought is unruffled by fierce emotion. He has ever ready the soft answer that turneth away wrath. Curiously timid before strangers, he faces terrifying dangers with quiet courage. But he has the gift of command, and is a kind of person everyone turns to in an emergency. He could be stern and severe when the occasion calls for those qualities; but his favourite saying is - "To know all is to forgive all." His methods are his own and he bends to no man. He never argues; he simply goes on as if he did not hear.

Rangaraja Iyer is the embodiment of balance, purity and sanity. He is distinguished by courage, a sense of fair-play and appreciation of the other fellow's point of view and a dislike of intrigue. His mind always moves in a straight line, and his essential straightness is perhaps his most striking character. Fortune and accident play a great part in the life of the individuals. Mere merit cannot be certain of the rewards that are due to it. To smile to be agreeable and accessible, to endure without wincing the cruel shafts of ill-luck and in-justice - these are not easy to acquire; but they came naturally to him, and made it possible for him to give his great service to the institution which was his first love and enduring passion. He assiduously followed the prescription of Spinoza in sedulously disciplining his mind "not to ridicule, not to lament, not to detest the actions of men but to understand them." That enabled him to make teaching an exercise in the art of friendship. No wonder that he was particularly fortunate in gathering around him a body of collea-

gues who made the work of teaching less a labour than a privilege.

Rangaraja Iyer knows all this, and therefore it is that the treatment of his assistants is human, generous, kind and almost god-like. Is it any wonder therefore that they find a great delight and a secret zest in working under him tirelessly and whole-heartedly? He gives abundantly advice, encouragement, stimulus and praise. He is a perfect master of this art of sympathetic understanding which the psychologists call "Empathy". This is a Greek term which means "feeling into", and signifies the ability to enter into and share the minds of others.

It is empathy or social imagination that is suggested by such precepts as 'seeing ourselves as others see us', and 'putting ourselves in the other fellow's place.' The administration of a school is a co-operative adventure which is impossible without the empathic ability to identify ourselves with others. Without empathy we cannot appreciate the other man's point of view, nor can we realise that what hurts us or makes us unhappy will also make others miserable. It is the lack of empathy that is at the root of all misunderstandings between husband and wife, parents and children, teachers and pupils, and headmasters and assistants. How many persons placed in authority possess this indispensable trait of a leader?

Rangaraja Iyer is a hero, a typical Karma Veera. Man truly reveals himself through his gifts; and the best gift that Rangaraja Iyer offers, is the creative force of a decent and beautiful life. Let us appreciate that gift and feel thankful to him for it.

My Colleague

As with me, he has been ever actuated by the loftiest ideals in the discharge of his duties, both as a teacher and later as a Headmaster. His handling of the subjects he had to teach has been masterly and effective. He has further won

the love and respect of both his colleagues and his pupils, and commands a well-deserved influence with the public at large. His was a successful career from every point of view.

Ideal Headmaster

As the Head of this institution, he has been, to his assistants, more a friend than a master. I have never seen or heard him utter a harsh word to any one. The confidence that he placed in his assistants was complete, and based as it was on his conviction that they would carry on their duties without outside interference, has won him their hearty co-operation. After his routine work at his desk, he used to come among us, and share our joys and sorrows. Even in the delicate state of his health, he used to take part in excursions and picnics in a truly fraternal spirit, cheerfully enduring, nay, enjoying the discomforts and hardships of such outings. No wonder we revere him.

He has been my boss now for over five years, and all this while, I have never seen him willingly or knowingly hurt a soul. I have never seen such a just, strict and, at the same time, kind and sociable Headmaster. He knows by intuition how things go on in every nook and corner of the school under his control, and his mere presence commands implicit obedience. When he sees an offending or erring pupil, his cheerful face becomes stern; and the latter trembles, and abjures his guilt for good.

Sri Rangaraja Iyer appreciates good work, and is generous to a fault in giving encouragement. No one who has moved with him closely will be guilty again of inflicting pin-pricks on subordinates. He cannot brook an ugly look or a jarring note in anything. His is a finely attuned sensitive and aesthetic mind.

Every one loves him. Every one honours him. Every one feels grateful to him for his many acts of kindness. Every one also fears him with a devotee's sense of awe. Let us all wish him a very long and happy life.

THE SOUTH INDIA TEACHERS' UNION

Contribution to the Council of Action Fund

District Guilds

	Rs.	A.	P.
1. Tanjore District Teachers' Guild	25	0	0
2. Chittoor	25	0	0
3. Vizagapatain	25	0	0
4. Tinnevely	25	0	0
5. Ramnad	25	0	0
6. South Kanara	10	0	0
7. Kurnool	25	0	0
8. Madura	25	0	0
9. North Arcot	25	0	0
10. Coimbatore	25	0	0
11. Malabar			

Associations

1. Board Middle School, Giddalur (Kurnool)	7	0	0
2. Coondapur Tq. Teachers' Union (Aided Rs. 25, Board Rs. 25)	50	0	0
3. N. M. Board High School, Tiruppattur (Rd.)	17	0	0
4. Thirthapathi High School, Ambasamudram	25	0	0
5. S. B. K. High School, Aruppukottai	21	0	0
6. National High School, Barkur	9	0	0
7. Christian High School, Udipi	25	0	0
8. Besant National Girls High School, Mangalore	17	0	0
9. S. V. H. High School, Innanji (S.K.)	15	0	0
10. Board High School, Puttur (S.K.)	25	0	0
11. Municipal High School, Anantapur	15	0	0
12. St. Aloysius College, Mangalore	39	8	0
13. R. V. M. High School, Venkatagiri Town	17	0	0
14. Board High School, Markapur	15	0	0
15. T. A., Narayanadevarakeri	7	8	0
Total received	565	0	0

Statement of schools that have sent information regarding the revised scales of pay adopted by them.

Name of school	Scales
Madras	
National High School, Girls, Triplicane	Govt. scale.
Vidyodaya Girls' High School, T. Nagar	L. Board scale.
St. Peter's High School, Royapuram	Govt. scale.
The Kellett High School, Triplicane	"
Augusta Girls High School, Purasawalkam	"
San Thome High School, Mylapore	"
Meston Training College, Royapetta	Govt. " scale. (In some respects even better.)
Hindu Theological High School	

Children's Garden School, Mylapore	...	Local Board scale.
Sarada Vidyalaya Schools, T ⁿ Nagar	...	"
Christian College High School, G. T.	...	Govt. Scale.
Hindu High School, Triplicane	...	"
P. S. High School, Mylapore	...	"
St. Gabriel's High School, Madras	...	"
Chingleput		
St. Columbus High School, Chingleput	...	Govt. Scale.
Secondary School, Viillivakkam	...	"
Corley High School, Tambaram	...	"
St. Joseph's High School, Chingleput	...	Local Board Scale.
St. Mary's High School, Chingleput	...	"
Christ King Govt. High School, Tambaram	...	"
North Arcot		
Mary Immaculate Girls H. S., Tiruppattur	...	Govt. Scale.
Islamiah High School, Pernambut	...	"
Islamiah High School, Melvisharam	...	"
Mazharul Uloom High School, Ambur	...	"
Cuddapah		
S. P. B. V. D. Sabha High School, Saraswathipuram	...	Local Board Scale.
E. Godavary		
Malladi Satyalingam Naickers Charities High School, Cocanada	...	Local Board Scale.
Sri Mahalakshmanma Hindu Middle School, Vegayammapeta, Draksharamam	...	"
Mc Laurin High School, Cocanada	...	"
Kurnool		
Sri Vivekananda High School, Giddalur	...	"
Anantapur		
Guntakal High School, Thimmancherla	...	"
Tanjore		
St. Anthony's High School, Tanjore	...	Govt. Scale.
Seethalakshmi Girls High School, Kumbakonam	...	Local Board Scale.
National High School, Mayavaram	...	"
Trichinopoly		
Zamindar's High School, Kattuputtur	...	Govt. scale.
Vidyavanam High School, Tiruppalathurai	...	"
St. Joseph's College High School, Trichy	...	"
Bishop Heber High School, Trichy	...	"
Methodist Girls' High School, Woriyur	...	"
Madura		
St. Mary's High School, Dindigal	...	Govt. scale.
High and Training School, Pasumalai	...	Local Board scale.
St. Joseph's Govt. High School, Madura	...	"
P. K. N. High School, Tirumangalam	...	"
Ramnad		
Kshatriya Girls High School, Virudunagar	...	Local Board scale.
S. Rm. High School, Nattarasankottai	...	"

Christian College High School and St. Gabriels High School, Madras adopt scales of pay which are in some respects even better than Government scales of pay.

Tinnevelly		
Pope Memorial High School, Sawyerpuram	...	Local Board scale.
St. Thomas Secondary School, Virapandianpatnam	...	Govt. scale.
M. D. T. Hindu College High School, Tinnevelly	...	"
Malabar		
C. A. High School, Ayakkad	...	Govt. scale.
Little Flower Girls High School, Mammiyur	...	"
Kadachira High School, Kadachira	...	"
Raja's High School, Nileshevar	...	Local Board scale.
K. R. High School, Purameri	...	"
Fatima Girls High School, Cochin	...	"
Santa Cruz High School, Cochin	...	"
South Kanara		
B. E. M. High School, Kasaragad	...	Govt. scale.
Rosario High School, Mangalore	...	"
S. V. T. Girls High School, Karkala	...	Local Board scale.
Sacred Heart High School, Kulshekar	...	"
Madelima Girls High School, Mulki	...	"
Little Flower Girls School, Kinnigoly	...	"
Rosa Mystica Training School for Women	...	"
Sri. S. N. High School, Perla Ganpat High School, Mangalore	...	"
Salem		
V. C. High School, Onalur	...	Local Board scale.
Coimbatore		
Union High School, Coimbatore	...	Govt. scale. ¹
South Arcot		
St. Anni's High School, Puduvanam	...	Local Board scale.

THE
SOUTH INDIAN TEACHERS' UNION
PROTECTION FUND LTD.

520, HIGH ROAD,
TRIPPLICANE, MADRAS.

This is the final year of the 4th
quinquennial valuation. Hence bonus
for the period depends upon your
support.

See that you (a policy-holder) enrol
at least one other member this year.

NOW AVAILABLE

THE XXI ALL-INDIA
EDUCATIONAL CONFERENCE

Madras Session - December 1945

REPORT OF THE PROCEEDINGS.

Price Rupees Four only.
Postage extra.

Publishers:

THE SOUTH INDIAN TEACHER

520, High Road,
Triplicane, Madras-5.

The South Indian Teachers' Union Protection Fund Ltd.

520, HIGH ROAD, TRIPPLICANE, MADRAS.

(Est'd. 1928)

	Rs.
Total Assets	5,00,000
Life Assurance Fund	4,60,000
Assured Amount	14,00,000
No. of Policies	2,600
„ Units	5,400

To all Teachers

Are you a member of the Teaching Profession? If so, you should realise that it is your duty to become a Member of the Fund for the following reasons:—

(i) The Protection Fund is an **Insurance Scheme** registered both under the Indian Companies Act, and the Indian Insurance Act, 1938.

(ii) Its membership is confined to members of the Teaching Profession. It is **managed by Teachers for the benefit of Teachers**.

(iii) It is the **cheapest** Scheme and is available even to the **poorest Teacher**.

(iv) There are no irritating conditions and both Admissions and Claims are effected **very speedily**.

(v) It is administered very **economically** and has been able to declare bonuses every quinquennium. The next quinquennial Valuation is as on 31-12-1947, when another bonus, it is hoped, will be declared.

(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

C. R. AIYENGAR,
Publicity Officer.

NEWS AND VIEWS FROM FAR AND NEAR

Madras Women's Education

At the annual celebrations of the Somasundara Kanya Vidyalaya, Conjeevaram on 29th July 1947, Sri T. S. Avinashilingam Chettiar, Minister for Education, spoke as follows:

“The large majority of women in any country have the great and glorious work of bringing up the nation. While the father earns and toils for the family it is the mother that brings up the child. The culture of the nation is preserved and handed over from generation to generation through our women folk. It is a common complaint that our girls' institutions have not succeeded in giving our children the foundation of Indian culture. It is necessary at this time of reorganisation of education for us to make up our minds as to the import of women's education. There are a few who may say that such of those girls as would like to go in for medicine or for research, etc., must be allowed to undergo the course provided for men. For a few who are taking to these avocations, provision may undoubtedly be necessary and that may be done. But the question is whether the general scheme of education for women should be different from that of men in important aspects.”

Study of Languages

At the inaugural meeting of the Saidapet Teachers' College Union on 30th July 1947, Sri T. S. Avinashilingam Chettiar, Minister for Education said: “The Need for the study of the mother tongue or the regional language has been unanimously accepted. As regards the study of a national language the Constituent Assembly has decided that Hindi should be the National Language of the Country. Provision has also to be made for the study of classical languages like Sanskrit and Arabic. Finally there remains the problem of English and its place in the future curriculum. In these circumstances it is up to us to face the problem and see what are the languages to be learnt, in what order should we place

them, how many years we should give to their learning and what standard of proficiency we should acquire in each.”

Foreign medium of Teaching

Referring to this subject, Mr. Appar-sundara Mudaliar, Principal of the Teachers' College, said: “Foreign medium will tend to sterilise the intellect and retard what Tagore has called ‘the spontaniety of mental unfolding.’ It will lead to a greater emphasis being placed on the mode of expression rather than our ideas. Education will then cease to be a system of creative activity. True education lies in the wise dissemination of sound knowledge and this can be achieved only through the medium of the mother tongue.”

Religious Education.

Speaking at the Old Boys' Day of the Madras Christian College school on the 1st August 1947, Sri T. S. Avinashilingam Chettiar said: “I am one of those who believe that religious background is necessary for the bulding up of character and strength of every man and woman. But at the same time we should take care that religious education does not degenerate into fanaticism and abusing of other religions. Students should be taught real religion embodying the wise sayings of all religions.”

Secondary Education.

A sub-committee has been appointed by the Board of Secondary Education with Dr. Muhammad Abdul Haq Sahib as Convener to work out details for reorganisation of secondary education in the province and make recommendations at an early date.

The Board of Secondary Education, it is understood, has recommended that Biology should be substituted as an optional subject under group C of the S. S. L. C. scheme in the place of Botany and Physiology. A committee of teachers of natural science appointed by the Board has drawn up a syllabus for Biology.

Technical Terms in Local Languages.

The government have approved the lists of technical and scientific terms in Tamil, Telugu, Kannada, Malayalam and Urdu, recommended by the 'Technical Terms Committee.' The government have directed that the approved terms should be included in the text-books for 1948-1949 and after. The Text-Books Committee will consider for recognition only those text books, which use the approved technical terms from February 1948. For five years from 1948-49, the practice may be adopted of using whenever necessary the English technical terms side by side with their equivalents in the Indian languages by printing in the Roman script the English terms after the Indian equivalent on its occurrence and by including a glossary at the end of every text book of the Indian language terms with their English equivalents.

These terms are subject to revision and modification at the end of five years. Criticisms and suggestions offered by authors will be received by the Secretary to the Text-Book Committee and action will be taken by the government on the recommendations of the Director of Public Instruction.

Provident Fund

Rules governing the provident fund for teachers in non-pensionable service have been amended by the government so as to make it applicable to teachers of elementary schools (except those under the managements of Panchayats), secondary grade and training schools and colleges, aided and recognised by the government. The amendments cover part time teachers as well as clerks, librarians and attenders.

Persons admitted to the fund should satisfy the following conditions: They should be whole time employees of the institutions concerned or part time teachers in two or more educational institutions. No teacher who has not completed eighteen years of age or has

completed sixty years of age should be admitted to the fund. A teacher who has retired from local board or government service after completing 55 years of age shall not be admitted to the fund on re-employment in any aided school. All subscribers to the fund should make contributions to it irrespective of the fact that they are employed in an acting or temporary capacity or on probation in any school where they have taken up service on a later date.

Equal Pay for Equal Work

Delivering the inaugural address of the Sir M. Ct. Muthiah Chettiar High School Masters' Association on the 7th August 1947, Justice V. Govindarajachari emphasised the need for setting up a commission composed of the best men in the educational field in South India for evolving a definite plan and policy for the proper building up of the whole educational system. He particularly emphasised on three aspects, viz., the mother-tongue medium, compulsory study of Hindi, and vocational instruction. He also said "Teachers must be given one uniform scale of pay whether they are employed in private institutions or under Local Boards and Government managements. The sickening controversy over the salary and grades of teachers must be put an end to and the government must take a generous and just view of the position of the teachers. They cannot at all settle to do any serious work so long as this problem is not satisfactorily solved."

United Provinces

The U. P. Government have decided to send abroad this year two teachers to study the organisation of vocational and primary education and the education of the mentally defective and the problem of children and two women teachers to study experimental psychology and the running of nursery schools and creches in the United Kingdom and the Continent.

OUR BOOK SHELF

Souvenir Volume: (by THE TEACHERS' ASSOCIATION, S. M. High School, Woriyur).

This pamphlet which has his portrait on the front page contains in Tamil and English appreciative references about Mr. R. Rangaraja Iyer, B.A., L.T., who has retired as Headmaster of the Woriyur S. M. High School, after a service of thirty years as teacher. Elsewhere in this issue are published extracts from appreciations by an old pupil, a colleague and an assistant.

C.R.

Bulletin No 3. (of the All-India Physical Education Conference, Amraoti, Berar.)

This bulletin contains a brief report of the various sports and entertainments that were held at the time of the conference. There is no end to human ingenuity in the organisation of physical displays and feats of strength all of which tend to the promotion of the health of the youth of a nation.

C.R.

The Greatest Betrayal: (Published by the *Pakistan National Movement*, 16, Montague Road, Cambridge, England.)

This brochure attempts to repudiate the action of Dr. Muhammad Ali Jinnah and his party in having resiled from the original Pakistan demand and characterises it as a great betrayal.

On the other side the Hindus and other non-Muslims question the wisdom of the leaders of the Congress in having agreed to the partition of India. It is tragic that the leaders of the two great movements did not agree to keep India one indivisible whole. We, as educationists, cannot endorse the division of the country. It should have been possible as representatives of progressive human race for the top rank leaders to come to a common understanding between the two great parties on the basis

of an undivided India. The brochure therefore has no special appeal for us.

C.R.

A plan for National Indian Education. (by *Margarette Spiegel*.)

We thankfully acknowledge receipt of a reprint of the above titled essay published in the *Journal of Education and Psychology*. Dr. Margarette Spiegel gives therein an outline of a plan for National Education in India. Her scheme will meet with general approval on the question of the salaries of teachers, if the minimum educational standard is a university degree. Her suggestions regarding courses of study, school hours, distribution of time for different subjects will also appeal to all Indian educationists. But there are bound to be sharp criticisms on other matters.

C.R.

General English for High Schools: Edited by *Duncan Greenlees*, Triveni Publishers, Masulipatam.

Price Rs. 2-4-0

This book has been planned to meet the needs of the High School pupils, in English Composition and Comprehension of Prose passages and poems—modelled after the second paper in English of the S.S.L.C. public examination. The authors of the book, Messrs. Ramayogi and Gopalayya, are experienced teachers handling the subject matter of the book in the day-to-day class teaching and have graded the exercises classwise from Form IV to Form VI. We have no doubt that the S.S.L.C. pupils will find this volume very helpful.

C.R.

CORRECTIONS

In our review of "Dawn of Freedom" in July issue '200' is a mistake for '2000'. The book suits the needs of and is in accordance with the syllabus for Form V of Madras Schools.

C.R.

THOUGHTS ON CURRENT EVENTS

"THINKER"

Secondary Grade Teachers in Conference.

Welcoming the President and the speakers at the Provincial Secondary Grade Teachers' Conference, Madras Branch, on 2-8-1947, Mr. G. Srinivasachary, the President of the Provincial Union, said that the objects of the Union were to secure a professional status for the Secondary Grade Teachers by agitating for proper emoluments and to specialise in the teaching methods of different subjects. He further pointed out that the Union would work in co-operation with the S. I. T. U. and strengthen it by supporting its efforts in so far as these relate to Secondary Grade Teachers. These are laudable objects indeed but in actual practice conflicts may set in as are usual with such organizations and it requires careful watching and check on the part of the promoters of the organisation that any such tendency is nipped in the bud and discouraged.

Revision of salaries

It must be conceded that as the result of the efforts of the S. I. T. U. in recent months there has been some improvement in the matter of salary scales of different grades of teachers under different managements. The main contention of the S. I. T. U. is the equalising of the salary scales of all grades of teachers to the level of the scales for government employees and consideration of weightage. Until this goal is reached, the Union should not rest content. There is already a feeling that some teachers and teachers' organisations seem to have become complacent after the G.O. on salaries issued in June 1947. There is no ground to warrant such a feeling. Teachers are not out for the fun of agitation. They believe the sincerity behind the attempts at revision on the part of the government and hope that their main demands will be conceded and realised at an early date. Otherwise there will

be the explosive discontent which is dangerous to the progress of education.

Mr. R. Suryanarayana Rao, M.L.C., who spoke at the Secondary Grade Teachers' Conference stressed on the need for abolishing all distinctions in salaries between teachers employed in different agencies.

Madura Strike and After

All is well that ends well. Had the Municipal Elementary School Teachers' Union of Madura, which is a constituent body of the S. I. T. U. (through the District Guild) acted in consultation with the central organisation, things might have been graceful. The Madura teachers' union like a rebellious child would have its own way. The result of the strike is a revelation of certain unpleasant features not conducive to a sound and effective organisation.

The attitude of the authorities towards these teachers is not also very happy. It may be described as unchristian. The same authorities exhibit a different attitude when other classes of employees go on strike. Such a difference in the attitudes is hardly calculated to maintain their prestige and dignity. This aspect was dwelt upon by Rao Bahadur Sri S. K. Yegnanarayana Iyer, who presided over the Secondary Grade Teachers' Conference.

Independence Day

The whole country seems to have rejoiced at the freedom won after a long struggle put up by the Congress—a struggle based on non-violence as its creed. Everywhere from early on the night of 14th August and the whole of the night of 15th August were lights reminding us of the Deepavali festival. People, young and old, men and women of all communities participated in the celebrations which included flying of Indian Dominion flags on tops of buildings, on cars and other vehicles, bhajanas and processions, meetings and

dances and songs and entertainments of various kinds. Some households seem to have had feasts. Certainly there is every reason for this joy and happiness. Once the excitement is over, we have to ponder calmly over the heavy and serious responsibility cast on every one of us in the task of retaining this much longed for freedom. Indian History is full of sad incidents of mutual quarrels between sections of the people who thereby lost their independence and offered scope for invasions both sly and open. I pray God that such a history will not repeat itself. It is by educating the youth of the country in our schools and colleges on the right lines that the future can be made secure for the country. Tremendous changes both in the outlook of the people and in the educational system

are called for. It was in this strain that the Education Minister of Madras, Sri Avinashilingam Chettiar, spoke at the Secondary Grade Teachers' Conference referred to in the above paragraphs.

THE S. I. T. U. PRESS FUND

Contribution from Teachers' Association, Board High School, Chengam (N. A. Dt.)	Rs. 10
Total to date	Rs. 30

S. NATARAJAN,
Secretary.
S. I. T. U.

SECRETARY'S LETTER

Elsewhere is published the names of District Teachers' Guilds and Teachers' Associations that have made contribution towards the Council of Action Fund. Propaganda amongst the public and members of the legislature requires preparation of accurate statistical data in regard to the teachers' salary problem. This preparation entails expenditure and the Union expects every member to contribute his share. It is gratifying to note that Teachers' Associations from South Kanara have readily responded to the call. I request other associations to remit the amount at an early date. The annual return form blanks have been sent to all associations affiliated to the Union. The information regarding salary, etc. has to be gathered from these forms. Secretaries of Teachers' Associations are requested to return these forms duly filled in as soon as possible.

The Central Education Week Committee consisting of representatives of the many sponsors of Education Week

is issuing a directive for the observance of Education Week this year. Teachers' Associations are requested to observe Education Week in an effective manner. The suggestions of the Union indicating the various desirable activities and talking points are published elsewhere in this issue. Reprints of this can be had from the office of the Union—price 10 copies per rupee.

I understand that government are considering the question of holding a T. S. I. C. Secondary Grade examination in March 1948.

Inquiries in official quarters show that the revised scales of pay to teachers in schools under Local Bodies are given effect to from 1-1-1947, irrespective of the financial position of the Local Body concerned. If any Local Body has not given effect to these scales, particulars may be sent to the office.

S. NATARAJAN,
Secretary.
S. I. T. U.

4-9-1947.

EDITORIAL

Union Representation on Advisory Boards

We find in the proposed Advisory Board for Technological Education representations being given to a number of institutions and either the heads of offices or institutions are to be ex-officio members or institutions or bodies are called upon to send names of persons to the Board. We fail to see in this list any mention of the South India Teachers' Union. Provision is however made for the Government nominating six members from other interests and the public. Perhaps one or two members may be nominated by the government from the S. I. T. U. officials in the same manner as in the case of the S. S. L. C. Board and the Advisory Board of Secondary Education. This practice is not consistent with the spirit of the times. We pointed out in an earlier issue of the *South Indian Teacher* the unreasonableness of this method. It is not too late now. The Government will be doing the right thing and justice to a large body of teachers who constitute the South India Teachers' Union by calling upon the Union to send one or two members to the Board. The previous government was consistently flouting the demands of the S. I. T. U. in the matter of representation on educational bodies or boards. It is hoped that the present popular government will set right the wrong and do unto the profession what it expected of the previous government to do unto it.

Extension of Service after 55 years

Elsewhere we publish a letter by Sri S. R. Balasubramania Iyer, Headmaster, Sir S. High School, Tirukkattupalli. On a matter of this kind the recommendation of the management for extension of service of a teacher beyond 55 up to 60 years if supported by the District Educational Officer, should be final. No management will be so unreasonable as to ask for the extension of a teacher's service unless it finds his services essential in the inte-

rests of the institution even though a new trained teacher may be available. The right to terminate a teacher's service after he reaches the superannuation age should vest in the management. The only question should be if the limit is to be at 55 or 58, since the pay-commission has recommended the latter. In view of the paucity of trained teachers and the difficulty of securing them for service in educational institutions on unattractive remuneration, the necessity of retaining in service such of the old teachers as have put in faithful and good service in an institution should be conceded by the authorities and on no account should the discretion of the management if supported by the District Educational Officer be interfered with. To avoid difficulties and misunderstandings we should like to suggest the retiring age to be fixed at 58 and option of extension up to 60.

We however invite the views of experienced headmasters, teachers and managers on this matter and shall be glad to publish them in our "Letters to the Editor" column.

Independence Day Celebration

We have received from our affiliated association reports of celebrations of the Independence Day.

On this occasion the message of His Holiness Sri Jagadguru Sri Sankaracharya of Sri Kamakoti Pitah, Kanchi to the inhabitants of this Holy Land, runs thus:

"At this hour of the National Freedom of India we, the inhabitants of this vast and hoary land, should invoke Sri Bhagavan in all humility to grant us simultaneously fuller mental and spiritual freedom through which alone we can retain not only our independence but also help all the creatures in the world to breathe the air of a free and happy order.

"Our flag with the Chakra in its centre, which the Nation is fortunate enough to determine is in itself a

dedication to Bhagavan, the embodiment of Dharma. It links us with the moral heights of the historical Devanampriya and carries us to the spiritual plane of the Upadesas of Bhagavan in his immortal Gita. The concept of Dharma in the form of Chakra is proclaimed by Bhagavan in Gita (Adhyaya-3, verse 16.) The inauguration of our freedom beginning with the blessed memories of the Chakra of Bhagavan Sri Krishna shall by His Grace bear material, moral and spiritual truth not only to this land, but also to countries linked with it."

Why Committee?

Even educated persons holding responsible positions continue to suggest the appointment of an expert commission to indicate the lines on which the reorganisation of education may take place. They seem to forget that quite a number of committees have from time to time covered the same ground, pointed out the same difficulties and also made similar recommendations in respect of the reorganisation of education. The reports of these committees are getting mouldy in the pigeonholes of the Secretariat and no definite action has so far been taken on the lines recommended by the Committees. We perhaps find a peculiar satisfaction in an endless discussion of details. The idea that action should quickly follow the reports of the expert committees does not appear natural to us. Now that India has become free, our leaders are calling upon teachers and schools to reorganise education on such lines as may be suited to the needs of a Free India. Much will certainly be expected from schools in Free India. Teachers should rise to the occasion and be generous enough to forget the injustice and the neglect all these years. The duty and the privilege of strengthening the foundations of Free India and accelerating its progress in all spheres, moral, economic and industrial, should voluntarily and with enthusiasm be shared by teachers along with others in the body politic. The objectives of modern education have been frequently placed before the public in our province

during the celebrations of the Education Week in previous years. Our Minister for Education who is eager to move freely with teachers and teachers' associations has on more than one occasion emphasised the importance of trends like the enrichment of the school curriculum and the provision for crafts. We may say that Free India expects her schools to take a more comprehensive view of education and train the pupils to become strong able-bodied, intelligent, well-behaved, cultured, self-reliant and co-operating citizens. As a matter of fact education of the whole man is what our schools should aim at. Any attempt to deal with the education of the child in a fractional manner through undue emphasis on some subject or through neglect of another will in the long run prove detrimental. Reorganisation schemes that have met with a fair measure of approval have given the mother-tongue its right place, and have also realised the need for the study of a national language like Hindi and an international language like English. The approach to the curriculum is rightly influenced by the healthy idea that the school curriculum should stimulate the curiosity and interest of pupils. There is a greater emphasis on physical education and physical fitness of pupils. A special feature of the reorganisation proposals is the importance attached to craft education and to the widening of the outlook of the pupil through planned practical programme of school activities. Very few will quarrel with the general principles implied in the above-mentioned reforms. Differences of opinion in regard to the emphasis on one aspect or other may be naturally expected. Let not discussion be pursued with the object of wrecking the scheme. A realistic approach is needed and no educationist can afford to forget that *conditions vary from school to school and that a dull stereotyped uniformity should not be even thought of.* Let us give individual teachers and schools a chance towards improving the quality or tone of the school. The question of money is not without importance but

in the changed conditions and with the clear evidence that teachers are of their own accord putting their shoulders to the wheel, the government may be trusted to find the resources. It is for us teachers to act with determination and with faith in Free India.

Discrimination!

Are the teachers in schools under local bodies to be legally regarded as their employees like the employees in other services under Local Self Administration? One may wonder why this queer question should be asked at all. On every occasion when any improvement in the scales and allowances is sanctioned by the Government for employees in general, teachers are ignored and they cannot get the benefit as a matter of course. Are the teachers in board schools the employees of local bodies entitled to the benefits generally allowed to be enjoyed by the other employees? This is an important question to be discussed from the human and administrative points of view. Teachers who are also human beings cannot be expected to keep calm and put on smiling faces when they are unable to make both ends meet. They have good reason to object to the unjustified discrimination. In respect of the dearness allowance teachers alone in local bodies were not given or were given lower rates in the beginning. The S. I. T. U. had to agitate vigorously and point out the injustice especially when teachers in board elementary schools were not given. The government whose psychology is difficult to understand were kind enough to permit the local bodies to pay their teachers if their funds permitted. Very few began to adopt the suggestion and the S. I. T. U. had to urge the government to make it obligatory on local bodies to pay dearness allowance at government rates. Why should not this round-about and harmful attitude which is sure to irritate teachers be avoided by the government which professes considerable

sympathy for teachers. The reasons for discrimination are inexplicable and this injustice is repeated with serious consequences. The explanation that we had occasion to hear now and then is that the educational expenditure in local bodies is met from certain earmarked account and that difficulty arises because secondary education is not recognised as the necessary function of local bodies. Once a public body required to run schools engage qualified persons, it is good and wise policy to avoid discrimination and find the means. The recent orders of the government in regard to the grant of bonus and weightage for service for local board employees are a belated attempt to treat all public employees alike. There is some obscurity in the orders still containing objectionable discriminating features. Teachers, scavengers and menial employees are denied the concession of the month bonus if employed in certain municipalities and boards. It may be that the government may have an explanation to offer but it is impossible for a teacher not to grumble simply because he has made a wrong choice. It will be a good and just thing to adopt a uniform policy after consideration of all aspects and to avoid discrimination. We appeal to the Minister for Education and his colleague in Local Administration to remove the old-fashioned mameool explanation and to see that teachers are not subjected to the humiliation of discriminatory acts. Nearly 20,000 elementary schools and over 200 high schools which are under local bodies cannot be administered satisfactorily without the necessary financial provision. It will be a serious reflection on the administration of local bodies if their schools happen to be regarded in any way inferior to schools under other agencies. How can these schools hold their own and stand up for high ideals if teachers and school service be accorded just a stepmotherly treatment?

THE PRESIDENT OF THE S. I. T. U.

SRI. M. S. SABHESAN, M. A.,

who is also the President of the

S. I. T. U.

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How to organise Education Week and What to do

1. Organise in your centre a Local Education Week Committee consisting of parents, managers and members of school boards, members of local bodies and prominent citizens in the locality.
2. Organise an exhibition of the school work.
3. Arrange for public meetings and lectures each day of the Week and give an opportunity to laymen to express their views on the various aspects of Education.
4. Organise a campaign for the removal of illiteracy from your area and observe the 11th October 1947 as 'Banish Illiteracy Day' and start Adult Education centres.
5. Organise a Home or School Council or Parents' Association to establish a closer contact between Home and the School. A Provincial Federation of Parents' Association would be better able to focus parents' attention on Education.
6. Organise a Students' Council to enforce school laws of discipline.
7. Organise Junior Red Cross Groups.
8. Organise a Safety First Squad devoted to the promotion of health, caution and courtesy.
9. Organise a 'Beautifying the school' project. The whole Week may be set apart in a joint endeavour by pupils, parents and school authorities in making the school the beauty spot of the locality.
10. A service project may be launched. The pupils may be taken round to the areas where the poorer people live, to observe the conditions of life. A discussion as to how these could be improved would lead to a project of service and on another day groups of students under the leadership of teachers may revisit the area and help the community making their places tidy and healthy.
11. Arrange for a demonstration of physical activities, folk dances, songs and group games. Invite all the parents to the function. Make the demonstration as grand as possible. Take, if possible, a photograph of the demonstration and send it to the press.
12. A good form of Education Week project is the 'Open House' which assumes a wide variety of forms. The primary purpose is to provide parents a special opportunity and a special invitation to visit the schools. Most parents welcome this special opportunity to see their children in action at school and to meet their teachers. Give them every opportunity to be acquainted with the teachers of their children.

THE XVII SOUTH INDIAN EDUCATION WEEK, 1947

THINGS TO DO

Introduction

The South India Teachers' Union, in co-operation with organisations interested in the promotion of Education has been organising Education Weeks since 1931. The All-India Federation of Educational Associations, at its conference held in Trivandrum, resolved that Education Week be observed all over India. The Union has accordingly constituted a Central Education Week Committee for this province. The Committee has been fortunate in having as its President the Hon'ble Sri T. S. Avinashilingam Chettiar, Minister for Education.

Aim

The aim of Education Week is primarily to create amongst the public an urge for the proper education of the children of the land. The public have not as yet fully realised the importance of right education. We have secured independence. We have become a Free Nation. This freedom and independence brings with it a challenge to the people and to their educators. The problem now is to make this freedom secure for the coming generation. The schools and colleges have a vital part to play. The objectives of Education have got to be formulated in clear terms. A comprehensive educational programme will have to be drawn up, the curriculum will have to be revised and the methods of education vitalised. The people of this land must be made to appreciate that '*upon the education of the people of the country the fate of the country depends.*' All victories in war and peace are won by people. We can build a greater India only as we develop the human resources of this great land.

The Education Week will afford opportunities to the public to appreciate the work of our schools and colleges, to know how they are striving to secure the objectives, and what their needs and limitations are.

The Central Theme

The Theme for this year's Education Week is

“EDUCATION IN FREE INDIA”

6—10—1947.	Education—Our Cultural Heritage.
7—10—1947.	„ —The Modern Outlook.
8—10—1947.	„ —Happier Homes.
9—10—1947.	„ —Health and Physical Fitness.
10—10—1947.	„ —Social Well-being.
11—10—1947.	„ —Adult Backwardness.
12—10—1947.	„ —The Teacher.

Monday, 6—10—1947

Education and Our Cultural Heritage

The greatest strength of India lies in her culture and if Free India should play her significant part, the education of her children must be based on this rich cultural heritage.

“From immemorial times, India has been the meeting place of conflicting races and civilisations. From immemorial times, she has tried to achieve a unity for the heterogenous elements which make up the totality of her life. Hers is perhaps the oldest civilisation with an uninterrupted history. Most of her contemporaries have ceased to exist. She has not only survived but maintained and developed a continuous culture. Different races have met and fought and fraternised on her soil. She has absorbed all of them into her blood. Conflicting cultures have struggled for supremacy here. She has ground and modelled them into her own likeness. Foreign races and foreign truths have alike been grist to her mill. Their struggles have ended in a new synthesis that marked new levels of achievement for the human spirit. She has lived through recurrent centuries of war and pestilence. She has triumphed over natural calamities and human misrule. Whence this vitality that overcomes destruction and death? Whence this wisdom that reconciles opposing truths? The story of India's culture unravels the secret of that vitality and that wisdom. It is a story of unity and synthesis, of reconciliation and development, of a perfect fusion of old traditions and new values.”

HUMAYUN KABIR

Things to do

Arrange for lectures on

- (a) The role of the school in preserving our culture.
- (b) The education of the rural millions.
- (c) Schools as community centres.

“A deep sense of community has in the past characterised Indian life. This explains in part how India weathered so many natural and human storms. The rural masses, especially the peasants, exhibit today something of that sense of community life. They are unlettered, ignorant and superstitious, but their very immobility has in it an element of granite strength” and this strength must be harnessed to national purposes so as to set India on the road to progress—That is the task of Education in Free India).

Arrange for a demonstration of folk dancing. Interest as many of the people of the locality to participate in it. Organise a grand community singing. Bring together the school and the community it serves.

Tuesday, 7—10—47.

The Schools and the Modern Outlook

Modern civilization transcends geographical limits. A one world is in the process of establishment and a global civilization is in the making, and the most notable feature of this global civilization is the passion for social justice. It challenges the sway of exploitation and imperialism. It attacks social inequality and inequity at their very bases. All men and women dream of a new order of society. This vision is the result of man's new found control over nature.

This power over nature—characteristic of this atomic age—has opened up great possibilities both for happiness and destruction. Upon the right use of this power depends man's future, and here Free India has her part to play. She had shown how along a path of non-violence and *ahimsa*, with her faith rooted in Truth, she could secure her freedom. She has to be a bastion for world peace. Her young men and women must play their part worthily. They must preserve whatever is worthy in our ancient culture and achieve a synthesis in which the old and the modern would be reconciled and enriched and there lies the challenge to Education. It will be the task of our schools to dedicate their best efforts towards putting the new powers which science has produced to work in helping to shape the ideal world—the world of peace and happiness.

Things to do

Arrange for lectures on

- (a) Vitalising the school curricula
- (b) Enriching school life.
- (c) Curriculum revision.
- (d) Equipment needs of our schools.
- (e) Opportunities for exceptional children.
- (f) The backward pupils and their upbringing.
- (g) Extended service to adults.
- (h) The place of craft in Education.

Our schools, as they are, are facing serious handicaps, when they have to do their new task—Educating Free India. They include such conditions as overcrowded class rooms, need for new buildings, inadequate provision of equipment and instructional aids, increasing enrolment of pupils, acute shortage of teachers, slender financial resources, inadequate play-grounds and little or no provision for care of health. A discussion of the problems with the leaders of the community in a constructive manner may lead to effective action.

Organise an exhibition of

- a. *Handicrafts* by pupils to illustrate the educable possibilities of handicrafts.
- b. *Projects and other lesson units based on activity programme.* Organise science clubs, hobby clubs, etc. in your schools as aids to enrich school life.

Wednesday, 8—10—1947

Education and Happier Homes

The Indian Home has been the most steady influence in the life of our people. The impact of world events and new ideas is beginning to effect our home life. The role of education in strengthening and bettering home and family living can hardly be over-estimated. Good homes are essential to national unity and morale. Many problems of juvenile delinquency have been traced directly to conditions that disrupt or destroy home life. Schools have now to undertake the responsibility of helping individuals to become worthy home-members. Schools will be rendering a great service if they can help to promote democratic family relationship and to develop an appreciation for the home as a social institution.

Through the Parent-Teacher Association, through co-operation with agencies interested in the welfare of children, schools can achieve much good result.

Things to do

Arrange for discussions on

- (a) How schools can help to promote happier homes.
- (b) How schools and homes can co-operate to prevent juvenile delinquency.
- (c) Home conditions and problem children
- (d) raising the standard of home life.
- (e) How home and school can help to prevent black-marketing of consumer goods.
- (f) Forces that destroy home life and the need for abolition of drink, gambling house, etc.

Organise Parent-Teacher Association in your area.

Thursday, 9—10—1947.

Education, Health and Physical Lecturers

LET US GIVE THEM A CHANCE

You can interrupt the improving of a road and ten years later go on with it about where you left off, but if you interrupt decent care for children and ten years later begin again to feel responsible for them, you can by no means begin where you left off. You find them irreparably grown up, and grown up wrong—enemies and liabilities of their community rather than friends and assets.

D. C. FISHER.

SCHOOL LIFE IS A STRATEGIC TIME

The formative years of school age are critical ones in terms of securing health and physical fitness outcomes. It is the first eighteen years that count in laying the basis for strong bodies. The interest and responsibility of the schools for improvement in health, physical fitness, social adjustment and leisure time interests scarcely need justification. Health is and always will be the first objective of the schools.

FIT TO BE FREE

Lacking health, all other forms of preparedness for war and peace avail us nothing. *Freedom of Worship* has no meaning to a person who has no God; *Freedom of Speech* is of little value if one has nothing to say. *Freedom from Fear* is of little use if one knows not what to fear; *Freedom from Want* is meaningless unless one's wants are defined; and **WITHOUT HEALTH, ONE HAS ONLY THE FREEDOM TO DIE.**

Arrange for lectures and discussions on the need for

- (a) Safe sanitary healthful school environments.
- (b) Protection from infection.
- (c) Diet.
- (d) Emotional training.
- (e) Safety First education.
- (f) Handicapped children - their care and education.
- (g) Physical education - Health education.

Organise Safety Squads - Junior Red Cross Groups.

Organise Demonstration of Mass Drill and Group Marching.

Friday, 10—10—1947

Education and Social Well-being

The diversity of races and creeds is a prominent feature of our country. To the extent people of different races and creeds learn to live together as Indians, to that extent the social well being of our people will be assured. There has been recently a tendency to be intolerant and we hear of grave communal riots and troubles. In any scheme for the promotion of social happiness and peace a high priority should be given to the rooting out of intolerance. It is a fire that must be put out. Immediate steps have to be taken to remove discrimination against minority groups as rapidly as possible. But the long term solution to the problem is education which will produce changes in the thoughts and actions of men and women. The schools ought to teach the children to think straight on questions of racial religious and national differences. Though social well-being is the joint responsibility of all citizens and organisations, the school's special obligation in this field is great, because of its influence on the youth of the land. The recent declaration of fundamental rights by the Constituent Assembly, though it lays emphasis on the State's responsibility, has a special significance to schools and education as it points out the goal which we should help to achieve.

Arrange for lectures on

- (a) The fundamental rights.
- (b) The role of education in perfecting communal harmony.
- (c) Fostering a spirit of brotherhood.
- (d) Fostering a spirit of service.
- (e) Tolerance and respect for others.
- (f) Education and world citizenship.
- (g) Education and human relations.
- (h) Education and better communities.

Organise

- (a) A community library in your area.
- (b) Radio clubs and recreation centres for adults.
- (c) A demonstration of scout activities to illustrate how they develop alertness and spirit of service and fellowship.
- (d) Demonstration by Junior Red Cross how they promote health and cleanliness, international understanding and spirit of service.

Saturday, 11—10—1947

Education and Adult Backwardness

Schools in India have to contend against a great obstacle—90 per cent of adult illiterates. All progress—political, economic and social—is being held up because of this illiterate and ignorant group. On the liquidation of this load of illiteracy among the adults and on the removal of their backwardness depends the progress of our country. We can no longer afford to wait. We must resolutely tackle this problem and remove it as quickly as possible. Its continuance is not only a serious handicap but a waste and a drain. Our education programme must be extended to cover not only children of school going age but all others above that age group so that every individual may be enabled to contribute intelligently his share to the well-being of the nation. An unskilled worker, or an illiterate but able bodied person is a national waste. The prosperity of a nation depends upon its human resources and it will be the concern of the state to remove this adult backwardness as speedily as possible. Expenditure—and we need a very big budget—in this regard will yield economic and social returns and must be regarded as a profitable investment. While other citizens can do a great deal in the direction, they need educational leadership.

This day may be observed as 'Banish Illiteracy Day.'

Arrange for lectures on Adult Backwardness and its effect on

- 1. Schools,
- 2. Community life.
- 3. Home life.
- 4. National progress.

Organise

- (a) a hobby club for adults,
- (b) study groups for adults,
- (c) radio clubs for adults,
- (d) adult education centres.

Sunday 12-10-1947

Education--The Teacher

The success of all educational programmes depends ultimately upon the good teacher. No school is better than its teacher.

Teaching offers a very wide scope for national service of first rate importance and upon that service will depend the progress of our country. The country needs more and still more teachers burning with zeal and enthusiasm to effectively retain the freedom won and to raise India to her rightful status. It should therefore be the duty of all interested in the well-being of our country to do their best to secure such a body of teachers. But alas, how are the conditions?

Trained and qualified teachers are leaving the profession to seek more lucrative places in industry or trade or commerce. The enrolment in training colleges and schools has rapidly declined. The discontent among teachers at the low salaries, the feeling of resentment amongst them that they have to fight hard for even small concessions which seem to be given as a matter of course to other employees, the woefully inadequate provision for old age, the none too attractive conditions of service in many aided schools, are factors that turn away many young men and women from teaching as a career.

A critical situation has arisen. The shortage of teachers at a time when there has been rapid enrolment puts a heavy strain on those that stay. Over-crowded classes, over-work to teachers, heavy teaching loads, great strain of extra curricular activities—all these are not conducive to efficient education. To be sure there are some teachers who do good work in spite of pitifully low salaries. There are some teachers who do a fine job of teaching in spite of all handicaps. All honour to them. The Government has begun to improve the status and the Salaries of teachers. But conditions continue to change far too rapidly and feeling of discontent persists. In view of the rather disturbed conditions prevailing all over the country taxing the energies of the administration, the union earnestly appeals to teachers to have faith in the assurances of Government and to carry on their duties with devotion and sincerity.

But the public may easily realise that they get, in general, only what they pay for. If it should believe that the way to a greater future for our country is through the development of the human resources, it cannot afford to neglect the teaching profession any longer.

Arrange for lectures on,

- (a) The lives of eminent educationists and great teachers.
- (b) Teaching as an opportunity for national service.

Form public relation groups and acquaint them with the teachers' working conditions, their salary problems and secure their intelligent co-operation with and support to the Teachers' Organisations.

Let Teachers dedicate themselves to the service of the child.

APPENDIX

Fundamental Principles of Governance **Preamble**

1. The principles of policy set forth in this part are intended for the guidance of the State. While these principles are not cognisable by any Court, they are nevertheless fundamental in the governance of the country and their application in the making of laws shall be the duty of the State.

Principles

2. The State shall strive to promote the welfare of the whole people by securing and protecting as effectively as it may a social order in which justice, social, economic and political, shall inspire all the institutions of national life.

3. The State shall, in particular, direct its policy towards securing:

That the citizens, men and women equally, have the right to an adequate means of livelihood;

That the ownerships and control of the material resources of the community are so distributed as best to subserve the common good;

That the operation of free competition shall not be allowed to result in concentration of the ownership and control of essential commodities in a few individuals to the common detriment;

That there shall be equal pay for equal work for both men and women;

That the strength and health of workers, men and women, and the tender age of children shall not be abused and that citizens shall not be forced by economic necessity to enter avocations unsuited to their age and strength;

That childhood and youth are protected against exploitation and against moral and material abandonment.

The State shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in case of unemployment, old age, sickness, disablement, and other cases of undeserved want.

The State shall make provision for securing just and humane considerations of work and for maternity relief for workers.

The State shall endeavour to secure, by suitable legislation, economic organisation and in other ways, to all workers, industrial or otherwise, work, a living wage, conditions of work ensuring a decent standard of life and full enjoyment to leisure and social cultural opportunities.

The State shall endeavour to secure for the citizens a uniform civil code.

Every citizen is entitled to free primary education and it shall be the

duty of the State to provide, within a period of ten years from the commencement of this constitution, free and compulsory primary education for all children until they complete the age of 14 years.

The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the scheduled castes and aboriginal tribes, and shall protect them from social injustice and all forms of exploitation.

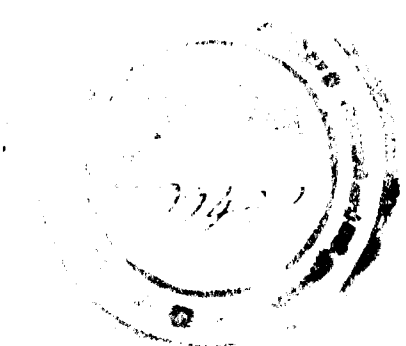
Standard of Living

The State shall regard the raising of the level, of nutrition and the standard of living of its people and improvement of public health and its primary duties.

It shall be the obligation of the State to protect every monument or place or

object of artistic or historic interest, declared by the law of the Union to be of national importance, from spoliation, destruction, removal, disposal or export, as the case may be and to preserve and maintain, according to the law of the Union, all such monuments or places or objects.

The State shall promote international peace and security by the prescription of open, just and honourable relations between nations, by the firm establishment of the understandings of international law as the actual rule of conduct among Governments and by the maintenance of justice and scrupulous respect for Treaty obligations in the dealings of organised people with one another.



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