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THE TWENTY-THIRD PROVINCIAL EDUCATIONAL CONFERENCE PRESIDENTIAL ADDRESS.

BY

MR. M. VENKATARANGAIYA, M.A.

(President-elect)

Principal, Venkatagiri Rajah's College, Nellore.

Friends,

Let me thank you most sincerely for the honour you have done me by electing me to preside over the deliberations of this Conference. In spite of my shortcomings, which are very many, I accepted this position of responsibility as I wished to come into closer and more intimate contact with the activities of the South Indian Teachers' Union, under whose auspices these Conferences are being held from year to year. We in the Andhra districts had not many opportunities in the past of getting into such contact, and when the call came to me from the Reception Committee, that I should preside over this Conference, I welcomed it without any hesitation. The Andhras have to their credit a spirit of noble idealism, an emotional temperament and a burning enthusiasm for all good and great causes. But, at the same time, the sense of individuality is so strong in every

one of them that, when it comes to a question of organisation and the sinking of personal and parochial considerations in the furtherance of a common object, they do not unfortunately show that capacity for co-ordinate effort which characterise their brethren in the further South. This is the reason why the Teachers' Associations and Guilds in the Telugu districts are backward in point of numbers as well as in the vigour of their work when compared with the sister institutions in the non-Andhra areas. The attempts to organise an Andhra Teachers' Federation and affiliate it to the South Indian Teachers' Union have not yet materialised in spite of the efforts that some of us have made in that direction. In accepting, therefore, the presidentship of this Conference, I have been actuated mainly by the idea that there is much to be learnt from my Tamil and Malayalam friends and that the experience I gain here

In the unavoidable absence of Mr. M. Venkatarangiah, Mr. P. V. Seshu Aiyer presided over the conference and this address was read by Mr. S. K. Yegnanarayana Aiyer.

would be of much service in any step that may be taken to organise on a proper and successful basis the work of the teachers in the Andhra.

Need for propaganda in Telugu Districts

In this connection, I should like to appeal to the S. I. T. U. that it should carry on more of propaganda in the Telugu districts and enlist the co-operation of the teachers there in all its work. The leaders responsible for the management of the S. I. T. U. and for putting into effect the resolutions passed at the annual Conferences will have their hands considerably strengthened if they can secure the services of the representative of the Andhras also. Although there is a strong agitation for an Andhra Province, with a separate Department of Education and a separate Director of Public Instruction, it may take some time before the agitation begins to bear fruit. Until then we—the teachers in the Andhra and the other areas of the presidency—should work hand in hand, and make united efforts in the promotion of objects which are sacred to every one of us whether those efforts take the form of educating public opinion and the legislature, or of making representations to those in administrative authority. I hope that in the coming year the S. I. T. U. will direct more of its attention to work in the Telugu districts. I can assure to its representatives a warm reception everywhere.

The past year and its Lessons

We are meeting this year under more favourable circumstances than those that prevailed when we assembled at the last Conference. The political crisis that threatened to overwhelm every department of

national work, including the work in schools, is now over. We have our own cause for rejoicing at the happy termination of the struggle and the peaceful settlement which has marked its close. We teachers are free once again to attend to our work without being watched and unnecessarily suspected by the police and the magistracy. There is no fear of any one calling on us to make a confession of our loyalty on pain of confidential reports being sent against us. There is no risk of students going on strikes under the influence of politicians. These and other experiences, through which several of the schools and colleges had to pass in the course of last year, are eye-openers in more than one respect. I do not, however, propose to dwell at length on them. For, the movement that was responsible for these events is at an end, and the educational institutions in this part of our country have on the whole, come out of it quite creditably. No University or college had to be closed. Discipline continued to be maintained at the usual level; and the clash between school managements and governmental authorities was not anywhere of an appreciable magnitude. We need not, therefore, take further notice of the subject in the present Conference.

There is all the same one remark which I am tempted to make in this connection. The incidents of last year have revealed in the clearest manner possible that the influence which the teacher can hope to exercise single-handed over his pupils is very limited at the present day. The conduct and character of our boys and girls are now being determined by a thousand and one factors outside the school—factors over

which the teacher has no control. It is not merely the politician that is taking advantage of the immaturity of youth and exploit it for his own purposes. There is the iconoclast and the social revolutionary carrying on a crusade against the religious and the social system of the land. In the name of self-respect, equality and liberty, institutions that have been held sacred for thousands of years are being attacked, and from every side the youth are being called upon to join in their hundreds and thousands all movements leading to this attack. The spirit of revolt is thus generated. History teaches us that rebellion may start in one field, but that it will not end there. If tolerated and encouraged in one sphere of life, it is bound in course of time to spread itself in all directions and envelop the whole atmosphere. With people from different quarters competing with one another to establish and direct the activities of Youth Leagues, it is no wonder that the teacher has at the present day become a less important force in shaping the character of our youth. Even parents are finding themselves quite helpless. My reason for referring to this phenomenon is that there is a large volume of opinion which makes the teacher responsible for all the shortcomings in the behaviour of our young men and women, and this opinion is not based on a correct study of the situation. The modern teacher is not the sole guide of the youth attending the school. After all, the time that a boy spends in school is short, and even then he is not in the company of one teacher but of several. Under circumstances like these, it is not fair that the teacher should be taken to task for the defects in the character of the

boys. A saner view of the situation is required.

Closer Contact between Teachers and Parents

It is, however, another thing to ask if the teacher should be content with such a position and if he should not make strenuous efforts to establish that sort of relationship with his pupils which is said to have existed between the Guru and the Sishya in Ancient India. I will not attempt to answer this question, as it will take me to the more complicated subject of social organisation and the place which the teacher has to occupy in it. But any success which the teacher will be able to achieve in the direction of bringing the pupil closer to him will depend on the extent of the co-operation he can get from parents. The absence of intimate contact between teachers and parents is one of the most serious defects in the educational system of the present day. It is our duty to take steps to come into direct touch with parents, so that we may secure their willing sympathy and active help in our efforts to influence the conduct of youth. One very important problem in the life of our boys is how they ought to spend their time outside the school. Should it be in play, in amusement, in cultivating a taste for some hobby, or in doing what we generally call "home-work"? It is by regulating these activities on proper lines that the boy can be truly educated to become a man. And in this work the teacher's best ally is the parent. To the politician and the social reformer the youth are merely instruments, with whose help they can carry out their programmes. To the teacher and to the parent they stand in a quite

different position. To them the boy is primarily a "man in the making" and it is the development of the humanity in him—not the fanatical zeal in this or that cause—that is dear to their heart. They are not faddists, and they have no particular axes to grind. If only the parents give up the attitude of indifference which now characterises them, and if organised trials are made for bringing the teachers and parents together into associations that may be specially started for the purpose, the teacher can become more serviceable to his pupils than is the case at present and an approximation at least to the ancient ideal can be brought about.

The Teacher : His Freedom and Responsibility

While the teacher suffers from serious and real limitations in influencing the conduct of the pupils outside the school, he is in a sense an absolute master in regulating their work inside the class room. I do not deny that here also he is controlled by the requirements of the departmental syllabus, and of the examinations held at the end of the school course. But such control is always bound to exist in any organised system of public education. It should not be regarded as a restriction on the true freedom of the teacher, but only as a part of the general conditions under whose influence he has to exercise his freedom. It is like the citizen's obedience to law, which is essential to a free life in a commonwealth. Just as certain laws impede true freedom and require repeal or modification with the changing circumstances of the times, so also the departmental syllabus and the needs of the examination may require modifications. And we may even say

that such modifications are urgently required at present. But within these natural and perfectly understandable limits, the teacher is free to instruct his pupils, and it is up to him to use this freedom in such a way that, when the pupils in his charge leave the school, they would be the recipients of the best instruction he is capable of imparting. He will be failing in his duty if, in the field in which he is master of himself, he does not use his position to the best advantage of those entrusted to his charge.

In this respect, the responsibility of the teacher in our country is in a way more circumscribed than what it is in most of the other civilised countries of the world. There the school is regarded as the one place for training all the faculties of the child—intellectual, physical, mental and moral. The schools there are really educational institutions. Here, however, the training which the teacher is now called on to give is mostly intellectual and literary in character. This may be a narrow view of education, but it is the only view that appeals to authorities constituted as they are at present. While education becomes less comprehensive in scope under these circumstances, it ought to gain in intensity and depth. Here is the opportunity for the teacher. By the time the pupils leave the school, the teacher should be able to train them intellectually to a higher degree than boys of similar age in other countries. The ability of our boys to think clearly and express their ideas correctly and forcibly in their mother tongue and in English, and to appreciate the best literary pieces in the mother-tongue, must be of a high order. Their knowledge of History, Geography and Science must be sound. But most of

us feel that we are not producing boys of this type. There must, therefore, be something wrong in what we are doing, and it should be our duty to find out wherein lies the defect and suggest ways and means for removing it.

Lines of Work.

In this connection, work has to be done in two directions. We have first to find out to what extent our pupils in different classes are below the normal standard and how the present-day pupils compare themselves with those of a decade or two earlier. Of course, the results of the S. S. L. C. public examination afford some data in regard to this matter. But they are not exhaustive, and they have to be supplemented by further investigation into the subject, so that we may arrive at a number of objective conclusions. I say 'objective' because there is a general subjective impression that things are now much worse than in former years and that they are growing worse from year to year. And this is a view held not only by teachers, but also by the general public and the employers of labour.

A second direction in which work has to be done is in investigating the causes of the low standard of attainments of our pupils. In spite of manipulations and moderations, not more than thirty five to forty per cent. of the candidates sitting for S.S. L. C. examination come out successful. The percentage of failures is large, and it is necessary for us to enquire into its causes. The result achieved at the end of the school career depends on numerous factors, like the inborn capacity of the pupil, the efficiency of the teacher, the equipment of the school, and the general health and strength of the

pupil and his habits and associations, which, in their turn, depend on the economic and social condition of his parents and the environment in the midst of which he spends his time. Trained teachers are becoming more numerous; schools are being better equipped; inspecting officers are increasing in number, and the Department is satisfied with the quality of their work. If, in spite of all this, the standard attained is low, it is to be concluded that there is a change for the worse in respect of the other factors, or that the training received by teachers and the work of the inspecting officers are of an ineffective character. It is hazardous to draw conclusions one way or the other on a subject like this, simply because the data for the purpose have still to be collected and analysed. Here is an immense field for investigation by those who are interested in understanding and in making others understand the true state of education in our province.

Poor Result of our Educational Effort

We are apt to point to two fundamental defects in the organisation of school work at the present day in explanation of the unsatisfactory result of our educational effort. One is the overloading of the syllabus, and the other is the adoption of a foreign language as the medium of instruction. But before accepting these as explanations, it has to be noted that these do not apply to school work in the lower forms. Up to form IV instruction is imparted everywhere through the mother-tongue of the pupil, and the complaint of a heavy syllabus is not heard in regard to those classes. We have, therefore, to ask ourselves if we are satisfied with the results

of our work up to form IV. By that time our boys receive from four to five years of instruction in English and eight years of instruction in their mother-tongue and in Elementary Arithmetic. In Geography, History, Science etc., they receive six years of instruction, as these are taught as separate subjects with separate text books from the third class at least. In all these classes, the syllabuses are within the control of the school authorities for all practical purpose. There is no need to rush through the courses as there is no public examination to set the pace of work. But if one were to be guided by the opinion generally held by the teachers in charge of the higher forms, one has to confess that our boys, after eight years of instruction, do not come up to the required standard, and the average of their attainments is so low that, in spite of the hard efforts of the specialist teachers in the high school, improvement becomes an impossibility. Either the opinion of the high school teachers is not correct, or there is a sudden rise in the standards expected to be attained by pupils in the high school as compared with the standards in the pre-high school classes, with the result that many find it absolutely impossible to cope with these higher standards. Here again some investigation may be necessary before one can say anything as to whether there is the desirable correlation between courses in the pre-high school and the high school classes. But from what I have been able to gather from my own observations, I am induced to state that, so far as English, Telugu and History are concerned, there is proper correlation, and no sudden leap from a low to a high standard. I make this statement subject to correction by those who are in more intimate touch with work in secondary schools. But if for a moment my statement is accepted as correct so far as it goes, and as probably correct in respect of the other subjects, we have to conclude that the opinion of the high school teachers as regards the material they get from the pre-high school classes is also a correct one. It thus becomes necessary for us to probe into the causes that are bringing about this state of affairs. We have to consider whether the methods we adopt for imparting instruction are right in the sense that they enable our boys to obtain an easy grasp of the subjects of their study. Some may say that there is nothing wrong in the methods as the teachers handling these classes are all of them trained in up-to-date methods in the training schools of the province. Others may say that the training schools are a mere farce and the training given in them is only nominal. Still others may say that the general attainment of teachers handling the lower classes are not of a high order and that the only remedy is to place them in charge of graduates. There are several others, in whose opinion the defect lies in slack supervision of the work of teachers by head-masters, with the result that teachers grow indifferent in course of time, become careless in the preparation of notes of lessons and do their work in a most haphazard manner. There are not a few who point to the laxity in promotions, due in some cases to interference by the management and in other cases to financial exigencies and the existence of unhealthy rivalry between neighbouring schools. It is quite possible that all these causes are in

operation in varying proportions in different places. Whatever it be, the effort involved in eight years of instruction is not bringing about the desired result and many of those that receive such a lengthy course of instruction are unfit to enter the high schools.

Defective teaching of Mother-Tongue

While I am on this subject, I feel it necessary to invite your attention to one matter of supreme importance. I referred in the above paragraph to the possibility of our methods of instruction not being sound. I am firmly convinced that in the teaching of the mother-tongue—and I refer particularly to Telugu in this connection—the methods adopted are most antiquated, or there is perhaps no method worth the name. This lies at the root of the insufficient instruction in the lower classes. For years there has been in our midst a school of opinion that there is not much to teach in the case of the mother-tongue as a knowledge of it is obtained in an increasing degree by a boy as he grows, that with age his vocabulary automatically expands and his power of expression increases. The result of putting this view into practice has been disastrous. The correct forms of words and the correct use of the different parts of speech and the correct structure of sentences natural to the language are little known to boys even in the high school and college classes. There is no training in the art of literary expression, either vocal or written, so much so that the standard mother-tongue remains to many as much of a foreign language as English itself. With such equipment in the mother-tongue, the boys are at sea when an elementary text-book on Geography or

History or Science is placed in their hands. They find it difficult to read it, and much more difficult to reproduce the subject-matter it contains. In some cases this may be due to lack of co-ordination between the language employed in these text-books and that employed in the corresponding literary readers. But it is mostly due to absence of any proper training in the use and knowledge of the mother-tongue.

We may get some light from our training schools and colleges—though this light is borrowed from the worn-out lamps of the West—on the methods of teaching English History, Geography etc., but no such thing is possible in regard to our vernaculars. We ourselves have to make a special study of this subject, and with the help that may be got from books dealing with the teaching of the mother-tongue in the other countries of the world, we have to build a literature of our own to serve as a guide to those that are in charge of the teaching of the mother-tongue in our schools. With a thorough grounding in the mother-tongue, it will be possible to train our boys to a higher standard of attainment in the other subjects of their study as well.

The importance of such a grounding becomes all the greater now that the use of the vernacular as a medium of instruction is being adopted in the higher forms of several schools. It is not necessary for me to dwell at length on the various arguments in favour of this practice. I believe that the subject has passed beyond the stage of controversy, and that sooner or later every school will adopt vernacularisation except where practical difficulties exist. One difficulty which some of us are now experi-

encing—but this is bound to disappear at a near date—is that there are some teachers in service, whose mother-tongue is not the same as that of their pupils and who cannot express themselves correctly and clearly in the language of the area in which they are employed. But this is not an insuperable difficulty. The other difficulty, which is of a much more serious character, is the presence of a few Muslim pupils in each class with Urdu as their mother-tongue. Either they should be taught in Urdu, which is not a practicable proposition as it will mean the doubling of expenditure, or in the local vernacular on the ground that, though it is not their mother-tongue, they understand it, and they have to obtain a knowledge of it for business, trade and general inter-course. But this alternative may rouse communal passions of which we have too many at the present day in most parts of our country. Another alternative solution of having separate schools for the Muslim boys, though attractive from several stand-points, is also impracticable and undesirable for several reasons into a discussion of which I do not propose to go now. The only possible solution is for our Muslim brethren to reconcile themselves to the use of the local vernacular, as by so doing they will not be in a less disadvantageous position than they are at present. Some such solution will be found for this and other difficulties now confronting us, and schools using English as the medium of instruction will become an exception and not the rule. It ought to be the endeavour of every one of us interested in rationalising the process of education to hasten the day of vernacularisation and put an end to the unnatural state of affairs

now obtaining in our land. But the success of this process will depend to a considerable extent on the use of correct methods for teaching the mother-tongue itself.

The Fetish of Examinations

As it has been found that a large proportion of those receiving instruction in lower forms are not fit for admission into the high school classes, and as there is no prospect of the school authorities themselves adopting stricter rules of promotion and admitting only the really fit into the high school, it has been recently suggested that, to eliminate the unfit, a public examination should be instituted at the close of the third form and that only those that come out successful in it should be allowed to proceed to the higher class. We need not be surprised at this suggestion, as it is in accordance with the traditional policy of the educational authorities in modern India—a policy which has made a fetish of examinations. This has become true not only of those in charge of secondary education but also of university education. But before we accept this traditional remedy, we have to clarify our ideas and understand precisely what we are driving at. The point is that the instruction which in the name of secondary education we are now imparting in schools does not seem to benefit fifty to sixty per cent. of our pupils, as is demonstrated by the results of the S. S. L. C. public examination, and that we should, therefore, try to have in the high schools only such young men as will be benefited by the instruction, as otherwise there will be a huge waste of the nation's resources. But as a preliminary to any action that may have to be taken on this state of affairs, we have to satisfy our-

selves on three points. One is whether we cannot, by improved methods of instruction make the boys in the middle schools better fitted to proceed to the high schools. I have already dwelt on this subject and made it clear that the scope for improvement is very great, and it is better we apply ourselves to bring about this improvement than institute another examination with all the evils incidental to external examinations. The second point is whether we should not modify our scheme of secondary education to suit our pupils instead of proceeding quite the other way. The third point is, whether the defect that we are now attributing to our pupils is not the result of a much more serious defect in the system of the S. S. L. C. examination itself.

These points, and especially the second and the third of them, are arguable, and no dogmatic answer can be given to them. At least the answer given by those who wish to institute a sort of lower secondary or middle school examination is not convincing. We have included certain subjects for study in the higher forms of secondary schools; and we want every one anxious to receive a secondary education to come up to a certain standard in these subjects. Having before us the true objects of secondary education as they are understood in countries which aim at educating the people in general and not a select class anxious to enter politics or the learned professions or to enjoy merely a life of leisure. We have to ask ourselves if our present scheme of secondary education is sufficiently elastic and variegated to appeal and be of advantage to pupils belonging to the different strata of society, with differences

in general outlook, in conditions of life, in traditions and needs. So far we have been framing schemes of education without taking these differences into account. It did not produce harmful results when only a small percentage of our boys took to secondary education and when they came mostly from a particular group more or less homogeneous in character. Conditions are now changed. A larger percentage is now taking to secondary education, and the healthy desire to get higher education is pervading all groups and classes. We cannot, therefore, afford to have one uniform and rigid type of secondary education to which every pupil should adjust himself. On the other hand, we should provide for different types, so that pupils with different aptitudes may receive benefit from the school course. It is a pity that the efforts made to revise the S. S. L. C. courses of study bestowed little or no consideration to this aspect of the matter and the authors of the revision contented themselves with a mere transfer of some subjects from one group to another. We had the proverbial mouse from a mountain of labour and agitation.

Defects of our Examination System

The other point is also equally important. Is the public examination, conducted as it is now done, a satisfactory test for estimating the wastage due to the unfit being admitted into the higher forms of secondary schools? A single written examination for students numbering nearly twenty thousand, with the standard and type of questions varying from year to year, with examiners whose system of marking is not scientific, but leaves much room for personal vagaries, cannot be tolerated in any

civilised country. And we have many other defects besides. There is no relation between the number and duration of papers set at the examination in a particular subject, the time allotted for teaching it in the class room, the marks assigned for it and its intrinsic importance. It is an examination like this that dominates the system of secondary education at present, and it is cruel to speak of our young men and women as being unfit to receive the benefit of higher education simply because they fail to satisfy an unscientific test like this.

With circumstances like these, one naturally hesitates to accept the institution of another examination as the essential means for eliminating the so-called unfit. It is a wrong remedy for the existing disease, and it is the remedy of a doctor who has not properly diagnosed the disease, or made a wrong diagnosis of it. The defect to be removed is not in the pupils seeking higher education, but it is in the kind of higher education that is now provided. Reform should aim at removing the latter defect. Any attempt to determine by means of an examination as to who are fit to proceed to the high schools will be a most retrograde step, which is bound to arrest the spread of higher education among all classes of people.

Alternatives to Examinations

Examinations are an evil, and we teachers have to devise a method of replacing them by adopting a more reasonable test for measuring the progress of a student from time to time, which is after all the one aim of all examinations. Where we have teachers quite conscientious in the discharge of their duties and a head-master who has got the capacity and the desire to

supervise the work of his assistants, and where the progress of each boy is watched from day to day, partly through the work he does in the class room and partly through well-arranged home work, examinations can be either dispensed with or their importance reduced to reasonable limits. I have more faith in measures like these than in examinations conducted every half year or every year. They are not only better tests of intellectual progress but are also a means for developing among our boys regular and systematic habits. The neglect of studies throughout a large part of the year and the overwork just before the examination is ruinous to the physical, as well as the moral, excellence of the youth. The realisation by us of the importance of day to day work is one of the urgent reforms to which our attention has to be directed. The success of this reform demands teachers with a higher sense of responsibility, teachers who regard their position in school not as a means of getting so much salary, but as an opportunity of rendering service to their country and people. Only then can they understand the full measure of their worth and value.

The S. S. L. C.

Friends, I do not wish to weary you by expressing my views on other questions of importance relating to secondary education and by making my address rather lengthy. It will be enough if I make a brief reference to one or two matters of current interest. Every one is agreed that the revised S. S. L. C. Scheme is highly defective, even from the limited point of view that is now holding the field. In this connection, I wish to invite your attention to the Report of the

Sub-Committee of the Academic Council of the Andhra University, which made a critical examination of the revised scheme and submitted a number of important recommendations. It is unfortunate that the University authorities did not arrange to give to the Report the publicity it deserved and no educational magazines published it in full. The Report was accepted by the Academic Council. Its main recommendation was that there was no need from the University standpoint for the retention of the C. Group and that, if it was to be retained for satisfying needs other than those of the University, it would be enough if technical subjects like type-writing, short-hand, etc., are included in the Group. Successive Conferences of teachers in every part of our presidency have passed resolutions advocating the abolition of the C. Group and the modification of the syllabuses in Science and Geography. But the S. S. L. C. Board did not find its way to accept the recommendations of the Academic Council of the Andhra University, and the only alternative left to the University was to frame rules of eligibility for admission to the Intermediate courses, in accordance with the recommendation contained in the Report. It is possible under these eligibility rules for a student to enter the University courses even if he does not secure any marks in the C. Group subject. It is enough if he comes up to the mark in the A. Group subjects. I am sure that the action of the Andhra University, as at least a partial solution of our difficulties in this matter, will commend itself to you.

Teachers' Demand.

Friends, pardon me if I have not referred at length to the subject of salaries of

teachers and other questions affecting our position and prospects. My reason for this is that I dwelt on this subject in my address as the President of the Annual Meeting of the Nellore District Teachers' Guild in December 1929, and you will find that address in the *South Indian Teacher* of January 1930. I have not much to add to the views expressed on that occasion or modify them in any way. Our salvation lies in the provincialisation of secondary schools. There is no prospect of private managements coming forward with increased revenues to give us the reasonably standard salaries we are claiming, or guaranteeing to us stability of tenure and other reasonable conditions of service. Relief can come to us only by the Government taking over the entire responsibility for secondary education. Two objections are generally put forward to this proposal. One is that it will be a blow to all educational freedom, and the other is that financially, it is impracticable and even unthinkable. But both these objections are easily answered. The freedom that private schools now have is only nominal. The rules regulating the grant of recognition and its withdrawal and the payment of grants-in-aid give to the Government any amount of control over the activities of schools. And the position will not be much worse under provincialisation. Moreover, the system of Government itself is undergoing a change. With Provincial Autonomy and with Ministers wholly responsible to an elected Legislature, freed from the shackles of Dyarchy, governmental control of education and schools will cease to be of the same character as it is at present. We need not, therefore, be scared away by this objection. The financial

difficulty also need not be regarded as insurmountable. The whole question of the allocation of governmental revenue between the primary services like defence, and Nation-building services like education and public health, is bound to be examined from a new standpoint, and there is every reasonable hope that a larger proportion of revenue will be spent in future on the latter services. The view that the administration is top-heavy, and that in an agricultural country like ours, where the average income per head is very low, there is no justification for the payment of fabulous salaries to officers in the higher ranks of service, is also gaining ground. It is also proposed to tap new sources of revenue and tax those classes of people who have been enjoying for no sound reason a good deal of immunity from taxation in the past. Consideration like these point to the possibility of more funds becoming available for financing education, and provincialisation may become a realised fact. Even in the past, if and when funds were available, the Government had spent them on the needs of private schools, instead of revising the salaries of those in the ranks of the Government Educational Service, the situation would not have been so bad as it actually is at present. New forces are now working vigorously in our country. Movements for removing unjust and unjustifiable inequalities are gaining greater momentum. Equal pay for work of equal responsibility is sure to become the working maxim in all departments. And if only we can convince the electorate of the importance of the teacher in the future of our national economy, I am sure that, though we may not get the extravagant salaries that are now enjoyed by those in public service, we will get reasonably high salaries, which will enable us to lead a decent life, freed from want and worry, and give us ample opportunities to contribute our mite to the progress of the nation. The future is bright, and with organised effort on our part we can have our legitimate share in that future brightness. Only let us remember that our claims to a higher and better status can be justified by the extent to which we can become more useful and serviceable to the community than by the mere assertion of our rights.

PRESIDENTIAL ADDRESS

BY

Rao Bahadur P. V. Seshu Aiyar, M.A., I.E.S., (Retd.)

FRIENDS,

I thank you very much for the honour you have done me by asking me to preside on this occasion. You know that another educationist of long and varied experience and working under another University, Mr. M. Venkatarangaiya, Principal, V. R. College, Nellore, was to have delivered the Presidential address, and we all regret and I, more than all of you, that he is not able to be present here to-day. I regret it more than you, because the honour you have bestowed on me is coupled with a heavy responsibility. The invitation to fill in the gap came to me yesterday afternoon, and you can realise the shortness of notice, and consequently if my address does not come up to the usual level of such addresses, the unforeseen circumstances and the organisers of the Conference for putting me in here, are to blame.

My friends, it is gratifying to find that there is a growing enthusiasm on the part of teachers of this Presidency to organise themselves into a body and work for the improvement of education in this country and for the improvement of their own conditions of service, prospect and status in society. The long and varied programme for this Conference and the list of resolutions to be moved bear testimony to what I have said. The programme includes, amongst other things, Refresher Courses for Elementary teachers, a Geographical Conference, demonstrations, physical culture, Exhibitions of educational work, ancient and national methods peculiar to

Malabar of imparting moral, aesthetic and religious instruction through story telling and acting. These and the resolutions show clearly that equal emphasis is being attempted to be placed on the academic as well as the administrative side of Education. But I should tell my teacher friends that there should be such systematic and continuous efforts carried on from year end to year end. For, without such steady and continuous work and a feeling of brotherhood infused in us nothing worthy can be achieved while we became liable, like very many others, to the charge of being enthusiastic only for the moment. About the need for such systematic work and brotherly feeling I have spoken elsewhere, namely in my Presidential address at the Kadayanallur Conference, and I do not therefore, propose to dwell on them here.

There is another hopeful sign of the times which I would like to touch upon. Last year was one of great struggle on the part of our nation, and we all rejoice at the happy termination of the struggle, and it is hoped that Swaraj and Responsible Government with some temporary safeguards we will be having in the near future. In such an atmosphere and under such conditions the subject of Education is bound to attract greater attention from the general public, and we teachers will be called upon to bear a great responsibility in the resulting re-construction and we shall have to rise equal to the occasion and discharge our duties efficiently and satisfac-

torily. This again will mean the need for well organised and systematic team work on the part of the teachers.

This leads me on to the consideration of the question: "What is the kind and nature of the work we have to do as teachers?" We should all strive to be well informed and up-to-date in knowledge and methods of teaching in the various subjects we are teaching. We should be constantly reading of the developments in methods and organisation taking place in Education in other countries. We should all be constantly and zealously watching our own individual condition in regard to culture and character in as much as young children are put into our hands for training. We should study the general educational problems that are engaging the attention of the nation and equip ourselves with knowledge and ability necessary to take an intelligent part in the solution of those problems.

We should take an active part as enlightened citizens in all the useful activities of our neighbourhood so as to show that we teachers form a useful and indispensable body. I can go on enumerating the kind of work we have to do. My object in pointing out these is not to take the role of a teacher and tell you what the teachers have to do, but to draw the special attention of the teachers to these aspects, in as much as I feel, and I believe with reasons, that we are not now doing these to the extent to which we ought to do. And I feel I can also substantiate what I say with specific instances. But time and space prevent me from dwelling longer on these topics and the kind of work we have to do, and so I shall just touch on two or three headings.

The Academic Equipment of the Teacher

Here I must say in the interest of education, that we are not striving to be well informed to the extent to which we ought to do it in the several subjects we are handling everyday in our classes. When I say this let me not be misunderstood as an adverse critic. But let me be considered as a well-wisher desiring for improvement in the present state of things. I do not at all mean it as an indictment against teachers. I know that there are many causes which are responsible for this state, and I am only trying to place before you as a friend what I consider to be a fact so that we may realise the exact condition and take the necessary steps to improve that condition. For instance, let me take the subject of Mathematics with which I have been intimately connected for a long time. Of late much work has been done at the foundation and the fundamental concepts of Mathematics. How many of the Mathematics teachers of secondary schools present here, I ask, have acquainted themselves with such developments at the bottom of Mathematics? How many of them, I ask do know the concepts underlying what are known as "whole numbers fractions, negative numbers and irrational numbers?" Though these concepts are not to be taught to the High School student, they should certainly be known to the Mathematics teachers so that they may have clear ideas on the point and their teaching may be clear and accurate and they do not impart wrong notions. What I have said about Mathematics is reported to be true of other subjects as well. "Gladly would he learn and gladly teach" must be the motto of every teacher.

I shall next say a word about culture and character that a teacher should possess. Of all people the teacher to whom is entrusted the training of children should be a man of liberal culture and of unimpeachable character. He must have great self-respect and should not lower himself by his behaviour in public estimation. This is very necessary in his own interest and in the interests of the children who unconsciously and imperceptibly follow him in respect of character. In fact, the teachers as a class should have a higher sense of duty and dignity, and they are also being judged by a higher standard in respect of culture and character. For this the teacher must have plain living and high thinking as his motto. I emphasise on that because nowadays simplicity and economy have come to be considered sins.

It is also very essential, as I have said above, that the teacher should take an active part in all the activities in his neighbourhood. He will be thus rendering additional service to society, and this will incidentally also raise him in public estimation. Further, this will also give him ample opportunity to come into close contact with parents, whose whole-hearted co-operation will be very essential in the interests of Education. It has come to be recognised that the absence of this contact between teacher and parents is one of the most serious defects in the educational system of the present day. I hope it will be conceded that there is a spirit of unrest and restlessness on the part of the youth of our country. Though it is the healthy sign of national awakening to be desired from that point of view, it has made the maintenance of proper discipline more and

more difficult, and the boys are not deriving the fullest benefit of education. If in this matter the parents are made to give up the attitude of indifference which now characterises them and they co-operate with the teacher, the boys' life at school will be more beneficial leading to better results.

Next I pass on to the important problems which are engaging the attention of educationists. Taking first the revised S. S. L. C. Scheme, there are two or three main points for our consideration. The first question is whether there should be any specialisation at this stage. The opinion seems to be gaining ground that, at least so far as the University purposes are concerned, the C. Group should be abolished. There is much to be said in favour of this idea, since a general foundation is very necessary, and the boys are too young for specialisation. But the C. Group was originally established just to provide for individual tastes and aptitudes and to avoid having a Procrustean bed for all. Now that all the subjects of general knowledge are included in the A. Group and under eligibility rules for University courses allowance is made for individual deficiency and special aptitudes by introduction of the principal of varying minima, there seems to be no need for the retention of the C. Group. However, when this comes to be effected in order to avoid the disadvantages of piece-meal legislation, it will be found necessary to stiffen the Elementary Mathematics syllabus by the introduction of demonstrative Geometry and Elementary Algebra of the Matriculation standard. The present Intermediate Course in Mathematics and Physics assumes a knowledge of

the Matriculation Mathematics, and if such a stiffening is not simultaneously done, the students will not be able to follow the Intermediate course in Mathematics and Physics. If this be not done, the Intermediate course will have to be reduced in standard, which will correspondingly bring down the standard of knowledge of the Mathematics and Physics graduates.

Next I pass on to the vexed question of school record for the S. S. L. C. Nobody can dispute the importance and necessity for school record in trying to judge the true attainments of the boys and in mitigating the unreliability and defects of the use of single examination in gauging their capacity and attainments. When such is the case, it is most regrettable that the school record has come to be ignored altogether in deciding eligibility, and it will be even more regrettable if the record is altogether abolished. Of course, there are real difficulties for the teachers to maintain the record, and abuses have also crept in such maintenance, and these are responsible for the present state of affairs. It is for us teachers to devise measures for removing these difficulties and abuses, and for getting a due recognition of the school record in gauging the pupils' capacity and attainments.

It has already been pointed out that it is dangerous and unreliable to judge the ability of the boy from his performance at a single examination. This wholesome principle of Education seems to have been completely ignored by those responsible for starting the idea of the introduction of a middle school examination. Also the boys of the lower secondary stage are too young and undeveloped to be subjected to a writ-

ten examination conducted by an external body. Already our courses and teaching are over-ridden by the requirements of an examination, and the requirements of real education are often consequently lost sight of. Hence it will be against the interests of sound education to introduce such an examination. Of course, it is true that there has been laxity in promotion and consequent lowering of standard, to prevent which it is that this examination is sought to be introduced. But this laxity and lowering could be prevented, if the teachers would form a healthy public opinion in regard to these, and also adopt a consistent and definite principle in the promotion of boys to higher forms.

Another important question is that of vernacularisation, that is, the adoption of vernacular as the medium of instruction in non language subjects. We had been passing repeatedly resolutions in our Conferences asking for permission from the Department for the introduction of the vernacular as the medium of instruction. Now that the required permission has been obtained, we are slow to take advantage of the same. The whole argument of want of suitable text-books in the vernacular and the difficulty of framing suitable technical terms are still adduced. The experience of these years has proved that we are arguing in a vicious circle. We say we cannot have vernacularisation till the books and terms are ready. And these can come in only when there is a real demand. The truth is that the two processes must go on together. If we are earnest about vernacularisation we must straightway start it, allowing the books and terms to come into the system in their natural course.

We have till now been waiting in vain for an outside agency to frame a list of terms in the vernacular. I would request my brother teachers to form themselves into groups with a determination and frame the list themselves.

In this connection, I would also mention that some people seem to be very fastidious in having a vernacular term for every scientific and technical term in English. This however, I think, is unnecessary and undesirable. English has freely borrowed and in some cases introduced bodily technical terms from other languages. Our vernaculars will only be richer for following that example. Also a free use of English terms at the early stages in the process of vernacularisation will considerably reduce the discontinuity that will be felt in a jump from the use of vernacular in the high school stage to the use of English in the college course.

In these days of Democracy and widening of the franchise, it is very desirable that there is increased literacy and spread of Elementary Education among the masses.

It is very gratifying to find that the Government is also paying increased attention to the problem of Elementary and Adult Education. In any new scheme of Elementary Education some of the prominent defects of the existing system have to be overcome. The kind of education that we are now imparting in our elementary schools has no relationship with the school surroundings and the life of the people in the locality. The syllabus of the elementary school should be adapted to a greater extent to the needs of the people who are benefited by this education. There also

seems to be a great wastage. Some pupils remain in the same class for a number of years, others attend school for a year or two and discontinue and lapse into illiteracy. Some attention is being paid to the remedying of the evil. It is necessary to introduce effective measures if the nation is to be benefited by any scheme of Elementary Education. The quantity of work done in the elementary school is not at all proportionate to the long period of five years now spent in such education. I am sure that with greater earnestness on the part of the teachers and the co-operation of guardians, greater quantity of work can be turned out at the elementary stage, and it is hoped that the Hon. Minister for Education to the Government of Madras, who is now specially interesting himself in the cause of elementary education will have all these points in view while adopting the Elementary Education Bill which is now under consideration.

Closely associated with the subject of Elementary education and forming a necessary supplement to it in the removal of illiteracy is the subject of Adult Education. By Adult Education is meant the education of the adults so as to form them into useful and intelligent citizens. This means the imparting of knowledge to them in the three R's and the teaching of general knowledge subjects, such as civics, geography, hygiene, elementary science. One aim in the spread of Elementary Education among the masses is to remove illiteracy from them so that they may be able to use the franchise well and take an intelligent interest in the activities of life in general, and this object cannot be achieved

for one generation, though Elementary Education be made compulsory from to-day unless supplemented by Adult Education. So very essential a supplement is this Adult Education. Here the teacher can make himself very useful, and I say it is his bounden duty, because none else can do it, to take an active and intelligent part in the spread of Adult Education.

Let us now consider the methods to be adopted in imparting instruction to adults. Adults being advanced in age and already possessed of knowledge of some kind, the methods to be adopted will have to be quite different from those used in the education of children, and the text-books used will also have to be different from that contained in the elementary primers. For instance, a lesson on the 'cow' usually found in the First or Second Reader will be informing and interesting to a child, while it will be as dull as a thrice-told tale to an adult who is already well acquainted with a 'cow.' Again in teaching arithmetic, the adult can be easily and profitably given many problems occurring in real life whereas such problems may be too advanced for a child.

Thus the teacher will find very useful work in the field of Adult Education in evolving proper methods of instruction and writing suitable text-books for adults. This work will also keep him engaged during his leisure hours in an interesting and useful manner rather than spending them in idle cards play and gossip.

Before I conclude, I like to refer to one important school activity which seems to be under a cloud of misapprehension. The Scout Movement, as you all know, came in about twenty years ago for correct-

ing and supplementing the literary training we were giving in our schools. The initial enthusiasm with which the movement was greeted seems to have waned, and Scout activity is languishing in all schools. I understand that there is a circular from the Director of Public Instruction insisting on the proper organisation of extra class room activities as a condition for recognition of schools. I feel sorry that we have been indifferent in regard to such activities so as to necessitate the issue of such a circular, and trust that the teachers will take this opportunity for interesting themselves more and more in such activities. The Scout Movement is one of great potentialities, and if it has not spread more widely in the past, we have only to blame ourselves for not conducting it properly and for not educating the public in regard to its great ideals and possibilities.

In conclusion, I have only to remind my brother teachers that we belong to a race of Rishis and great Gurus, who did not care for the material comforts of life and regarded service and sacrifice as great virtues. If the ancient Gurukulas, to which we certainly refer with great pride, have been of great success, it was because the Gurus sacrificed everything in the performance of their great work of Education. Looking at the state of affairs to-day, it must be admitted that the teacher is getting more and more lowered in the estimate of the public and his possibilities for good to society are getting reduced. Now that the conditions in our country are more favourable for a national revival, the teacher must take this opportunity of developing himself into a great Guru and with the old ideas of self-respect, service and sacrifice make his fullest contribution to the great work of building up the new Indian Nation.

WELCOME ADDRESS

BY

Mr. K. S. Vaidyanatha Iyer, Chairman for the Reception Committee, & Vice Principal, Victoria College, Palghat.

BROTHER AND SISTER TEACHERS!

My welcome to you has to be prefaced with a few words of explanation. You would have noticed from the announcements in the public press, that I stand before you, on account of Principal Papworth's unavoidable absence from Headquarters due to a change of date in the meeting of our Conference. Had we met a week before, you would have been welcomed in by one who, as the head of the premier educational institution in Malabar and as the officer in charge of these buildings where you are conferring, was best fitted to welcome you in as delegates and act as host to you, strangers from distant places. It is a pity his cheery presence is missed.

I suppose I am a sort of nuncio to the Reception Committee. I am to announce that the President-elect, M. R. Ry., M. Venkatarangayya Avl., owing to sudden ill-health, had, at the last moment, to cancel his engagement with us. It is indeed surprising that a kind of persistent ill-luck should have haunted our attempts to secure a President for the occasion. The first to whom we offered the helm declined, because he had to leave for Europe. The next whom we approached was too ill to accept the place. The third who accepted has broken down in health. The next in the panel of possible Presidents who happily for us is in our midst, and I have taken very good care to keep him in my own

custody, acting both the jailor and medical attendant to him.

It is not open to me, a personal friend, to sing the praises of M. R. Ry. Rao Bahadur P. V. Seshu Iyer, Avl., I. E. S. (Retd.) and at present Principal of the Hindu College, Tinnevely. But it is permissible even to a friend to say, if ripe wisdom, vast experience, unremitting labour on behalf of teachers, and a close and constant study of educational problems be the qualifications for occupying the Presidential chair, we may well congratulate ourselves for having secured him as our President.

Let me now, Ladies and Gentlemen, turn to discharge what strictly constitute my legitimate duties. Permit me to welcome you to this country of Malabar, with its picturesque beauty, its peculiar customs and manners and its characteristic culture. I will, with your leave, say a few words, how these influence, or ought to, education in this part of the country.

I have seen many an educational institution lying scattered near and about Palghat. It is very regrettable that visit to some of these could not be arranged for you. They are, almost all of them situated in lovely spots, on the slopes of hills and hillocks, commanding beautiful scenery. It looks as though the schools here, unlike those elsewhere, have employed the priceless services of nature to help the educational efforts of man.

Society here has given, comparatively speaking, equal status to man and woman

and a striking result of this is to be seen in the number of grown up girls sitting alongside of boys in many schools. I wish you have seen it yourself, that you might return to your homes to preach co-education, which is so full of alarms for those who are strangers to such social usage.

Outsiders to Malabar hear only of the cruelty of the upper castes towards those lower down in the social scale. It is true, in some cases such cruelty continues. But if you were given the opportunity to see things for yourself, you will be surprised to find the spirit of comradeship that prevails amongst the Nambudiri, the Nair and the Thiya in schools and colleges. It is also interesting to note the efforts which these youths make to extend the hand of educational fellowship even to the Cheruma and the Nayadi, the most despised social units in this district.

The native Malayalee's inborn love of music and dance has led to an extraordinary activity on the social side of educational institutions, so much so no school celebration can take place without a farce or some drama or both with some music. His love of his language makes an educationist believe that the much talked of vernacularisation should be more capable of success here than elsewhere.

To such a land the Reception Committee heartily welcomes you and hopes that your three days' stay might be exquisitely pleasant. It knows that its arrangements for lodging, boarding and entertaining may not be perfect and requests you, whenever you feel annoyed, to take the will for the deed.

After this, strictly speaking, I ought to retire allowing the chief actors to come

out. But where had you a prologue that strictly confined itself to its functions? Prologue fashion, I shall draw your attention to a professional weakness, and prologue wise I shall refer to what I feel a malevolent characterisation of our Conference.

I have, with great sorrow, noticed scores of young men returning to their homes; mostly in villages, with the unenviable distinctions of an incomplete S.S.L.C. or a failed Inter, or a one-third or half B.A. They run to seed, and eventually become indistinguishable from their uneducated village companions.

Let me recount a very shocking experience of mine this way. Ramaswamy, returned to his village without completing his Intermediate, has been made the village munsif. He was detected gibing at an old lady relative of his on her death-bed and putting this question, "Who wants you to recover and live?" to her who could neither hear nor reply him. It should be added that the sufferer was being looked after by somebody else. The listener wondered if during all his stay of twelve long years in a much respected school and a much reputed college, any touch of fine feeling had been imparted to him, and the wonder would grow if it was said he came out of a family with a pedigree.

This is, probably, an extreme instance. But I ask if we as teachers are taking all possible measures and utilising all possible opportunities to make all the boys entrusted to our care, not perfect, but at least work-a-day gentlemen. I wish we drew up a code prescribing the minimum to be

achieved in this direction and stuck to it invariably in practice.

* Now to my last point. In connection with the preliminary work of our Conference, I came into contact with various classes of gentlemen who seemed to consider the Conference as a piece of utterly useless superfluity. As I travelled in a Railway compartment one—presumably a book-seller's agent or a newspaper correspondent—styled it as 'the farce in Palghat.' A would-be patron betrayed his poor notions about our conference when he exclaimed, "Oh your Conference, your Conference!" A doctor ironically complimented me on my wisdom in hurrying up to attend these sessions. The bitterest cut was fated to come from a teacher who asked, "What good has it done?"

I am sure you are one with me in thinking that such words are cruel, and since

undeserved, doubly so. We may reply that even Political Conferences, backed as they are by the rich and the influential, may look a farce to the habitual flouter. Much more should this Conference of humble teachers. But I do not want you to waste your time in replying them. I want, if possible, to make them feel ashamed of themselves for having uttered such baseless remarks. I am glad to see in the resolutions of this year proposals for permanent organisations, which will carry on the work laid down by this Conference from day to day. Such organisations will enable us to talk with authority, born of exact knowledge, in matters educational, and effectively shut the mouth of our maligners.

I am feeling that I am trespassing over-much into realms not mine and, therefore, shall beat a hasty retreat saying you are all welcome, doubly welcome, to Malabar.

OPENING ADDRESS

By

* *The Hon'ble Diwan Bahadur S. Kumaraswamy Reddiar, Minister for Education.*

I am indeed very thankful to the organisers of this Conference for the honour they have done me in inviting me to perform this very pleasant function of opening this Conference. I am delighted to see that, to guide the deliberations of this Conference, you have chosen such a distinguished educationist, as Mr. P.V. Seshu Aiyar. I do not think much of the obligations of one who is charged with the function of opening a conference like this. He is expected to make just a few observations or perhaps a platitude or two to which people are accus-

tomed on occasions like this and then declare the Conference open. I leave it to you to judge whether the observations that I shall immediately proceed to make are evidence of this conception of my duty as the opener of the Conference or are not in the conformity with that conception. My present office as you know is the Minister for Education—a very high sounding phrase, no doubt. But I am glad to tell you that it is not in virtue of my present office that I have become interested in education and educational work. I have been

for a period of nearly 25 years associated in one capacity or another with educational activities. I have naturally therefore, by this long association acquired a very keen interest in educational affairs. I have therefore, welcomed most eagerly this opportunity of participating in a conference of teachers; particularly for the reason that I shall come into close contact with the best and most enlightened educational talents of this Presidency. My getting into contact with them my exchanging of thoughts with them will certainly stand in good stead in the discharge of the duties of my office. If I make any observation expressing views of my own it is not with a view to lecture to you on subjects with which you are unaccustomed but to tell you, as Sir P. S. Sivaswami Aiyar presiding over the All-India Federation of Teachers Associations said last year, that it is open to a layman also, one who is not engaged in the profession of teaching, to make his own humble contribution towards building up the organisation of the educational system of this province. The one national asset in this country, I may be permitted to say, is that the majority of the population, be they men or women, are highly educated. It may look like a paradox, but it is all the same true. That has struck observers of other countries from Europe and elsewhere as being a most remarkable fact and I know that Mr. Molony in the report, which he was responsible for as a Census Commissioner has said of Indian women that though a large majority of them were illiterate, they were more learned than the women of any other country. It is not, therefore, more learning, more literacy or being engaged in the profession of teaching that is required for making a contribution like the one I have just mentioned. It used to be said of the Great Moghul Emperor, Akbar, who was not a great educationist, that he framed a syllabus for educational institutions. It is in that view that I shall make a few observations of my own. The topics I shall very briefly deal with will be mainly those on which I look forward to you, teachers, the custodians of the educational interests of this country, for co-operation and help in the future government of this country. *I am glad to see that you have begun to organise yourself better than you were before.* It was just a few months ago that your present president-elect was presiding over the District Teachers' Conference in my own district and he lamented that you very much lack in organisation. It cannot, of course, now be said that you are a model of organisation. But I see with great satisfaction that you are making very great endeavours towards organising yourself. Such an organisation is necessary not merely for the purpose of promoting your interest, but it is necessary even in the larger interests of the country.

Need for organisation among Teachers

You are the guardians of the educational policy and the educational interests of the country. We want the well thought out and deliberate opinion of a body of people who are engaged in the task of teaching the youths of this country. *If you are organised and if you are more representative of the educational opinion of this province your opinions and your decisions will be certainly invested with much greater authority than they are at present.* You will certainly be

very helpful to the Government when you come forward with schemes which might perhaps meet with opposition in some quarters if they have the support of an authoritative organisation like yours. In that aspect particularly and in my capacity as the Minister in charge of Education, I appeal to you, ladies and gentlemen, of the teachers' profession to organise yourself better and to make your opinions more representative and more authoritative so that you may be of greater help in the educational advancement of this country.

I know that the chief ground on which we used to be considered unfit for the parliamentary type of Government in this country, is that however capable we may be of individual intellectual efforts, we are not capable of 'associated deliberation.' Even in such a work as the Mantagu-Chelmsford Report you find this accusation made against us that we have not yet cultivated to the necessary extent, the habit of associated deliberation. I therefore appeal to you, members of the teachers' profession not to lay yourselves under this charge of merely expressing your individual views however valuable they may be, but to place before the Government and for the benefit of the country the results of your associated deliberation so that they may be more authoritative expositions of the views of the teaching profession. I therefore do recognise with a feeling of sincere gratification that you have with some success endeavoured during the past four years to organise yourselves in the manner you ought to.

Pay and Prospects of Teachers

One among the objects of your union viz., the South Indian Teachers' Union under

whose auspices we are met is, as it ought to be the safeguarding and betterment of the status, pay and prospects of the teachers. I say it is certainly natural that you should mention that as one amongst your objects. I will not dwell at any great length on that subject because, as I imagine all that is worth saying has been said on both sides, though little or nothing has yet been done. I may, on this occasion with your permission, perhaps remind you of what a great distinguished countryman of ours, on the occasion of the 5th conference of the All-India Teachers' Federation said that your profession is one that is very highly honoured in this country and that you should not measure the status of your profession in any proportion to the salaries that you get. I should perhaps have hesitated to lay this before an audience of teachers but for the fact that it has come out of the lips of such a man as Sir P. S. Sivaswami Aiyar. That does not certainly mean that I lack any interest or sympathy towards your endeavours to improve your pay and prospects.

But here again I may remind you that we are at the dawn of a new system of Government for which we have been longing and longing for years and years and under the new system, it has been stated by Mahatma Gandhi himself that we are going to serve the country hereafter, not as officers, but as citizens. Well, you know, gentlemen, what remuneration you can get for your services when you serve your countrymen as citizens. Ours is a poor country and the time is come when the salaries of the services are going to be reduced. You would see, in the near future, that there will be retrenchment and then

obviously the salaries will not be anything so extravagant as they are now. I am sure when there is retrenchment it will be in other services also and you will have the consolation that your salaries are not very low as compared with theirs. I was making these observations as I said just as a preliminary to other observations that I am going to make. I am glad to note that the other two objects of your union are the advancement of education in this presidency and the improvement of educational methods. It is with regard to the matters that I have already told you that we look forward for the greatest possible co-operation from the teachers. It is with regard to these that I appeal to you that you must organise yourself, that you must place before the country the result of your associated deliberations. *Under the new constitution, our outlook on educational matters will have to undergo a very great change.* It is not possible yet to say what all changes will be required, but it is certainly easy to say that our outlook on educational policy must undergo a great change.

Government's Educational Policy

I have repeatedly said, and, as you know, it is the policy of the Government that *mass education will assume a very great importance under the new constitution.* And it is necessary therefore to take more intensive action than we have done before towards the improvement of mass education in this country. This is a proposition, which I know, will find general acceptance. In a self-governing India it will certainly not do to keep a large proportion of the population illiterate however educated as I said they may be without giving them an opportunity of exercising their franchise

in the manner they choose. We have met with no hostility towards this proposition, but I find this policy of the Government of Madras is *viewed with certain feeling of alarm by educationist of a certain type.* I may probably call them educationists of the higher order. I have heard the Chairman of your Reception Committee say on another occasion to which reference has already been made that he felt doubt as regard the exact import of this policy of the Government of Madras. I can assure you that there is no cause for *alarm with regard to this policy of the Government.* It will never mean the *abandoning of educational activities with regard to the higher standards of education.* It may perhaps be that no great expansion will be *undertaken, but the present educational activities will never be abandoned.* Nothing can be more suicidal than to go back altogether or to mar the effects of the system of education which has inspired us with the national ideals and the national aspirations with which we are pulsating to-day. No Government will undertake to do that and I appeal to those who have any amount of apprehension with regard to this matter *not to labour under that.*

University education will be carried on as at present though for lack of funds and of the need to apply all the available money towards mass education any expansion may not be possible just at present. Mass education is the one thing that needs to be tackled most urgently. There has been a great deal of talk on this and other matters but very little has been done. Here again I would appeal to the teachers to help the Government in the measures they propose to undertake.

Compulsory Education

I shall perhaps with your leave mention just one or two matters which the Government may have in view and which they may put into operation in the near future. *Compulsion has not been undertaken in any great and appreciable degree in our province yet.* I am not in favour of introducing compulsion in any large degree and in unsuitable areas. In introducing educational reforms we have to move very cautiously and I do realise it. Any impetuosity in introducing them will, as it has often been said, lead to dangerous consequences. We must take into account the age long communal and other prejudices and overcome them before we introduce them. The present law, with regard to compulsion, perhaps does not arm the authorities with sufficient powers in that behalf. It is therefore the idea of the Government to legislate with a view to enable the Government to introduce compulsion in areas where the conditions are suitable for such compulsion. This is one of the measures which the Government have in contemplation and which will be included in the new Act that is intended to be introduced in the Legislative Council in the near future. And another very great and serious topic in the present system of mass education is that there is such an appalling amount of illiteracy even after a series of years of educational career in one of our primary schools. The rules under the present act fix the age of compulsion from a certain age up to a certain age. A student, be it a boy or a girl, in a compulsory area has to be in a school. But such compulsory education in a school does not necessarily mean that the boy or girl

comes out of the school with an enduring and effective literacy. Perhaps the method by which literacy can be secured is not merely to fix the ages between which the boy or girl ought to be in school but the standard through which the boy or girl has to go before compulsion can be relaxed. If they can study from the first to the 5th standard that will be a more effective method of compulsion than prescribing the age within which the boy or girl ought to be in school. This is one of the amendments that is proposed to be introduced in the new Act. If, as there is bound to be, a certain amount of hostility in thoughtless quarters, the Government would then require the co-operation and help of the teachers. This is a matter in which I look forward most eagerly to your help because it will be a service towards the national advance of this country.

Then you have heard very much about the idea of concentrating education with regard to primary schools. In regard to that also any hasty measures are certainly to be deprecated. I am not in favour of any wholesale concentration just now. But as many of you people who are engaged in the profession know, there are many areas in which concentration can easily be introduced. For example, take this district; I do not suppose there will be any great opposition to the co-education of boys and girls at least up to a certain age. I was very much delighted to hear from the Chairman of the Reception Committee that though people outside might think that caste intolerance has reached the maximum in this district that it is not so. It will therefore be possible in this district to introduce the scheme. In this matter also

I want the opinion of the teachers to give the lead and to support the Government measures.

Financial Position

I will make one further appeal to you. If we are to wait till our revenues increase we will not be able to find any funds for this purpose. Land has been taxed to the utmost. It may not be possible at all to think of further taxing the land. I imagine, however, I speak subject to correction, that under the Swaraj Government we shall perhaps have greater courage that our money will be spent in the best interests of our country. It may not happen in the near future. So we have to reckon with the existing state of our provincial revenues. With an inextensible head of revenue and with this large demand on our resources how are you going to undertake this great scheme of mass education? That is a question which has to be tackled not only by the Government but by all those who are interested in education. I would only say that you would most earnestly investigate whether there are any purposes for which money is being needlessly spent at present and which do not yield us any return. I am sure a careful investigation and an investigation by people whom I see before me, should be able to show the needless items of expenditure that should be dispensed with. If you do this service to the Government you will be placing the Government in a deep debt of obligation. I myself within my own limitations, am investigating that question and I am sure you will be more competent than myself with better knowledge and information to make an investigation of that matter. It is only in that way that in the next few years one would

perhaps be able to find money which can be spent towards the advancement of mass education.

Retrenchment of salaries is one thing. But that will not yield a substantial amount. It is no doubt a possible method of finding money. Well, gentlemen, that is another field in which your knowledge and activities can be usefully directed. I have taken up perhaps a long time of yours. But there are many other matters which I should perhaps be inclined to deal with. I will only appeal to you that if you, as representatives of the teaching profession besides being interested in your own advancement interest yourself in the advancement of the educational needs of the country, you will be doing a great national service. I am sure you will very gladly undertake this task which the nation looks forward to you under the new constitution, when a different system of things will come into being.

Higher Education.

Mass education is becoming very important and our ideas with regard to secondary education will have to undergo a very great change. The one event that will have a great repercussion on university education is the establishment of a test of their own by the Public Services Commission. You know that students enter the universities because a university degree is considered a passport into Public Service. If it is not going to be considered as such, as I hope it will be, there will not be such an influx of people into the university classes. You will agree with me that in recent years there has been a very great over production of graduates. Even in the Western countries, in England for example educationists

have been complaining that there is a much larger admission into the universities than the country really requires. Ill equipped material is going to the universities and when they come out they are not some of them even fit for the life for which they were trained. If secondary education is therefore going to be the limit of education for a large majority of our youths, is the present system of education suitable or does it require any great change? That is a great

problem and I leave it to be tackled by you. I am sure that the deliberations of your Conference will amongst other things be concentrated upon those great problems also and by your decisions the Government will be profited. Let me now declare this Conference and Exhibition open and I feel confident that under the presidency of Rao Bahadur P. V. Seshu Aiyar your Conference is bound to be a very great success.

MENTAL TESTS *

By

Mr. A. Appaswamy, B. SC., M. A. (Phd.), Prof of English, Hindu College, Tinnevely.

Mental tests are a product of this century. Early in the last century they dealt in Phrenology, Physiognomy and a number of other pseudo sciences, in order to evaluate a man's brain and found that the outer shape was not a consistent index of the brain quality. Early in this century Alford Binet was deputed by the Board of Education in Paris to devise a plan by which the feeble minded children could be separated from the normal children. He devised a scale by which intelligence could be measured. This was in 1905. Till his death in 1911 he was constantly revising his scale. He devised a test for each chronological age. If in any given test 75% or more people of a certain chronological age passed, then he considered the test just the right one. But if on the other hand more than 125% passed he thought, that the test was too low. Then when the test for certain age was fixed, he

expected a boy chronologically 13 years old to pass the test devised for 13 years old. A German psychologist, Stern, invented the term intelligence Quotient. If a 14 years old boy passed a test devised for 14 years old, than his I Q. would be 100. If a boy 10 was able to pass tests devised for a 12 years old boy then his I Q. would be 120. If on the other hand a boy of 10 is only able to clear the test of a 6 years old then his I. Q would be 60. The I. Q. is constant i.e. if a boy were to be tested at 6 and he passed 8 years old tests, then at 8 he would do 10th year tests and at the 10th 12th year tests and so on.

The normal tests given to School children consisting of language tests, logical questions, a block of arithmetical questions and so on, which test whether a child has come up to a certain standard, are called point scale tests, because each group of questions carry a certain number of points and the

* A paper read at the Conference. Mr. Lakshminarayana Rao, Prof. of Philosophy, Government Victoria College, Palghat, presided.

I. Q is determined by the number of points obtained by each pupil tested. Another set of tests are devised for illiterate people and for people who are illiterate in the language in which the test is given and for very young children and deaf and dumb people. These tests consist mostly in performing things according to a given pattern. These tests are called performance tests. The point scale tests which are given in schools most of you I presume are familiar with. They consist of a series of questions, some testing one's language, another group testing one's logic, a third group testing one's knowledge of mathematics, and still a fifth group testing his judgment and so on. Each batch of questions carry a certain number of point and hence these tests are called point scale tests.

A number of Psychologists have devoted a lot of time and energy in improving and researching these psychology tests. To mention a few, Binet, Simon, Goddard, Kuhlman, Schemegle, Ballard, Bust, Thorndike, Ayers, Yerkes, and so on. The fact that I have not mentioned other names, does not mean anything disparaging to them but that simply my knowledge of them is very poor.

Till about the time of the great war mental tests were used only on individuals. America, the youngest of continents and the land of great experiments found herself confronted, with a big problem when she entered the last war. She had no standing army. She had to create an army, select its leaders and officers and detail men for various auxiliary department. A mass of 5 million people had to

be sorted out according to their intellectual abilities and capacity for performance. Prof. Yerkes, afterwards Major Yerkes, and his associates were entrusted with the task of grading men. They devised two sets of tests, one for those who could read and write English and which they called Alpha tests, and another set called Beta tests for illiterates and those who could not take the tests.

These tests were so framed that they would enable the examiners to select men of high calibered intellect for officerships, middle class ones for regular service, and men of low grade intelligence for field labour, for munition factory work and so on. They had to devise a set of fool proof tests. The tests also had to be so framed that there was no way of cheating on the part of the candidates. The giving and the valuing of the tests had to be done in a very short time. When the tests were given and evaluated they discovered that among the men they tested, 1% had an I. Q. below 70, whom the psychologists condemned as useless material but whom the N. S. Government still used and found that it cost them a lot of money to train these men. 5% had an I. Q. from 70-80. 14% had I. Q's. between 80-90. 35% between 90-100. Another 35% 100-110, 14% had from 110-120, 1. Q., 5% had 120-130, 1. Q. and 1% over 130, 1 Q. The testing of the American army is considered the test piece of mental Engineering. One marked characteristic of this testing was that these tests had to be worked at breakneck speed. For instance, the A tests had 212 questions to be answered in 23 minutes and 15 seconds i.e., at an average speed of 6½ questions per second. When similar tests are given in

schools, a little more time is allowed. These tests, in short, measure the brainpower of an individual, just as, Engineers measure horsepower in Engines.

Just as a person attains 90% or more of his physical growth by the time he is 20 years of age, so also the brain of a person attains its full development by the time he is 16 years old chronologically. The I. Q. of a 16 year old boy is reckoned at 100. There are some of course who never attain an I. Q. of 100. Psychologists have classified them for our convenience. Mongolian idiots, they are called Mongolian because they have slanting eyes and have only from 0-20 I. Q. Imbeciles who drip saliva from the mouth, and who have imperfect control over their hands and legs, and a vacant stare in their eyes, these have an I. Q. of 20-40. Low grade Morons, usually people with no capacity to handle money have an I. Q. of 40-60. Then come the class of High grade morons with an I. Q. 80-90. These by the way rarely even get passed the gates of S. S. L. C. Sub-normals from 90-100. 100-110 normal, 110-120 clever, 120-130 abnormal, and over 130 are classed as geniuses.

Some people may argue that since I. Q. is constant at whatever age you measure a boy, there is not much use in educating a boy or in trying to push him up a grade. The purpose of the teacher is to enable every one of his students to do his maximum. How can a teacher handle a class of morons, normals and abnormals and expect them all to have the same benefit. In America, in Germany and certain other countries, the laggards are tested and if their I. Q. is really low they

are relegated to special schools, the schools for the feeble minded children. The abnormal children are sent to schools which are specially designed for them so that the work of the ordinary classes do not suffer. I suppose all of us teachers have realised that these abnormal children deter the work of a class by asking questions which are far above the capacity of their classmates. The teacher in order to encourage the bright boy takes time to explain it to him and the discipline of the whole class goes to wrack and ruin. The same thing also happens when a boy of low grade is in the class. Berlin was the first town in the world to establish a school for the abnormal children, and Paris was the first city to establish a school for the sub-normal children.

Mental tests are of course in their infancy yet. Psychologists are devising all sorts of tests. As in the case of everything in its experimental stage, there is a lot of failure and a great deal of hostile criticism. The psychologists themselves do not agree as to the results and advantages derived from these tests. Mental tests, are, of course, never meant to take the place of examinations. They would just give us an idea as to whether a student is normal or above or below grade and whether so far he has made good use of his brain. These tests also give a clue as to whether the brain can adapt itself to the particular kind of work we want it to do. In the words of Ballard "Examination is an inventory and mental test is a prophesy". Most of the American universities make a combination of both. In Columbia for instance if there are 100 seats in a particular

branch and if there are several hundred students applying, they take the first 150 from among the applicants according to the marks they have received in the previous classes and then give them special aptitude Psychology tests, so that they make themselves doubly sure of good material for their class. It may be worthwhile noticing that in case there are only a few to choose from, Columbia gives preference to those who do well in mental tests and to those who come with good records from high school. Leland Stanford University in California is just the opposite of this, they prefer a man with good high school record to those who do well in mental tests.

One bye-product of this advance in testing the human mind is, it has been of immense value to Sociologists. Crimes are mostly committed by men of low grade intelligence. Children have been separated from the influence of their parents by sociologists when they find a criminal tendency in parents. Another result is, they have discovered that it is in homes where one or both parents are of low grade intelligence that there is a lot of poverty and slovenliness and thriftlessness. A group of sociologist headed by Thomas N. Corner, Professor of Economics at Harvard University, started enquiring into the home conditions of the students in the schools for the feeble minded children. In order to help the parents live a better life they have started various societies, so that the conditions in slum regions are being bettered. But then here at present we are not concerned with it.

Another bye-product of the intelligence test is the industrial people. The factory

owners are now able to locate men and women to just the type of work each man is fitted to do. In the Westinghouse Electric Manufacturing Company, in the Cheney Silk Mills, in the Fort plant, and a number of other concerns each applicant is given an X or B test according to his capacity. Before the days of intelligence tests there was a lot of waste of money to the factories. In training men for highly specialised jobs they have to spend a deal of money, and sometimes after six months of waste of time, materials and money, they realise that they have been trying to fit a square man into a round hole. One Employment Bureau manager said to me that whereas it used to take as much as six months to get a man well trained now by application of special aptitudes tests they are able to get men trained within three weeks. Think of the huge saving of money by this new expedient!

Of course there are many sceptics yet about the efficacy of these mental tests. There are no standardised tests for all ages for India. The primary difficulty is the number of languages we have. But there are several people working at it and producing satisfactory results. A conference like this can set several people to work and produce a set of satisfactory tests. They can evaluate the tests that already exist and do a lot of research and produce workable tests for the whole of this Presidency. When once such a test or a series of tests are worked out, then all the peoples in the schools can be tested and those with a high I. Q. be given such encouragement that they can be saved a few years of grind. Specially in schools where they

have two or three divisions in each class the division could be made according to I. Q. value.

There is a school at Silver Bay where students with over 110, I. Q. are given promotions three times in 2 years and those with a low I. Q. spend about 14 or 15 months in each class. Normally under our system the last mentioned group would be spending two or three years in the same class. Such a waste of time could be eliminated. This is a sort of improvement on the Dalton plan or at least following Dalton plan according to I. Q. value.

These tests would come in very handy specially at a time when the students have to select their optionals. Very often we find that a boy who has good brains for Mathematics, taking Histories and Vernacular because it is easier to get along with the pandit. Science has made a great deal of progress during the last two hundred years. We are now able to talk from California to London and from London to Sydney. Aeroplanes, Motor cars, Steam ships, telegraphs, telephones Cinemas, talkies and a hundred other inventions have made life very comfortable. Passing from inanimate to animate things man is able to control and improve the breed of cattle and poultry and better farming seems to be the order of the day. Huge advance has been made in Surgery, Medicine, Hygiene and sanitation. But very little has been done in the way of testing human brain. Vocational choices are left to chance, whims of parents but never there has been a deliberate choice according to capacity. A square man is very often fitted into a round hole. There are three men now living who took their B.A., degrees with Chemistry and Physics as

optionals and then became lawyers. One became a Judge of the High Court, another a Minister and a third one a Law Member. If they had mental tests in those days, they may have chosen other professions and gone probably much higher up or they may have chosen optionals better suited to their future careers.

Let us give the new science a trial. Let us help what we can in the shape of research. The American Psychologists have formed themselves into a limited company and each mental test they give is paid for and the fund goes to enrich further research. It is a good example to follow. Let us help young men under our charge to grow into better manhood and into professions in which they can be efficient.

There are a number of books available on the subject. Let me mention a few so that if you chose you can have recourse to some of them.

Yoakum and Sekes. Mental tests in the American Army. C. Bust. Mental and Scholastic tests. Woodborne; Psychological tests of Mental abilities; also 1. Chapter in Human nature and Education P.B. Ballard Mental tests. Group tests of intelligence. The New Examiner.

E.L. Thorndike Mental and Social measurements.

L.L. Thurstone. The nature of intelligence.

L.M. Terman. Measurement of intelligence.

G.M. Whipple. Manual of mental and Physical tests. Brown and Thompson mental measurements. Greene and Thompson. The use and interpretation of Educational tests.

A DEPUTATION

Report of the interview between the members of the Working Committee of the South India Teachers' Union and the Hon'ble Minister for Education on 22-5-1931.

The Hon'ble Mr. S. Kumaraswamy Reddiar, the Minister of Education to the Government of Madras received on the 22nd May the members of the Working Committee of the South India Teachers' Union in deputation at his temporary residence at Palghat. Besides the Minister and the deputationists there were present Mr. Madanagopal Naidu, M.L.C., Secretary to the Education Minister and the two District Educational Officers of Malabar.

Prof. S. K. Yegnanarayanan, M. A., President of the S.I.T.U. introduced the members of the Working Committee to the Hon'ble Minister and acted as the spokesman of the deputation.

Mr. S. K. Yegnanarayana Iyer began by giving a history of the origin and growth of the S. I. T. U. He said that the Union now consists of 18 District Guilds with nearly 210 local associations and 3000 members, mostly teachers in Secondary schools with a small percentage of elementary teachers and college professors. He laid stress upon the representative character of the S. I. T. U. which included teachers of all grades and of all linguistic area in the presidency, except some Telugu districts even from which area there were individual members of the S. I. T. U.

Proceeding the President explained the three-fold work of the S. I. T. U.—Its educational programme of organising conferences and exhibitions to focus attention on the educational problems and gather expert

opinion: the professional programme of promoting solidarity by lectures, propaganda and by the running of the "South Indian Teacher," the official journal of the S. I. T. U. and thirdly its economic programme of the Protection fund which in three years has grown appreciably and has served to render substantial help to the bereaved families of deceased members.

The first specific representation placed before the Minister related to the need for greater official recognition of the S. I. T. U. by the Government consulting the S.I.T.U. on an educational question and through provision of representation (a) for the S. I. T. U. on such bodies as the S. S. L.C. Board and the various non-official advisory Committees that the Government may appoint from time to time and (b) for the District Teachers' Guild on District Secondary Education Boards. In so doing the deputation emphasised that the S. I. T. U. had its well-considered opinions on all important educational questions.

The second representation relates to the urgency of Government tackling the general problem of security of tenure for teachers and the particular difficulty arising out of the government imposition of an unsatisfactory agreement. It was pointed out that service conditions of teachers in private schools were bad in many respects, as teachers were subjected to evils like delayed payment of salaries, cuts in salaries and the absence of uniform leave rules; but these service conditions were made demoralising by the management's exercising their right of termination of services of teachers at three months' notice.

It was urged that this demoralisation retarded educational progress, apart from lowering the status of teachers, and it was pointed out that these required to be arrested by some urgent remedies in the interest of educational progress. In particular, the Government were requested to lend their machinery—the Department to collect data re-service conditions of teachers, which for obvious reasons, was not forthcoming in a private enquiry by teachers. Secondly, an enquiry into the condition of secondary schools was urged as an imperative necessity. Thirdly, a uniform set of leave rules for all aided schools was urged upon and above all, a service code for teachers was pressed as long over due.

In the course of the free exchange of views among those present, the Hon'ble Minister was pleased to recognise (1) the healthy tendency of the elimination of

hostility between managements and teachers as evidenced in addresses presented to him by various bodies of teachers wherein he found teachers exposing the cause of managements, (2) the bad financial condition as well as the unsatisfactory working of many secondary schools, (3) and the hardship of teachers in aided schools and the irregularities in schools under local bodies, especially Municipalities.

The Minister promised an early sympathetic consideration of all these matters.

The interview ended with a vote of thanks by the spokesman to the Minister. The deputationists withdrew with the impression that for the first time these ten years of dyarchy, the Government through the Minister of Education was alive to the problems of the teachers represented by the S.I.T.U.

South Indian Teachers' Union Protection Fund

List of Members—(Contd.).

Reg. No.	Name.	Designation.	Place.
592	R. Rajagopala Aiyangar	4th Asst. Board High School	Tiruchengode
593	R. Y. Guruswamy	12th " "	"
594	T. V. Rajagopala Ayyar	" " "	"
595	T. V. Natarajan	" " "	"
598	K. Raghava Menon	Phy. Inspector " "	"
603	N. Natesa Aiyar	Asst. Municipal High School	Villupuram
607	U. J. Ghose Amir	1st Asst. Municipal Muhammadan Boys' Elementary School	Udumalpet
612	R. Ramaswami Iyengar	2nd Asst. Municipal Chatram Boys' Elementary School	"
613	P. Arunachalam	Asst. Municipal High School	Coimbatore
614	V. Santhanam Iyengar	Asst. Board High School	Musiri
617	P. Srinivasalu Naidu	Lecturer in Philosophy Annamalai University, Annamalai Nagar.	Chidambaram
618	K. Rajam Iyengar	Math. Asst., Hindu High School	Srivilliputtur
619	R. Raghunathachary	Asst., Chintadripet High School	Chintadripet

Triplicane
10th June, 1931.

R. RAMAKRISHNAN,
Hon. Secretary.

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PROCEEDINGS OF THE 23RD PROVINCIAL EDUCATIONAL CONFERENCE—21—5—31

The 23rd Provincial Educational Conference organised by the Malabar District Teachers' Guild, an affiliated association of the South Indian Teacher's Union met at the Govt College Palghat during the 21st, 22nd and 23rd May, 1931. There was a large and representative gathering of delegates from all parts of the presidency, including many lady teachers of Malabar.

The Conference began with prayer by different religionists exactly at 12-30 in the afternoon on the 21st May. M. R. Ry. K. S. Vaithyanatha Iyer Avergal, M. A. L. T. Vice Principal, Government Victoria College Palghat and Chairman of the Reception Committee welcomed the delegates in a short speech (*Vide address.*)

Then Mr. K. S. Vaidyanatha Aiyar requested the Hon. Minister of Education to open the 23rd Provincial Educational Conference. In so doing, he expressed the importance of the minister in charge of Education opening the conference and blessing it with his support and sympathy.

The Hon the Minister of Education to the Government of Madras then delivered his speech and declared the conference and exhibition open. (*Vide address.*)

President's Election.

After the Minister's opening speech was over, Mr. S. K. Yegnanarayana Ayyar, M.A., President of the S. I. T. U. proposed Rao Bahadur P. V. Seshu Ayyar I.E.S. (Retired) and now Principal Hindu College, Tinnevely to the chair and in so doing said that the choice of the President belied the truth of the statement that a prophet is not honoured in his own country. Mr. Hamed District Educational Officer, Malabar seconded and Mr. P. P. Venkatachalam Educational officer Malabar District Board supported the proposition which was unanimously carried. Rao Bahadur P. V. Seshu Ayyar then took the presidential chair.

The Secretary of the Reception committee then read messages of good will from the Hon. Sir M. Krishnan Nair, Hon. Mr. P. T. Rajan, Sir Vasudeva Raja of Kollengode, Dewan Bahadur C. S. Ratna Sabapathi Mudaliar, Mr. S. Satyamutthi, Mr. D. S. Reddy, Mr. S.K. Devaskamani, Rao Bahadur Krishna Rao Bhonsle, Ernest Wood, Kulapatti V. V. Parameswara Ayyar Mr. T. M. Moidu and Mr. R. M. Statham.

The President then delivered his address (*Vide address.*)

The address of Mr. M. Venkatranga Ayya—President-elect—who was to have presided but who was prevented by sudden ill-health from doing so—was read by Prof. S. K. Yegnanarayana Ayyar. (*Vide address.*)

Mr. E. H. Paramewaran, General Secretary then proposed a hearty vote of thanks to the Hon'ble S. Kumaraswami Reddiar for coming to Palghat from Ooty and opening the Conference.

The Conference then adjourned.

4 to 5 P.M.

Re-assembling at 4 p.m., the Conference listened to a lecture on "Mental and Intelligence tests" by Mr. Appaswami of the Hindu College, Tinnevely—when Mr. Lakshmi Narayana Ayyar, Professor of Philosophy of the Govt. Victoria College, Palghat, presided.

5 to 6 P.M.

Between 5 to 6 p.m. the Conference witnessed "Ottam Thullal" when portions from the well-known 'Kalyana Sougandhikam' were recited especially the meeting of Bhima and Hanuman. This was much appreciated by the non-Malabar delegates as well.

9 P.M. to 1 A.M.

Proceedings of the Subjects Committee.

The Subjects Committee of the Conference, composed of elected delegates from the various districts as per rules of the South India Teacher's Union met at 9 p.m. with Mr. N. S. Venkatrama Ayyar, M.A.L.T., of Karaikudi in the chair. The Committee sat for 4 hours and disposed of all the resolutions and amendments placed before it by the Working Committee of S. I. T. U. and the Reception Committee. In all, 25 resolutions were finally approved by the Subjects Committee to be placed before the open Session.

Second Day's Proceedings.

22—5—31.

9 to 10-15 A.M.

The Hon'ble Minister and the S. I. T. U.

Working Committee.

The Working Committee of the S.I. T. U. met by appointment the Hon'ble Minister of

Education at his temporary residence at 9 p.m. on 21-5-31 in order to place before the Hon'ble Minister some facts about the S.I.T.U., its work, its problems and its solutions for teachers' ills, Mr. S.K. Yegnanarayana Ayyar, President of the S.I.T.U. was the spokesman of the deputationists, consisting of:—

Messrs. S. K. Yegnanarayana Ayyar.

" M. S. Sabhesan.

" V. Rangaswamy.

" S. Natarajan.

" S. T. Ramanujam.

" K. S. Chengal royan.

" C. Ranganathan.

" V. Aravamudan.

(*Vide report of the interview.*)—

Between 7-30 a.m. and 11 a.m. a number of papers were read and discussed.

Resolutions.

The following is the full text of the resolutions passed by the Conference in the open Session on 22—5—31 and 23—5—31.

1. Condolence.

This Conference places on record its deep sense of sorrow at the premature and sudden demise of the Rev. C. S. James, President of the Trichinopoly District Teachers' Guild and Principal of the Bishop Heber College, Trichinopoly.

(*From the Chair.*)

2. World Educational Conference.

This Conference congratulates Mr. P. Seshadri, President of the All-India Federation of Teachers' Associations on his being invited to attend the World Educational Conference at Geneva and authorises him to place before the Conference the condition of the teaching profession in South India.

(*From the Chair.*)

3. Grant-in-aid Code.

(a) This Conference views with alarm the attitude of the Government of Madras towards the future development of Secondary Education in this province.

(b) This Conference regrets that no action has yet been taken in respect of the revision of the Grant-in-aid Code, and in view of the serious financial difficulties of many aided schools, urges the Government to revise at once the Grant-in-aid Code on the lines suggested at the Provincial Educational Conference held at Vellore.

(c) This Conference brings to the notice of Government the fact that many aided schools

are unable to make adequate provision for instruction in manual training and requests the Government to meet the entire expenditure in connection with the manual training if it should continue as a compulsory subject.

(d) This Conference regrets to note that teachers getting a salary of Rs. 100 and over have been excluded from the benefits of the Special Teaching Grant and appeals to the Government to increase the provision under the Special Teaching Grant so that all teachers may derive the benefit.

Mover: Mr. V. Guruswami Sastrigal, Tirukattupalli.

Seconder: Mr. A. K. Krishnaswami Iyer, Madras.

4. S. I. T. U. Organisation.

Resolved that steps be taken by a Sub-Committee of the S.I.T.U. appointed at the Conference to define the nature of financial and other relationship between local, district and central organisations with a view to promote homogeneous activity and enforce observance of such relationship as a condition of affiliation to the S.I.T.U.

Mover: Mr. S. T. Ramanuja Iyengar, Trichinopoly.

Seconder: Mr. S. Vaidyanathaswami Iyer, Erode.

Names of members of committee,

M. S. Sabesan Madras.

K. Rangaswami Iyengar Madras.

S. Daniel Chittoor.

S. Vaidyanathaswami Iyer Erode.

S. T. Ramanujam Iyengar Trichinopoly
(Convenor)

5. Standardisation of Salaries.

Resolved that a Sub-Committee of the S. I. T. U. Executive be formed to collect materials and submit a report before the end of September, 1931.

No. of aided Schools in the presidency;

No. of L.T.'s;

No. of Secondary grade teachers;

Scales of salary in different Schools;

Teaching grant as at present received in Schools;

An average standardised scale of all grades of teachers.

Financial commitments of Government in the event of Government bearing all incremental charges of teachers on the standardised scale.

Mover: Mr. S. Natarajan, Madras.

Seconder: S. Nanjundayyar, Pollachi.

6. Contract System

Resolved that the Vigilance Committee of the S. I. T. U. be requested to collect materials re. conditions of the new contract between teachers and managements in various aided schools in the presidency, terms of termination of service, terms of leave rules, hardships to teachers, cases of termination in each district under the contract, and report before September on the measures necessary to make the contract system acceptable to the teaching profession.

Mover: Mr. Aravamudan Iyengar, Madras.

Second: Mr. A. S. Venkataraman, Chittoor.

7. Registry of Teachers

(1) Resolved that a Sub-Committee of the S. I. T. U. be formed to frame a code of professional conduct for teachers and to organise a registry of teachers submitting to the code.

(2) Resolved that the S. I. T. U. do interest itself in the redress of grievances of only such teachers as come under the Teachers' Registry.

Mover: Mr. S. Natarajan, Madras.

Second: Mr. S. T. Ramanujam Iyengar, Trichinopoly.

Members of the committee

S. K. Yegnanarayana Iyer Madras

K. S. Vaithyanatha Ayyar Palghat

M. Venkatarangayya Nellore

P. A. Subramania Aiyar Madras

S. Sargunam Coimbatore

S. T. Ramanujam Trichy

S. Natarajan Madras

Srimati Chinnamma Manndestiar Moyan Girls

School Palghat.

K. Rangaswami Iyengar, Madras (Convenor)

8. Education Week

Resolved that an Education Week throughout the presidency be organised to focus further attention on

Teachers' Associations and their work;

Protection Fund Day;

Parents' Day;

Pupils' Day;

Teachers' Day;

Funds Day;

Exhibitions Day.

Mover: Mr. V. Rangaswamy Iyengar, Madras.

Second: Mr. V. Rajagopala Iyer, Erode.

9. Propaganda.

(a) This Conference authorises the Working Committee to appoint a Propaganda Committee

and to provide it with the necessary funds (1) to carry on an intensive propaganda among the members of the Madras Legislative Council; (2) to issue at each session of the Legislative Council, or some time before it, printed appeals and leaflets on the recommendations of the S. I. T. U. on educational remodelling and service conditions of teachers and (3) to arrange to interview Council members.

(b) Resolved that the S. I. T. U. Working Committee do draw up and print leaflets to educate the public with regard to (a) its aims, (b) its methods of work, (c) its strength and representative character, (d) its demands, and (e) its opinions.

Mover: Mr. C. V. Subramania Aiyar, Madras.

Second: Mr. N. Chakravarthi, Christian College.

10. Enquiry into Condition of Secondary Schools.

This Conference requests the Government to appoint a Committee of officials and non-officials including the representatives of the S. I. T. U. to enquire into the present condition of non-Government Secondary Schools in respect of (1) their financial stability (2) the need for their existence (3) the conditions of service of teachers employed therein (4) the desirability of unification of the teaching service and (5) exchange of teachers, and to report to the Government the result of their enquiry along with their proposals.

Mover: Mr. S. K. Yegnanarayana Iyer, Madras

Second: Mr. S. T. Ramanujam Iyengar Trichy.

II. Conditions of Service.

This Conference is of opinion that the written agreement between the management and individual teachers is disappointing and extremely unsatisfactory, as it is not calculated to ensure security of tenure for teachers and is against the expressed opinion of the teachers of this presidency, and it expresses its considered view that the condition of teachers in non-Government Schools cannot be placed on a satisfactory basis unless.

1. The scales of salaries of different grades are standardised on the lines suggested at the Provincial Educational Conference held at Coimbatore in 1930.

2. Uniform rules of service, including the leave rules, are framed by the Government and are made applicable to all non-Government Schools as a condition of recognition.

3. An Arbitration Board is appointed in each district to consider the cases of differences arising between the management and the teachers it being made compulsory that the services of teachers can be terminated only on the recommendation of the Board.

(b) This Conference is of opinion that the conditions of service in schools under local bodies, being similar to those under Government the contract between teachers and management prescribed in the Madras Educational Rules should not be insisted upon, in these Schools.

Mover: Mr. C. Ranganathan, Gooty.

Second: Mr. C. K. Govinda Rao, Ramachandrapuram.

Supporter: C. S. Soshu Iyer, Malabar.

12. Chirala and Tadpatri Cases.

This Conference views with grave concern the growing insecurity of tenure of service of teachers in Schools under local bodies, and disapproves of the proposal to reduce the salaries of teachers reported to be under the consideration of some Municipal bodies, such as Chirala and Tadpatri.

Mover: T. Ramanujachari, Madras.

Second: M. S. Sabhesan, Madras.

13. Hospet Case

This Conference is of opinion that a strong case has been made out for an immediate enquiry into the alleged acts of irregularity by the Municipality of Hospet, and it urges the Government to take immediate steps to redress the grievances of teachers and to restore confidence in the administration of public institutions.

Mover: Mr. M. S. Sabhesan, Madras.

Second: Mr. S. Natarajan, Madras.

14. Vernacular Equivalents

This Conference deplores the undue delay in the publication of vernacular equivalents for technical terms in non language subjects, and requests the Govt. to expedite the publication of the same.

(From the Chair)

15. Vernacularisation

This Conference regrets, that, in spite of repeated resolutions passed in District and Provincial Conferences and of the departmental permission accorded for the teaching of non-language subjects in the mother tongue of the locality, such a medium of teaching has not been adopted in many schools, and strongly urges upon all Managers, Headmasters and Teachers

to give immediate effect to the vernacularisation scheme.

Mover: Mr. M. Narayana Menon, Palghat.

Second: Mr. K. S. Gopalakrishna Iyer, Malabar.

16. Continuation of S. S. L. C. Examination.

This Conference requests the S. S. L. C. Board to continue to conduct the S. S. L. C. examination under the old regulations also for two years.

(From the Chair).

17. S. S. L. C.

This Conference is of opinion that the attestation and completion of the S. S. L. C. be abolished since they serve no useful purpose.

(From the Chair)

18. S. S. L. C. Reform

This Conference is of opinion,

(a) that the S. S. L. C. Board, as now constituted, is unduly dominated by the Universities and that steps should be taken to secure adequate representation of teachers directly connected with Secondary Education;

(b) that the C. Group be abolished;

(c) that 35 per cent be prescribed as the minimum for eligibility in English and Second Language, and that a Moderation Board be appointed to consider hard cases;

(d) that the time-table of the S. S. L. C. examination should be so arranged as to provide for only one examination each day;

(e) that A. Group Sanskrit paper, which contains passages for translation from English to Sanskrit and vice versa should contain instead passages for translation from Vernacular to Sanskrit and vice versa.

Mover: Mr. V. Subbusheshan, Madras.

Second: Mr. S. S. Viswanatha Iyer, Gobi Chettipalayam.

19. Middle School Examination.

This Conference is emphatically of opinion that any attempt to institute a public or semi-public examination prior to the S. S. L. C. or the Matriculation should be deprecated especially as it will prove detrimental to the mental and physical growth of children.

Mover: Mr. N. S. Venkatarama Iyer, Karaikudi.

Second: Mr. P. P. Venkatachalam.

Supporter: Mr. Arunachalam Pillai.

20. Elementary Education.

(a) This Conference requests the Government to organise Elementary Education on sound National and up-to-date lines so as to make it an end itself, and to make it free and compulsory for all children between the ages of 6 and 11.

(b) With a view to promoting the efficiency of Elementary Education, this Conference recommends that as far as possible Secondary Grade trained teachers be appointed hereafter in Elementary Schools.

(c) This Conference recommends that Secondary Grade training institutions be increased and improved so as to ensure an adequate supply of qualified teachers for Elementary Schools.

Mover: Mr. Arunachalam Pillai of Ayyampet

Seconder: Mr. K. S. Vaithyanatha Iyer, Palghat.

21. Physical Education.

(a) This Conference is of opinion that the introduction of compulsion in games cannot be put off any further and requests the School authorities to make games compulsory, pupils coming from long distances being exempted if necessary.

(b) Since no progress can be made in the organisation of games if Schools are not provided with playgrounds, and since the main difficulty of the management in providing playgrounds is in finding 50 per cent. of the cost of such grounds, this Conference, for obviating the difficulty, strongly recommends that the Government do advance the amounts to Managements and recover the same, in easy instalments, from its grants to those bodies.

(c) In view of the urgency and importance of this problem, this Conference is of opinion that the emergency land acquisition rules be employed in this case.

Mover: Mr. Kulti Krishna Menon, Principal, Calicut College.

Seconder: P. P. Venkatachalam, Malabar.

22. Provident Fund

(a) This Conference appeals to the managing bodies to arrange to invest the contributions to the Provident Fund in Post Office Cash Certificates, if the contributors express a desire to adopt such a procedure.

(b) This Conference requests the Government to alter the Provident Fund rules so as to entitle the contributors to the Government and Management contribution in all cases provided

the member has been in the Fund at least for a period of 5 years.

(c) This Conference further requests the Government to increase the rate of contribution by the teacher to 1/12 of his salary.

(d) This Conference requests that the contribution by the Government be increased from one-third to half of the amount standing to the credit of the subscriber.

(e) In view of the very limited assistance that is likely to be derived from the Provident Fund, this Conference requests the managing bodies to provide for a gratuity for teachers at the time of retirement and it appeals to the Government to give liberal help to managing bodies so as to enable them to give effect to the scheme.

Mover: Mr. L. N. Subramanyam, Madras.

Seconder: Mr. T. Ramanujachari Madras.

23. Fee Concessions

This Conference requests the Government to make an addendum to Rule 92 of the Educational Rules giving the benefit of fee concessions to children of teachers working in Secondary and Elementary Schools.

Mover: Mr. Syed Ameeruddin, Nandyal.

Seconder: Mr. K. S. Nanjunda Iyer, Polachi.

24. Bonafide Trained Graduates and L. T. Examinations

The Conference requests the University to allow *bona fide* graduates holding Secondary Grade training certificates to appear for the L.T. degree examination without the production of an attendance certificate from a Teachers' College.

Mover: Mr. R. Ramakrishnan, Madras.

Seconder: Mr. S. Arunachalam Pillai Ayyampet.

At 9 p. m. on the 22nd of May there was a Kathakali in the Hostel compound which later on had to be shifted to the conference Hall on account of rains. Select scenes from Kalyanasougadigam, and Kimmu Vadham were staged by a well known set of Professionals.

On the Third day, after all the resolutions were passed, the president delivered his concluding address.

In the course of his concluding speech, Rao Bahadur P. V. Seshu Ayyar congratulated the delegates on their enthusiasm and on their re-

presentative character. He hoped that they would return home and be keen on implementing the resolutions by action. The President pointed out the need for all organisations and members being earnest in promoting the efforts of the S. I. T. U. and making it a disciplined body. Explaining his call for sacrifice on the part of teachers, he said that he did not mean that teachers should not demand the satisfaction of their legitimate rights but he wished to ask teachers to cultivate self dependence and to command respect as Gurus of old.

Mr. E. N. Subramaniam, Publicity Officer—made announcements regarding prize-winners in the Educational Exhibition. Mr. E. H. Para-

meswaran General Secretary thanked all concerned who had contributed to make the conference a success. After Messrs. S. K. Yegnanarayana Ayyar, Arunachalam Pillai, C. S. Ramaswami Ayyar and S. T. Ramanja Iyengar had spoken thanking the Reception Committee and in particular the Volunteers, Mr. V. Aravamudan of Madura invited the next conference to Madura which was accepted, on behalf of the S. I. T. U. by Mr. M. S. Sabhesan the Secretary.

Then the 23rd P. E. Conference was dissolved.

The 24th Provincial Educational Conference will be held at Madura.

EDITORIAL NOTES

THE XXIII MADRAS PROVINCIAL EDUCATIONAL CONFERENCE.

General.

The XXIII Madras Provincial Educational Conference was held at Palghat on the 21st May and the following two days. There was a large gathering of teachers from the various parts of the Presidency. The delegates were lodged in the spacious hostel attached to the Government Victoria College, Palghat where also arrangements were made for their boarding. The Conference was held in the theatre of the college and most of the delegates found the three days they spent at Palghat both interesting and instructive.

Over and above the usual activities of such Conferences the Malabar Conference was characterised by one or two special features. The Refresher course organised by the Reception Committee for elementary teachers was, we understand, immensely popular. A fairly large number of lady delegates attended the Conference. The most important managing body in the district, that is, the District Board which runs nearly 20 high schools most heartily co-operated with the Reception Committee not only by promising money grants, but by contributing in the person of its worthy Vice-President Mr. Narayana Menon, an enthusiast in education who took a keen interest in all the deliberations of the Conference and helped it by his valuable suggestions based upon personal experience.

The Minister for Education was requested to open the Conference. For the first time during these ten years after the Montagu Reform came into existence, the S.I.T.U. Working Committee waited in de-

putation on the Minister and had a heart to heart talk with him.

There was an impression in some quarters that the programme was over crowded and that there were too many engagements. Geographical conference, demonstration of physical culture, educational exhibition, the exhibition of indigenous forms of art like Ottam Thullal and Katha Kali, the reading of papers, various Committee of the S.I.T.U. and Protection Fund gave the delegates present not much time for the full session of the Conference. As we shall, show later, a good deal of time was, however, economised by the procedure adopted in inviting resolutions and subjects for discussion well in advance.

II - All is Well that Ends Well

A great sanskrit poet has said that mankind can be broadly divided into three classes and the best are those who in spite of repeated difficulties persevere and attain their object. Judged by this standard the Reception Committee acquitted itself most satisfactorily. It was faced with ever so many difficulties especially in the matter of getting a president. Even the first Chairman of the Reception Committee Mr. H.C. Papworth, M.A., Principal, Government Victoria College, Palghat, resigned as the days finally chosen for the Conference would not suit him. But his place was easily taken up by Mr. K. S. Vaidynatha Iyer, the Senior lecturer. The real difficulty was in securing a President. One after another, most of the persons recommended by the consti-

tuent associations, expressed their inability and according to the rules of the S.I.T.U. the Working Committee had to intervene at a particular stage. Mr. Venkatarangayya, Principal of the V. R. College, Nellore, who was finally chosen gladly accepted. But fate again frowned and the proverbial slip between the cup and the lip happened. He was prevented from attending the Conference owing to illness; and literally 24 hours before the time fixed for opening the Conference Rao Bahadur P. V. Seshu Iyer was approached to accept the presidentship and we cannot be sufficiently grateful to the veteran educationist for so readily coming to the rescue of the organisers. But the Conference did not in the least suffer by these unexpected delays and changes.

III**The addresses of the Chairman of the Reception Committee and the Minister.**

The address of the Chairman of the Reception Committee is a model one which others in similar circumstances would do well to follow. He dealt with, as he was expected to do, the prominent features of Malabar especially those connected with its educational institutions and contented himself by laying emphasis upon the need for teachers' realising their ultimate duty and upon seeing to it that the minimum to be achieved was actually got.

The Hon'ble Minister in charge of Education who opened the Conference in a lengthy speech prefaced his observations by a display of his credentials and said how he was connected with education in some capacity or other for the past 25 years.

We are thankful to the Minister for the compliments he paid to the S. I. T. U. He

said that in recent times the S. I. T. U. was getting better and better organised and that the teachers are acquitting themselves better in the matter of associated deliberations in which great authorities have said that we Indians as a class are deficient. He congratulated us on the fact that we do not confine ourselves merely to the discussion of the important problem of pay and prospects but that we took special interest in the improvement of educational methods and such other general problems.

The main portion of his speech was devoted to an exposition of the policy of the Government in matters educational. While he assured that higher education would not suffer he made no secret of the fact that the immediate aim of the Government is to give a strong impetus to mass education. He pleaded for enlightened co-operation with the Government by the teachers assembled in three matters which they wanted to tackle, namely, (1) introduction of compulsion in particular areas, (2) substitution of the test educational achievement instead of detention for a period in school, (3) concentration. He also pointed out how the growing needs of the country had to be met more by saving than by additional taxation.

While we fully sympathise with the Minister in his laudable enterprise for mass education, we may take the liberty of reminding him that education is one indivisible and that one cannot have an effective policy of elementary education unless one has a picture of the education of the country as a whole including higher stages of secondary school and the university; that all these are organically and inextricably co-related and that it may not be

possible to keep improved developments in some spheres in abeyance until another session is completely remodelled. With the improvement in elementary education changes in secondary and university education should be contemplated and taken in hand.

IV. The two Presidential Addresses.

The two addresses, as was to be expected, had much in common. Both of them dealt with the need for the teacher's seeking co-operation from parents in the proper discharge of his duties; both laid great emphasis upon the Vernacularisation in earlier stages of secondary schools; both we are glad to find, condemn most emphatically the present plan of the Government in starting a pre-S.S.L.C. examination at the end of the middle school stage.

There were a few points which Mr. Venkatarangayya stressed in his address. It is wellknown that our Telugu brethren (excluding the ceded Dts.) are not co-operating with the S.I.T.U. to the fullest extent and Mr. Venkatarangayya held out a promise that he would do his best to secure their co-operation and appealed to the authorities of the S.I.T.U. to do some propaganda work in Telugu areas. Another point on which he laid special emphasis was the provincialisation of the teaching service in secondary schools as the only satisfactory solution of all our troubles. We have been agitating for this many years and though we are afraid the goal is not near, we are glad that enlightened professional opinion is endorsing this point and we hope in course of time it will be accepted by the powers that be.

Mr. Seshu Iyer deserves to be congratulated on the excellent address he was able to produce within the miraculously short period of 24 hours. There was one point in his address which was subjected to unfortunate misunderstanding, i.e., his appeal to teachers to lead a life of sacrifice and of plain living and high thinking. The president explained his view point in his concluding address and assured the Conference that he never meant that we should not agitate for improvement in pay and prospects, but only warned lest we should degenerate so as to take an exclusively mercenary view of our profession. He exhorted the teachers present to rise equal to the grand traditions of our profession and held out before them great possibilities in the future, when under the altered political conditions, we may have ample opportunities for playing our role as the trusted guides, leaders of the masses.

V. Resolutions Passed

The resolutions passed though not many in number, are all to the point. We should like to draw the special attention of our readers one set of important resolutions. Consistent with the new attitude taken by the S.I.T.U. and in conformity with the spirit of the motto which our journal has accepted, many of these resolutions throw greater responsibility upon the S. I. T. U. and its executive bodies to carry on some improved line of investigation or organisation in the coming year rather than ask an external agency to come to our aid. This is as it should be and we are sure that if this policy be pursued steadily and vigorously for some more years, compliments like those paid by the Minister to us that

we are better organised would become more fully deserved.

We may perhaps add that there was a business-like air about the whole conference. The emphasis laid upon the fact that resolutions to be placed before the Subject Committee should be resolutions passed by some teachers' organisations and not advocated by an individual, however eminent he may be, shows that we are getting more and more organised and business like. The amendment adopted at the General Body of the S. I. T. U. when put into operation, will complete this process, so that our Conference resolutions will hereafter go, with greater authority before the world.

VI. An Appeal

But all these mean not only expenditure on the part of many honorary workers

connected with the S. I. T. U. of a larger portion of their time, but of money as well if the work is to be done efficiently. We therefore appeal to the teaching profession in general to be prompt in their payment of dues to their associations and Guilds so that they in their turn may send their contributions to the S. I. T. U. in time. So many committees have been appointed and each committee should be given facilities for doing its work efficiently. We want much more money this year than in previous years and we earnestly hope that not only would the district organisations send in their usual subscription in time, but that such of them as can afford, would realise the magnitude of the work that the central organisation has been called upon to perform and that they would make proportionately large contributions.

PAPERS READ AT THE CONFERENCE

1. Adult Education by Mr. R. Suryanarayana Rao, M.A.,
Servants of India Society.
President: P. V. Seshu Iyer.
2. Mental Tests and
3. Elementary Education in America by Mr. A. Appaswamy.
President: Lakshminarayana Rao,
Lecturer, Victoria College.
4. Educational Policy by Mr. C. K. Govinda Rao.
5. The Reading Habit by Mr. S. R. Ranganathan.
6. Moral Instruction in Schools by Mr. A. V. K. Krishna Menon, M.A., B.L.,
Principal, Zamorin's College.
7. School Hygiene by Dr. Mahadevan.
8. Shakespearian Recital by Mr. B. Chenga Reddi,
Prosecuting Inspector of Police, Chittoor.
9. Do. by Mr. P. N. Madhavan Kutty Menon.
10. Suryanamaskar by Mr. S. N. Simha.
11. Physical Culture Demonstration by Mr. Vencoba Rao.
12. Kalari performance by Experts from Tellicherry.

THE 23RD ANNUAL MEETING OF THE S. I. T. U.

Held at Palghat on the 22nd and 23rd May 1931

The President opened the proceedings by welcoming the members.

On a motion of Mr. S. Krishna Sastri of Salem seconded by Mr. V. Rajagopala Ayyar of Coimbatore, the report of the Executive as published was taken as read.

The report was then thrown open to discussion.

Mr. V. Subbusheshan of Madura raised the question of the Vigilance committee and its work. Mr. Sabhesan gave out the substance of the report of the Vigilance Committee.

Mr. V. Rajagopala Iyer of Coimbatore raised the question of the position of the Andhras in the S. I. T. U. and the President replied that the Andhras, were in the S. I. T. U. not as guilds, but as individual members and hence their places as district representatives were kept vacant.

Mr. R. Ramakrishnan of Madras pointed out the large portion of charges thrown on the S. I. T. U. P. F. The President replied that the charges referred to were in conformity with the importance of the P. Fund in the S. I. T. U. program.

Mr. V. Guruswami Sastrigal of Tanjore raised the question of the proposed Andhra Teacher's federation. The President replied that the Andhras, who were organising themselves as a separate union were doing so not to separate but to organise and affiliate to the S. I. T. U.

Mr. V. Subbusheshan of Madura raised the question of the S. I. T. U.'s election expenses re the University Constituency of the Madras L. C. The President pointed out that they were due to the commitments of the Coimbatore Conference.

Other points raised related to audit by a Government auditor which the Executive felt was unnecessary and costly, the publication of action taken by the executive on resolutions which was agreed to; the publication of an appendix re guilds, association's strength etc., which it was said, was in the course of preparation; and the propriety of vouchers certified by the secretary which was explained as inevitable.

After a full and searching discussion on the report, it was adopted on the motion of Mr. N. Chakravarthi of Madras seconded by Mr. V. Rajagopala Iyer of Coimbatore.

The amendment to rules published in the S. I. T. U. were then taken up. On the motion of Mr. S. T. Ramanuja Iyengar of Trichinopoly, all amendments relating to verbal changes were agreed to.

In the case of amendments involving substantial changes, all were carried as they were, except amendment to 21 C which was amended thus by the addition of the following:—

"The subjects Committee shall have the right to move amendments to published propositions"

An amendment giving the right to the Subjects Committee to bring forward fresh propositions, was ruled out of order. A motion to make the Secy. of the S. I. T. U. P. F. an ex officio member of the Working Committee of the S. I. T. U. was defeated.

All the changes made were to come into force with effect from July 1931.

The meeting adjourned for the day to meet again the next day.

Election of Office-bearers

Re-assembling on 24-5-31, the President made a statement pertaining to the deputation of the Working Committee which waited upon the Minister of education at Palghat.

The election of office-bearers was then taken up.

Mr. V. Rajagopala Aiyer of Coimbatore moved and Mr. S. Ramanatha Rao of Chittoor seconded that Mr. S. K. Yegnanarayana Aiyer be the President of the S. I. T. U. for the next year.—There being no other nomination, he was duly declared elected.

On the motion of Mr. C. Ranganathan of Anantapur seconded by Mr. N. Chakravarthi of Madras Mr. M. S. Sabhesan was elected Secretary.

Mr. S. T. Ramanuja Iyengar of Trichinopoly proposed and Mr. S. Natarajan of Madras seconded that Mr. Syed Ameruddin of Nandyal be Joint-Secy.—carried.

Mr. S. T. Ramanuja Iyengar proposed and Mr. R. Ramakrishnan of Madras seconded that Mr. V. Rangaswami do continue as Treasurer.—carried.

The Secy. then read out the names of representatives for Districts whose names had been received from guilds. When delegates from Coimbatore raised objection towards the name read out for Coimbatore, the President, after

bearing the delegates and Mr. R. Srinivasa Iyengar the ex-Secy. of the Coimbatore Guild, ruled that the election of the Coimbatore representatives be referred back to the Coimbatore guild.

Then balloting took place for the election of members of the Vigilance Committee. As a result of the ballot, Messrs. S. T. Ramanuja Iyengar, V. Guruswami Sastrigal and M. Venkatrangayya were declared elected in order, Mr. S. T. Ramanujam being appointed convenor.

While the ballot was being scrutinised, Mr. K. Ramakrishna Aiyer of Erode Mahajana High School gave a resume of his case and asked for the Teachers' sympathy which was expressed in a concrete form by contributions to the Erode sufferers.

The President concluded the business meeting with thanks for the renewal of confidence. The meeting terminated with a vote of thanks for the out going officers.

Committee Meetings.

(1) Proceedings of the Working Committee of the S. I. T. U. held on the 20th May, 1931 with Mr. S. K. Yegnanarayana Aiyer in the Chair.

MEMBERS PRESENT:—M. S. Sabhesan, S. T. Ramanujam, K. S. Chengalvarayan, E. H. Parameswara Aiyer, V. Aravamuda Ayanagar, C. Ranganatha Aiyangar, S. Natarajan and V. Rangaswami.

I. Read letter from Mr. T. Ramanujachari:—

Resolved that out of the general funds of the S. I. T. U. a sum of Rs. 30 be paid as honorarium to Mr. T. Ramanujachariar, in consideration of propaganda work done on behalf of the S. I. T. U.

II. Read letter from Secretaries, of the Teachers' Associations, Municipal High schools Chirala and Hospet:—

Resolved to recommend the following, as urgent motions to the Conference in the place of resolution 18 on the agenda.

(a) This conference views with grave concern the growing insecurity of tenure of service of teachers in schools under local bodies and disapproves of the proposal to reduce the salaries of teachers reported to be under the consideration of some municipal bodies such as Chirala and Tadpatri.

(b) This conference is of opinion that a strong case has been made out for an immediate enquiry into the alleged acts of irregularity by the Municipality of Hospet and it urges the Government to take steps to redress the grievances of teachers and to restore confidence in the administration of public institutions.

III. Resolved to recommend the following to the conference as urgent resolutions:—

(a) This conference congratulates Mr. P. Seshadri, President of the All India Federation of Teachers' Associations on his being invited to attend the World Educational Conference at Geneva and authorises him to place before the conference the condition of the teaching profession in S. India.

(b) This conference places on record its deep sense of sorrow at the premature, and sudden demise of the Rev. C. S. James, President of the Trichinopoly Dt. Teachers' guild and Principal, Bishop Heber College, Trichy.

IV. Read amendments to the by-laws of the Union brought up by the Secretary of the Union.

Resolved to recommend the same for consideration at the Annual meeting of the S. I. T. U.

V. Read letter from the Secretary, Journal Committee, recommending an honorarium of Rs. 40 to a contributor to the S. I. T. U.

Resolved, that the sum be sanctioned.

VI. Read Telegram from Mr. M. Venkatarangiah, regretting his inability to preside over the conference, on account of sudden illness.

Resolved that Mr. Venkatarangiah's address be read and that Mr. P. V. Seshu Aiyer be requested to preside over the conference in the unavoidable absence of Mr. Venkatarangiah.

II

Proceedings of the executive committee meeting held on the 27th May.

(1) Resolved that the Report of the Working Committee be adopted.

PROCEEDINGS OF A MEETING OF THE EXECUTIVE COMMITTEE OF THE S. I. T. U. HELD ON THE 23RD MAY.

PRESENT.

K. S. Chengalroya Iyer, Krishnagiri.
N. S. Venkatrama Iyer, Karaikudi.
C. Ranganatha Iyengar, Gooty.
A. Venkatarama Iyer, Chittoor.
E. N. Parameswaran, Palghat.
S. K. Yegnanarayana Iyer.
M. S. Sabhesan.
V. Rangaswami Iyengar.
K. Ramaswami Iyengar.
S. Natarajan.

I. Election of Representatives for Districts unrepresented.

The following were elected to represent the districts noted against each.

Ganjam	Headmaster, S. R. M. High School, Dharakota.	Individual	...	6
Vizagapatam	Mr. N. R. Raghunathachari.	Do.	Cash on hand	...
Godavery	" C. K. Govinda Rao.			400
Guntur	" Sreenivasa Rao.			---

The President was requested to fill the other seats by nomination.

II. Resolved that the following be elected members of the Working Committee:—

Mr. N. S. Venkatarama Ayyar.
 " K. Rangaswamy Iyengar.
 " C. Ranganatha Iyer.
 " S. T. Ramnujam.
 " E. H. Parameswaram.

III. Resolved that the following be members of the Standardisation Committee: as per resolution No. 5.

Mr. Syed Ameeruddin.
 " K. S. Chengalroyan.
 " A. S. Venkatraman.
 " S. Srinivasa Iyer.
 " S. Natarajan (Convenor).

IV. Auditors:— Resolved that.

Mr. L. N. Subramanyam } be requested to
 " R. Vaidyanatha Iyer } be auditors for
 this year.

V. Resolved that one meeting of the Working Committee be held during the year and that a single third class fare for the double journey from the place of residence at the place of business be paid to those who claim allowance.

VI. Read Treasurer's statement of probable Income and Expenditure for 1931-32. (herewith appended) Resolved that the budget be approved.

INCOME

	Rs.
By Subsn. from Teacher's Guilds	.. 270
Do. Teacher's Assn.	... 21

EXPENDITURE

	Rs.
Office Contingent & Establishment	... 200
4 committees	... 60
W. C. Travelling allowance	... 40
Balance	... 170
	400

Resolved that a sum of Rupees Fifteen be placed with the Convenor of each of the Sub-Committees and of the Executive Board to carry on the Work.

VII. Resolved that Defence Fund be used to meet the preliminary expenses other than correspondence.

Erode Teacher's Help Fund

The Treasurer, South Indian Teachers' Union acknowledges with thanks receipts of the following sum of money from the persons noted against them, earmarked for the Erode sufferers.

	Rs. A.
A Mylapore sympathiser	... 5 0
A Sympathiser	... 5 0
Others	... 1 8
Gobi. Friends	... 6 0
Mr. K. S. Nanjundiah of Pollachi	... 1 0

Total ... 18 6

THE WORKING COMMITTEE (1931-32)

A meeting of the working committee was held immediately after Mr. S. Natarajan was elected Secretary of the Journal Committee, and Messrs. S. K. Yegnanarayana Aiyer, M. S. Sabhesan, Syed Ameeruddin and N. S. Venkatarama Aiyer were elected members of the committee.

S. I. T. U. PROTECTION FUND

Proceedings of the Extraordinary Meeting of the General Body of the S. I. T. U. Protection Fund, held at 9 A.M. with the President in the chair, in the Provincial Educational conference Hall at Palghat, on 23-5-1931.

Present 35 members.

1. Notice of meeting was formally read by the Secretary.

2. The minutes of the last Annual Meeting were read and approved.

3. The Report of the Rules Amendment committee appointed at the last meeting was read by the Secretary.

4. Resolved that the following changes be made in the Rules.

Add to Rule No. 3, 1st Paragraph:—

(1) Each applicant for membership shall along with his application submit a proof of age. Any one of the following may serve as a Proof of age for this purpose.

(a) A certified copy of the date of birth or age as entered in the school records such as the Provident Fund Account, or the Inspection Reports and certified by the Head of the Institution.

Or

(b) A certified copy from the Birth Register.

Or

(c) A sworn statement before a Magistrate of a rank not lower than a Sub-Magistrate.

Or

(d) A sworn statement before the President of the District Teachers' Guild.

(2) Add a Separate Paragraph at the end of D in Rule 7.

It shall be competent to the Board to make temporary transfers from the Professional Fund Account to the Working Fund Account, and vice-versa: the amount to be retransferred within one year.

(3) Add 8 A. at the end of Rule No. 8.

The Annual contribution of Rs. 1 and the Annual Subscription of Rs. 1. shall be payable in advance not later than the 15th of January of the year.

(4) Alter Rule No. 18 as follows:—

The members of the Board, and an auditor or auditors shall be elected annually by the members of the Fund at a meeting to be held ordinarily not later than the 31st of January, following the year of Report, and shall hold office till the subsequent election.

(5) Add to Rule No. 23.

After the words *supra* in the 1st paragraph. At that meeting, the Board shall submit the Annual Report for the previous year, and the Audit Report of the Auditor or Auditors for consideration and adoption.

N. B.—(The Rules Book referred to is the latest edition, published in January, 1931).

5. Resolved that a grant of Rs. 25 each be sanctioned to Messrs. K. G. Ramakrishnan and C. S. Kasturi Rangaiyengar of Erode towards the cost of the law suit to be filed by them for their reinstatement and redress of their grievances.

The President of the meeting was then thanked.

R. RAMAKRISHNAN,

Hon. Secretary



The S. I. T. U. Protection Fund

(REGISTERED)

BROTHER TEACHERS!

Have you ever thought of the great Boon at hand?

Why should you worry any more about old age and Insurance?

Your own S. I. T. U. offers you benefits on retirement, and provides for your family.

Join the Protection Fund of the S. I. T. U. at once before it is too late, if you have not already done so.

Cash deposits with the bankers exceed **Rs. 15,000.**

Membership open to **teachers of all grades.**

PLEASE NOTE

The Maximum Age Limit is 40.

The amount of Benefit depends to a certain extent upon the number of years you have been in the fund, and much more on the number on rolls.

Help yourself and help your brethren in the Profession. For particulars apply to

R. RAMAKRISHNAN,

Hon. Secretary,

S. I. T. U. PROTECTION FUND,

41, Singarachari St., Triplicane, MADRAS.

May, 1931.

A LETTER OF APPRECIATION

To The Secretary,

S. I. T. U. Protection Fund,

TRIPPLICANE.

SIR,

My husband, Mr. D. Chelliah (the late History Assistant, Madras, Christian College School) breathed his last on 4-4-'31 and my claim documents for the benefit amount due to me were submitted to you on the 24th instant. I thank you and the Board very much for the promptness with which you have settled my claim. This is just to say that the Association is a great boon to the teachers and many more persons will have confidence in the working of the Association.

Royapettah,
26th April, 1931.

Yours faithfully,

(Sd.) **Mrs. S. CHELLIAH.**

D. Chelliah joined the Fund on 30-9-'29 and had paid to the Fund only a sum of Rs. 26. His nominee (his wife) was paid a benefit amount of Rs. 270-8-0.

JL
Tm 21, N 285T NSI.66