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SOUTH INDIAN TEACHER

MAY, 1938.

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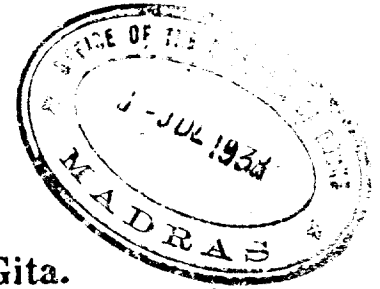
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The South Indian Teacher

(The Official Journal of The South India Teachers' Union)



MAY 1938

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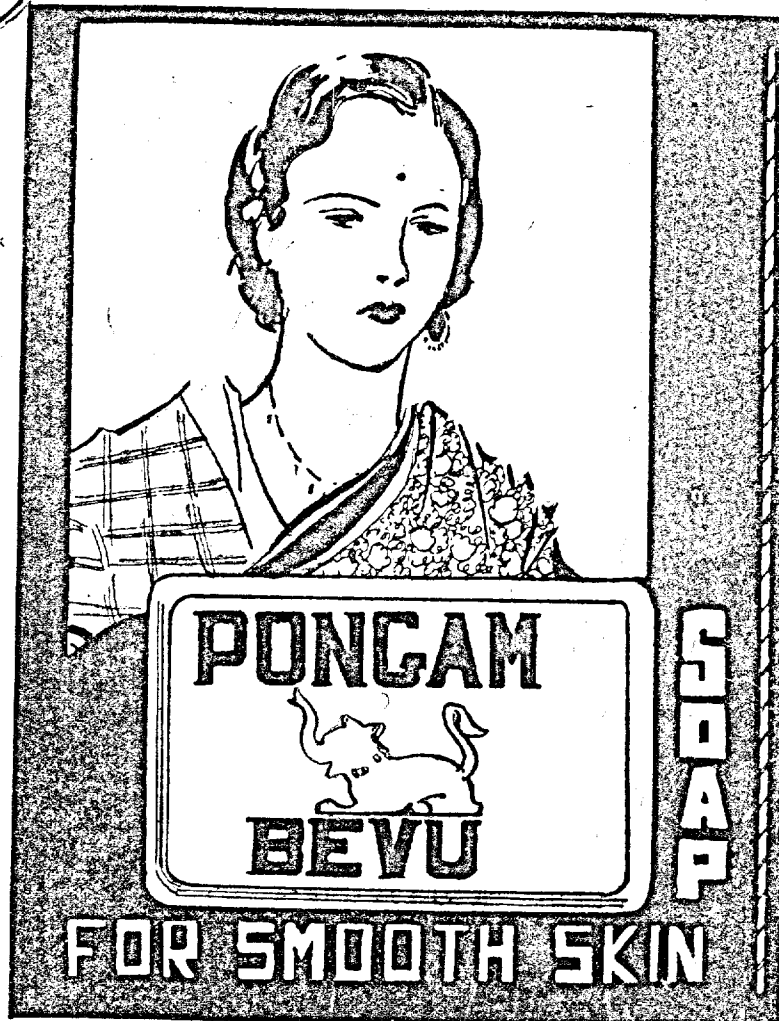
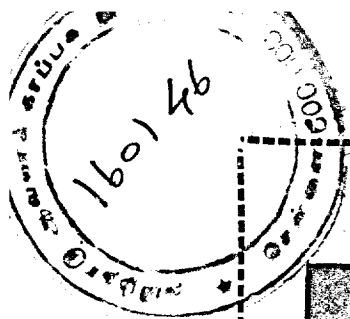
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May, 1938

No. 5

THE TWENTY-NINTH MADRAS PROVINCIAL EDUCATIONAL CONFERENCE, MANGALORE.

PRESIDENTIAL ADDRESS: M. S. SABHESAN, M.A.,

The Executive Board of the South India Teachers' Union and the Reception Committee of the Twenty-ninth Provincial Educational Conference have been kind enough to invite me to preside over the Conference at Mangalore. I should sincerely thank them for the great honour they have conferred on me. What is the object of the Executive Board in calling upon its central forward to preside on this occasion? It seems to me that I am required to place before you the magnitude of the work ahead of you and to appeal to you to help the Board to play the game whatever may be the odds against it.

Hardy annuals. Education is on the lips of every one and the space allotted to it in the press is a good index of the interest evinced by the public in the work of schools. I should like to state at the outset that I do not propose to say anything on such hardy annuals as the Medium of Instruction, Place of English, Vocational Education, S. S. L. C. Scheme, G.O. No. 4619, the Inspectorate, Public Examination and so on. Nor is it necessary for me to deal with Stagnation and Wastage or Hindi in schools. The Union has expressed its opinion on all these questions and it is enough if I should assure you that I do not hold a view different from that of the Union in regard to questions other than the external public examination at the end of the high school course.

Talk or Action? What is wrong with us and with our education? The book of "Education in India 1937-38" published by the Bureau of Education, contains the following observation in the first chapter: "The increasing amount of attention given to education by provinces, educational bodies and individuals is the most prominent feature of the year under review. Few are the voices raised in support of the present system. The prevailing discontent is finding wide expression and action must be taken sooner or later . . . Again and again attention has been drawn to the above facts (defects of the system) in the press, on the

platform and in provincial and other reports. *What is now necessary is a determined effort to do something about it and not merely to talk.*" This straightforward and refreshing statement is a challenge to the authorities, the ministries, the political parties and the public.

Provincial Governments and Local Bodies. There is a tendency in our province to condemn local bodies for all sins of omission and commission and it is not my intention to hold any brief for them. What about the provincial governments and ministries? In an interesting article contributed to the 1937 Year-Book of Education by Sir P. J. Hartog on "The Relations of the Central Government in India to Education under the new Constitution", there is ample material to show that the provincial governments have not been enthusiastic and forward enough to take the fullest advantage of the generous disposition of the Government of India. The Resolution issued by the Government of India in 1913 and the circulars sent to the local governments up to 1919 have, time and again, impressed upon them the necessity for the conversion of lower primary schools into upper primary schools and the elimination of wastage between class and class through the appointment of better qualified and better paid teachers. They have also expressed the view that one teacher for each standard should be appointed and that *a minimum scale of salary be fixed for trained teachers.* The Central Government have also expressed their willingness to offer financial assistance to provinces in regard to the liquidation of illiteracy. It is found that, from 1913-17, a sum of 329 lakhs under non-recurring account and a sum of 124 lakhs on recurring account were disbursed to provinces for this purpose. Sir Hartog expresses his surprise that the efforts of the Central Government, far from being appreciated, happened to be interpreted as unnecessary interference.

The position. In the light of the facts alluded to by Sir Hartog, very few will fail to appreciate the spirit of the passage in "Education in India" urging determined effort and action. 'Is the situation really serious?' is a question which anyone may naturally ask. The present position is briefly but clearly stated as follows in "Education in India": "All are agreed that stagnation and wastage is appalling, that the administration by local bodies shows no improvement and is thoroughly inefficient, that compulsory primary education is as remote as ever, that the annual increase in the percentage of permanent literates is disconcertingly small, that the universities contain many students who are unfitted to profit by higher education, that unemployment amongst the educated classes is common and that provision for the education of girls is ludicrously inadequate." There cannot be a stronger indictment of the present policy and system of education. Is there anything to be wondered at if, under such circumstances, the Educational

Commissioner should deem it necessary to make an appeal for determined effort?

No stand-offishness. The Madras Government considered the letter from the Government of India pointing out the urgency of a *thorough overhauling of the present system of education*; and the *interim* Ministry published a scheme of reorganisation suited to the special needs and the peculiar conditions of this province. The words, arguments, and ideas in the letter of the Central Government have been freely borrowed in the preparation of a scheme and the opinion of educational bodies has also been invited. The Congress Ministry which has taken up the reins of administration has not so far officially adopted the *interim* ministry proposals; but the Hon'ble Minister for Education has been referring to the scheme of the *interim* ministry as the Government scheme. The opinions of the educational bodies have not been published. No expert committee has been appointed as in other provinces to examine the various proposals. We are told that the Government scheme will come into force in 1939. The attitude of the authorities is likely to be mistaken for non-cooperation or unapproachability and the cause of education is bound to suffer. As matters stand at present, the reorganisation scheme which should have been based chiefly on the materials furnished by the Director of Public Instruction can represent only one side though it is an important one. No ministry which has any knowledge of the history of education in our country will ever commit the mistake of coming to a final decision on its own account quite independently of the opinion offered by the non-official educational bodies. "Education" is in the words of Prof. Jacks, "a social enterprise, demanding for its due achievement a general mobilization of the energy, intelligence, idealism, and courage of the entire community." Now that reorganisation of education is proposed to be seriously considered, it behoves the ministry to abandon the attitude of *stand-offishness* and to have a heart to heart talk with the representatives of the Union and the Management. The merit of any reorganisation scheme should be judged by the extent to which the glaring defects in the system can be really removed.

Scheme of the Local Government. What is the reorganisation scheme of the Government? I am sure you will all be familiar with the details of that scheme. At the elementary stage, the reorganisation scheme seeks to increase the percentage of permanent literates in proportion to the school-going population *through elimination of incomplete, uneconomic and inefficient elementary schools chiefly by administering the rules for grants-in-aid and subsidies in a specified manner.* As regards higher education, the scheme takes away one year from the university stage, extends the secondary school course by one year, suggests diversion of pupils to technical or trade schools, proposes bifurcation of courses at the high school stage and recommends

an external public examination at the fourth form stage for the selection of students to the pre-university or technical courses as the case may be. A lowering of the maximum age to 18 in regard to recruitment for public service is also recommended so as to encourage the diversion of pupils to occupations and thus to remove the congestion in the college classes. There are good sentiments here and there in the Government scheme. It is, however, for the public to consider whether the reorganisation scheme is likely to remedy the serious defects in the system and to give a chance to our young men.

Objections. The first objection to the Government scheme which even a beginner may make is the absence in the *communique* of any reference to finance. How can any reorganisation be attempted unless adequate funds are made available? Neither the conversion of incomplete schools, nor the provision of several vocational courses will be possible unless funds are allotted in the budget. The improvement of the conditions of service on which there is no difference of opinion means additional expenditure. How can we take the official reorganisation scheme seriously when we find the financial aspect is not touched upon?

Secondly, the scheme is silent on the delicate and difficult problem of the relation between the Government and the Management. The aided institutions have been playing a dominant part in the sphere of education. Reorganisation of a far-reaching nature which is declared to be the end in view, should affect the managing bodies in some way or other at every stage. The success of any scheme of reorganization will depend to a considerable extent on the financial stability and willing co-operation of the Management. The Government is aware of the financial condition of the managing bodies and it should have taken pains to consider how far these aided schools can be relied upon to bear the increasing burden. No one knows how many schools will have to be closed for want of funds. How the Government proposes to give effect to the reorganisation scheme if the managers be found unable to bear the strain is not discussed. One gains the impression that the Government seems still to be acting on the assumption that it is the duty of the Management to bear the responsibility for education while its duty stops with giving advice and aid if possible. There are the local bodies whose administration has come in for adverse criticism. Nothing is mentioned in the *communique* about the control of the schools under local bodies though it is freely talked about that elementary schools under local bodies will be transferred to the Government. Is it not fair that the public and the managers should know what plan the Government is having in mind? Is it not necessary that the Management should have a clear idea of the relation that should exist between it and the Government?

Thirdly, the Government scheme does not indicate clearly any planning in respect of education. The public can have no idea as to what the Government programme is even in a general way and how this programme is proposed to be completed. If the tendency for drift should continue to be the outstanding feature in the administration of education there will be no means for the public to judge the progress of the reorganisation scheme as years pass on. It is justifiable for the public to assume that wastage and stagnation could have been avoided if a definite programme had been followed. While the authorities complain that local bodies have not cared to submit any programme for the expansion of elementary education, they are themselves averse to the formulation of a comprehensive programme. The quinquennial reports of the Central Government will open the eyes of the Congress Ministry to the need for independent thinking and courageous spirit. In the quinquennial report for 1912-17, it has been observed by the Commissioner that "it is important both for the general increase of literacy and for ensuring that facilities are not confined to certain communities, that the expansion of primary education should proceed upon a definite plan." The report for 1927-32 refers to a quotation by the Hartog Committee from the report of the Bengal Committee and this emphasises the same point: "The mere expenditure of money cannot solve the fundamental problems of primary education, unless it is spent according to *some well-considered scheme based on faith and courage as well as on the experience and experiments of the past.*" The Director of Public Instruction of Assam, is reported to have recently pointed out that plans extending over a period of years should be drawn up and approved by the Legislature so as to avoid another period of wastage and to ensure systematic and continuous progress towards a definite object. Something in the nature of a programme was attempted in our province as the result of a survey in 1923 and the quinquennial report for 1922-27 gives prominence to the scheme of a school in each village with a population of 500. Unfortunately the programme does not seem to have been worked out with faith and courage. The tendency to treat certain well-known symptoms, such as wastage and stagnation is becoming more marked and the closure of schools is the only remedy that is seriously suggested. There is the danger of the goal itself being forgotten. No one knows whither our administrators want the province to move. The Congress Ministry may perhaps be puzzled by the numerous tables of statistics. If our Premier should, in the midst of his heavy work, find time to go through the quinquennial reports of the Government of India, he will understand the outlook and limitations of our administrators and easily discover that the lack of a well-planned programme has led us to the present unenviable position. It is for the Congress Ministry to ask itself the question 'Whither in Education' and

to call upon the Department to bring up proposals for the working of the programme.

Lastly, the scheme gives us no idea as to the manner in which the conditions of service of teachers are proposed to be regulated. Administration reports and other official reports admit the seriousness of the position in many aided schools and in several schools under local bodies. The Union has been constantly harping on the point which is plainly stated as follows in "Education in India." "The fact that India is a poor country is no excuse for the miserably low salaries of pay which some provinces offer. To reply that teachers can be obtained on the scales offered does not take into account the type of teacher recruited and the effect on the school of having a staff discontented, depressed by poverty and on the look out for other means of increasing their income." The conditions of service in secondary and elementary schools are equally bad and utter confusion prevails in several schools under local bodies. The contract which is insisted upon by the Government has not proved useful in ensuring security of tenure. Instances of managements resorting to the provisions of the contract for terminating the services of qualified, competent and hardworking teachers on religious or communal or linguistic grounds are not infrequent and a state of alarm prevails. The proposed license scheme for teachers in aided elementary schools cannot claim anything more than that the position of teachers will not become worse. The Government is aware of all these facts and yet no attempt is made in the *communique* to set right things. The improvement of the conditions of service in aided schools is regarded by the Government as a concern of the Management. What the situation will be in a few years no one can foresee. The Union wants it to be clearly understood that the profession looks to the Government for the immediate adoption of suitable measures which will promote contentment and ensure security of tenure. Effective measures will have to be adopted if things should not get out of control. Otherwise, the Government will find it very difficult to make the public believe that it cannot be held responsible for the mess. In the absence of any good plan for regulating the conditions of service of teachers, any reorganisation scheme will be doomed to failure.

Opinion of the Union. Apart from such general considerations, the Government scheme is objectionable for a variety of reasons. It is my duty to remind you of the opinion of the Union on this scheme. The Union is opposed to the idea of restriction of facilities for education though it is in sympathy with the diversion of pupils to courses for which they have aptitude. It holds strongly the view that the proper distribution of pupils among the several courses is what is needed. Hence it is opposed to the arbitrary selection of pupils at the fourth form

stage by means of an external public examination. On grounds of economy and practical administration the Union is also opposed to the extension of the secondary school course by one year. It is my honest conviction that the reorganisation scheme does not touch even the fringe of the problem. Why the Academic Councils have not considered the question is inexplicable. Many are the points in the *communique* which are rather obscure and no indication is given as to how far the Government is prepared to implement its own halting recommendations. It will be a pity if this scheme should come into force in 1939 in the present form. The Union will then have a busy time and if it should realise its duty it should get ready for action.

The child. The Wardha scheme has just now entered the stage and it is not proper for anyone to brush it aside or to kill it with kindness. I do not propose to say anything about the Wardha scheme at this stage for obvious reasons. But I am extremely surprised to be told that many of the objects in the scheme could be achieved with the help of the new syllabus proposed to be introduced by the Government. This is certainly an admission that the Wardha scheme is sound. Yet one fails to understand the hush-hush attitude in regard to this departmental syllabus. What is this mystery about the syllabus? Why this has not been published till now is not known. Is it not strange that mention should often be made of this syllabus about which the public and the profession are utterly in the dark by the Premier and the Minister for Education? Is it not amusing that the Minister for Education should attempt to persuade the public to accept the *unknown syllabus* by dragging in the name of Mahatmaji in support of it? Why should the Minister ask the public to be satisfied with a substitute on the strength of the good opinion of Mahatmaji while his all-India scheme itself is available? The problem of reorganisation is not a simple one and a scheme does not originate *de novo* in the Old College and the Secretariat. There is a strong case for convening a conference of the representatives of the Union, the Management, the Industries and the Universities with the Premier as Chairman to consider immediately the reorganisation of education in all its aspects on the basis of the material available just now and to formulate definite proposals. Ordinarily, the politician is not keen on keeping the problems of education before the public since there is nothing spectacular in it. It is, however, essential that the problem of reorganisation should now be successfully tackled. In considering the problem with all its ramifications we should not be deterred by financial considerations. It is worthwhile to know where we are and how we should proceed. The question is not whether we can afford to spend the money, but whether we can afford not to spend it. One preliminary condition for the solution of the problem lies in the clear recognition of

the fact that the four concerned parties, the Government, the Management, the Parents, and the Teaching profession should *change their angle of vision and look at the problem from the point of view of the child*. Then shall we have the proper atmosphere for the discussion of this vexed question.

The Government. The Government will have a different role to play in the reorganised education. It should be more than a mere administering agency. While making all parties concerned realise that its powers will be freely used whenever an occasion demands it, it should do all it can to encourage initiative and co-operation. A Board of Education consisting of the representatives of the Universities, the Union, and the Management is absolutely necessary if the Ministry should get expert advice at every stage. The arguments for the creation of a Central Advisory Board of Education are no less valid for the creation of a Board of Education in each province. The history of education would have been altogether different if such a Board had been constituted earlier. The Government should not hesitate to assume direct responsibility for education; but at the same time it should endeavour to enlist the support and co-operation of the Management and the Teaching Profession.

The Management. That the private management has done valuable service in the cause of education is well-known. Madras owes very much to private effort, mission and non-mission. The relation between the Government and the Management should be clearly defined to avoid confusion. The responsibility which the Government is bound to assume in the interest of public instruction makes it obligatory on the Government to satisfy itself with regard to the conditions of service of teachers, accommodation and equipment in every school. Aid and recognition by the Government mean that aided institutions are regarded as national institutions in whose welfare and efficiency the Government is deeply and directly interested. While the need for this wholesome interference of the State cannot be called in question, it is essential that the *Management should have a distinct assurance that it can always count upon the liberal support of the Government, irrespective of race, religion or political complexion of the Management so long as the conditions for recognition and aid are scrupulously and faithfully observed*. No Management that is sincerely anxious for promoting the sound secular education of the children may allow itself to be swayed by considerations of religion or caste or language. If there be any Management that does not come up to this ideal, the Government should make it clear that its school will cease to be a public institution. It will also be a good principle if recruitment to the staff of schools be made by selection from an approved register of qualified teachers maintained by the Department so that the public may have full confidence with regard to the quality of instruction. Every one

should remember in this connection the significance of the remark made by our Premier in the Assembly that the proper way of looking at the question of recruitment is to see how it will affect the child. The Union further feels that the managers should be regarded as partners who should be consulted on all important questions. It will be in the best interests of education if their co-operation be solicited, both by the Government and the Union. The Management which is interested in the education of the child should, in its turn, not regard the teacher as an employee. It should be willing to recognise him as a partner in the great social enterprise. The number of managing bodies is very large in our province and they have yet to realise the value of collective bargaining. No concerted action has till now been attempted. An organisation of Managers has become necessary for the progress of education on sound lines. Questions of transformation and amalgamation of schools are sure to arise under the reorganised scheme and an organisation may go a great way towards promoting better understanding not only among Managing Bodies but also between the Management and the Government.

The Parents. The parents usually plead complete ignorance of the work of our schools and they are often unable to understand the needs of their children. There is a good deal of amusing and unintelligent criticism in regard to books, notebooks and courses. Our educated men find it difficult to appreciate the adoption of modern methods and appliances in the class-room though they are themselves keen on enjoying the modern amenities in the form of improved cars, roads and lights. The ignorance of the public is a serious obstacle and our schools do not catch the eye of even educated men. There is a great need for publicity work and I should like to remind you of the objective of the Canadian Federation of Teachers' Association in this connection. "The only way to gain permanent benefit is to change the attitude and outlook of the people. We are therefore, turning our thoughts more and more to research and experiment and to working in co-operation with trustees and parents so that they too will be ready for changes." Our Education Week organised year after year is to become more popular and with better co-operation and understanding between the Department and the Union, it will be easy to educate the public.

The Teaching Profession. A well-organised teaching profession is a valuable asset to a country. In several Western countries, teachers are required by statutes to join the Teachers' organisations and to attend their conferences. These organisations have been started everywhere primarily with the object of improving the status and salaries of teachers and of safeguarding their interests. Fortunately for the children in those countries, the organisations were able to win their points early in their

career and they are free to direct their attention towards educational research and guiding the public in educational matters. They are consulted by the Government on all educational questions and are given official recognition and representation on behalf of the profession. The National Union of Teachers in England is invariably consulted and it also has seats in the Consultative Committee of the Board of Education and in the Burnham Salaries Committee. The National Educational Association of the United States of America wields immense influence with its membership of nearly 3 lakhs and with the annual income of 5 hundred thousand dollars from subscriptions. These organisations maintain full-timed salaried officers of good status and there are several departments such as Law, Organisation, Pedagogy, Discipline, Publicity and so on. Where are we in our province? Some days back, the Hon'ble Minister for Education is reported to have said in Bellary that the Government had to resort to an external public examination at the fourth form stage since Headmasters could not take upon themselves the responsibility for the selection of pupils for the pre-university or technical courses. You may be aware that the Provincial Conference of Headmasters held last December in Madras expressed itself decidedly against a public examination at the fourth form stage. That Conference was, I may remind you, opened by the Minister for Education and presided over by the Parliamentary Secretary for Education. Should the opinion of stray Headmasters here and there be preferred to the decision of a Conference of Headmasters? Is it not strange that the Minister for Education who is, and should be, amenable to the rigorous discipline of his party, should happen to encourage the notion, though unconsciously, that organisation is of no consequence to the teaching profession? This has got a moral for us. Our Premier replied to a remark from the Opposition benches in the Legislative Assembly that the members of the Congress Cabinet preferred to *graze together* lest any should go astray and fall a victim. It is not for me to say anything about sectional associations, but it is imperative we should *graze together*. Little minds and big things do not go together. We should endeavour to pull together and speak with one voice whatever platform we choose to occupy. The need for independent non-official educational opinion on which the Calcutta University Commission has laid much stress is always admitted and it is the duty of every teacher to make the South India Teachers' Union the one organisation that can represent the South Indian teaching profession. A profession that cannot organise itself on such lines will never be admitted to be fit to train the future citizens on sound lines. The Congress Ministry which is alive to the value of sound organisation in moulding and guiding public opinion should, far from doing anything which is likely to interfere with the wholesome influence of an organised body like the Union, lend a helping hand in promoting its development.

It should make it plain that individuals, however eminent they may be, can only speak for themselves and that their opinion can never be preferred to that of an organisation. The Government should officially recognise the Union which represents the entire profession. Only then will every individual who feels the urge to do his bit for the profession think it necessary to join the organisation and avail himself of the opportunities for service. The growth of professional solidarity should be a matter of deep concern to both teachers and Government. All teachers, except a few anti-social individuals, will then realise the advantage of meeting on a common platform under one banner, irrespective of colour, race and religion. There should be no place either for snobbishness on one side or inferiority complex on the other. Teachers will then be in a position to fulfil all the obligations of the members of a learned profession and a healthy non-official educational opinion may be built up. Our affiliated associations have got a good deal of work to do in this direction beyond setting their houses in order.

Organization fund. Our Union will have a great future if we choose to give it a chance. The future of the profession is closely bound up with that of the Union. Its constitution is broad-based and it has no feeling of ill-will either against the Management or the Government. We, the teachers in South India, are, however, anxious to do for South Indian Education what teachers in England and America have been doing in their countries. Should we not do our best for the children? Should we not make our schools A1? Should we not play our part to make our nation, A1 nation? Should we not serve our public like the teachers in other countries? Should we not give such a training in our schools that our children will turn out in the fulness of time our admirers and well-wishers? Should we not be free in the sphere of education? Should we not aspire for Dominion Status in the sphere of education? The Union can help us to achieve these ends if we are prepared to think seriously and earnestly of what is expected of us at the present moment. Our politicians are rightly pre-occupied with the problems of relief to the rural population. If we keep quiet they are likely to leave educational problems severely alone. It is up to us to study the problems in all their aspects, to keep them in the forefront and to press them upon the attention of the public and the Government. Our Union can play the game well and worthily if teachers be prepared for sacrifice and should realise that they have to bear their responsibility in the nation-building work. A planned programme of publicity is needed to make the public realise the significance of the measures to be adopted by the Government. The public should be persuaded to bring pressure to bear upon the Ministry and to point out to it the danger of *educational holiday*.

A sustained programme of work is not possible unless silver bullets are placed at the disposal of the Union. It is only when you are prepared to stand by your resolutions and to help the Working Committee to function as a committee of action that the Ministry will cease to give advice and recognise you as a factor and take you seriously. Think of the Tilak Swaraj Fund and the position that the Congress occupies to-day is easily understood. Many of us may be poor, but we are several thousands strong. It should be our duty to raise at least the very modest figure of Rs. 20,000 suggested by the esteemed President of our Union some years back. Such a determination on our part will make the public realise that we mean business. We should, for some years, abandon the habit of moving numerous resolutions on routine matters in our conferences and leave it to the Working Committee to deal with them in due course. It will be good for us to concentrate our attention on the major questions of policy, control, and administration indicated in the resolutions to be discussed this year. Whatever effort we may make should be not merely for the betterment of the profession. I am anxious that our programme should prove to be a great help to our leaders in their great task of national reconstruction. I am reminded just now in this connection of an important law propounded by Prof. Blackman in regard to processes in plants. This law, known as the *Law of Limiting Factors*, implies that the rate of any activity depending on the interaction of a number of factors is determined by the magnitude of that factor which is at a minimum. Should we allow the teaching profession to be the limiting factor in respect of the activity of national reconstruction? It is the duty of the profession and the authorities to understand the significance of this law and raise the efficiency of the organisation. Otherwise, the profession will be a great drag on the nation and the efforts of our political leaders will bear no fruit. A unique opportunity of sacrifice and service is the privilege of the present day teaching profession. Let it not be said that teachers have not risen equal to the occasion. Madras has ample resources in regard to schools and qualified and trained teachers. With co-operation and good-will between the authorities and the teaching profession, our province can easily take and maintain the first place. Let the political parties, the authorities, the managers and the teachers remember that the call of the country on each section is for definite action. Let the profession show its earnestness and sense of duty by building up a *Dominion Status Fund*. The Union will then be able to launch upon a programme of publicity and action and the future of the profession as well as of the province will be bright.

WELCOME ADDRESS

BY

SRI D. MANJAYYA HEGGADE, M.L.C.,
President of the Reception Committee

Brother delegates, Ladies & Gentlemen,

At the outset let me thank God for the happy opportunity I got to receive you, a galaxy of eminent educationists, in our district for the 29th Provincial Educational Conference. I, on behalf of the Reception Committee, accord to you a hearty welcome. We have made you take some trouble, and undergo some hardship to come to a far off corner of our Presidency in the heat of summer. But Providence has been kind enough to bless us with some genial showers that however have alleviated the sweltering heat of the season to a certain extent. You have gathered, ladies and gentlemen, at a momentous occasion in the history of our country when the fundamental theories, policies and ideals of education, the very basis of culture and progress, are going to be remoulded.

Our district, South Kanara, in the West Coast, just opposite Madras in the East Coast, a narrow strip of land by the side of the Arabian sea encircled by the blue range of Western Ghats, presents continually a "varying panorama of picturesque scenery". This district has a long history of its own. Dynasties after dynasties, Kodambas, Hoysals, Ballals, Ikkeri Naikas, and Mohamadans successively came down one after another and ruled and disappeared leaving some traces of their sway. The old Shiva temples of Barkur and other places of this district, the beautiful Jain temples at Moodabidri and Karkal, and the big statues of Babubali at Karkal and Venoor are some of the standing monuments of their rule. This is the place where His Holiness Shri Madhwacharya, the Great exponent of Dwaith School of thought, was born. Although a good portion of the district is a 'Tulu' speaking area, the main written language is 'Kannada'. This is chiefly due to the contact of Mysore, Coorg and North Kanara. In the East, the North and the South-East, respectively, all are Kanarese speaking provinces. Such is the place where the 29th Educational Conference is being held. South Kanara, though not first in the political field has been leading in educational as well as the spiritual spheres. The contact of Mysore and the Bombay Presidency has broadened our vision and we are glad to assert that we have neither morbid fanatics nor fossilised traditionalists amongst us. Probably this has been our weakness that

has made us unable to assert our individuality and probably it is the geographic position and the immense distance of this district from the capital town of Madras. This is one of the reasons why we agitate so much for a separate province of 'Karnataka', where, we can assert our individuality better. But on an occasion like this, our very weakness will prove to be our moral strength, if we remain firm in our conviction that a time is coming very near when it will not be possible for any Government to look to our district with indifference and disrespectful attitude.

The history of education for the last 150 years in India is a history of reckless waste of its economic resources. The aim of literacy was the aim of exploitation, and the literates to a large extent became the inevitable tools of exploitation. Thousands of crores of rupees were spent in producing seven per cent literacy in the country. Education had not the least connection with the country's welfare, it was never conceived as a function of economic or social progress. It created high-brows and snobs who thought it was their privilege to be served by the less fortunate. Education was never thought to be a preparation for national service, far less as an instrument of economic upliftment. The tragedy of education was conceived when Lord Curzon, the most reactionary Governor-General of India of Modern Times, and a great autocrat, with an overwhelming faith in the efficiency of Government machinery, became alarmed at the sign of independence on the part of Indians, and the Indian Universities' Act of 1904, was passed by which Government could control education of the masses as it pleased, and the regulations regarding public schools were tightened up. The tragedy came to a climax when the new India Act was born. And now we are in the thick of the throes of this tragedy. And you are, called to contemplate fairly drastic measures to alleviate this suffering.

I do not think I am competent to lay down a cut and dried formula for arriving at the meaning and values of education; but as a layman I claim to say that instruction that enables a man to understand and sympathise with his less fortunate neighbours and gives him sufficient strength and resourcefulness to relieve the distress of people around him can be called education. In a brief way let me state that education is that power that makes a human being an instrument of wealth. Without being dogmatic let me say that this interpretation of education can to a great extent solve our problems, and I appeal to you to examine the veracity or otherwise of this definition of education. There is a large number of people who are charmed by the word 'liberal'. They unnecessarily want to dilute education with much unwanted sentimental fluid gathered from the stagnant pools of tradition. They do not seem to understand that education is for welfare, and not a hypnotic or an

intoxicant. The functions of education as interpreted in the terms of welfare are chiefly (a) elimination of discord between man and man, (b) increasing the capacity of turning apparently useless things into things that yield comfort, and (c) making life livable and enjoyable in an atmosphere of righteousness and fellow-feeling. Slavery, exploitation, selfish interests, vice and hatred are mere foreign matters in a healthy educational organism. Let me again extend my appeal to you that your concerted endeavour would give us a practical formula that would enable us to have a grip on the realities, that would help us to have a correct and clearly defined ideology of the aim, scope and function of education.

One thing that seems to me to be the outstanding defect of education is that it is Godless. Those who speak much of God and thrust dogmas and creeds, farces and formulas, in their education, do so because there is less of God in them or in their codes of behaviour. To say that education should be religious is to dole out an eye-wash. The process of education itself must constitute a religion—a religion that is made of three simple constituents, namely, love, truth and non-violence. Love has its inevitable concomitant, self-sacrifice; truth its concomitant, suffering; and non-violence has humility. In actual practice all the essentials of all great religions should be taught, so that the average child should be made to fraternise with his fellows irrespective of creeds and castes. The process of education which does not constitute a religion makes a man extremely selfish, conceited, mean, and devoid of all human feelings in his fight for his rights and privileges. In short, it is this Godless Education that is responsible for the materialistic tragedy of the West. In my opinion, Godless education is worse than illiteracy.

Now there are certain problems of the day in the sphere of education, I crave the privilege of placing before you in the usual layman-like way. These are (1) Mass Education, (2) Adult Education, (3) Self-supporting Education on the Wardha Plan, (4) National language, (5) Linguistic division of the country, (6) School accommodation, (7) Education in Fine Arts and (8) Physical Education. I do not propose to give any solution, but my ideas as to how these questions have appeared to me. Before approaching these topics I must ring a note of warning. With the attainment of authority and power monopolistic tendencies usually creep in. Certain persons who get a convenient opportunity to sway their rod of non-chalance to opinion of any kind take a cruel delight in being absolutely deaf to erstwhile friends—to friends that sacrificed everything that these might come into power. We have had painful experience more in the educational sphere than in any other; Associations

that were on the brink of starvation and craved for patronage have turned themselves into machines of selfish interests, and have raised the pre-eminence of prestige by denying to others those very rights and privileges that had been denied them; they want their stamp of authority to prove the worthiness of any scheme or programme; no one else except themselves are considered efficient to give a diploma of efficiency. In fact, these people have created a monopoly. As I write this, there comes into my hand a publication; an association of some national workers at Madras want some 1500 workers in the course of 4 or 5 years—S. S. L. C's to boot; but the hall-mark of efficiency on these poor people will be stamped only when they undergo their training in their institution for three months! What an audacious claim! They deny the right to these poor people to get a stamp of efficiency if they undergo the course of training in any institution other than their own! They are the makers and markers of the hall-mark of efficiency—a claim too proud and almost tyrannical!

We are accusing the authorities of woodenness, and formal dilatoriness called red-tapism, when some one else is the authority; and we suffer our freedom curtailed, or our bona fides doubted when these authorities wield their rod blindly without discrimination. It is mere animal instinct of retaliation to turn the table on others when we assume authority. A daughter-in-law when she becomes mother-in-law will become more formidable on her own daughter-in-law. Such a state of things will obtain only in a materialistic atmosphere of selfishness, and surely we cannot expect narrow minded revenge and restriction of liberties when our popular Congress Government is committed to the creed of non-violent unselfishness. I hope and believe that they, and even the supreme command, do not in the least claim that their views on education, have reached any finality of acid proof permanence; I also hope that this creed of non-violent unselfishness has not made the Ministers and their Secretaries deaf and dumb, and altogether devoid of human attributes. When they have tabooed vested interests of all kinds how can we expect them to create new asylums of vested interests? Some say that the Wardha Education Committee is not really representative of all shades of thought and culture and the sanction behind the qualification of the members is painfully arbitrary, and that even Mahatma Gandhi is not free from the obsession of super-bureaucrats who have been looking up for inspiration and guidance to Oxford and Cambridge and other western temples of learning. Though I do not fully associate myself with this view, I have yet a lurking suspicion, that the method of enquiry and the mode of work is lacking in perfect coordination of mature thought of eminent educationists in the country. But, as we are on the lowest rung, we hope that in

course of time, all possible and available intelligence and experience will be explored before a definite step is taken in the process of reconstruction of educational means and machinery.

Truths become platitudes when we cannot make use of them to increase our comfort. Every one believes that mass-education is the key that opens the main door of the temple of national well-being, but no one knows how we can put this truth into practice. I believe it is so because education is considered as private property, which an individual or class has a right to possess, and it is desecration to allow it to be shared by any and all. As a corollary, they believe, that education is as much subject to the law potential as any energy is. That is, if the masses were to be educated, general reverence for education will be reduced to zero, and hence traditionalists and idealists are forging their weapons to protect their sanctoria. What is the work of the Universities and Academies, and with what energy and enthusiasm the graduates are trying to maintain the prestige and sublimity of these institutions? Do we know the more the unflinching loyalty to these extravagant luxuries the less is the chance of mass education to succeed?

Adult education is the necessary and inevitable preliminary to mass-education. It was the first contemplated step and the work that was efficiently carried out in countries like Turkey and Russia. In the report on Educational Administration of Madras we hear, year after year, the futility and inutility of adult education schools in this presidency. The conclusion we have to draw from this is obvious. The illiterate adults of India cannot be inferior to those of Turkey or Russia in ordinary intelligence. It must be either the defect of the instrument, mode or policy of instruction. It is high time that you seriously bestir yourself to tackle this problem, and offer a constructive and efficient scheme to the Education Minister, who, I am sure, will give it a fair and sustained trial. I am certain, success of the Adult Education Scheme among the illiterate masses will naturally pave the way to the solution of the problems of compulsory primary education, self-supporting industrialised mass education, and technical education.

For the progress of any country the masses should be able to know their responsibility and their duty to their country. Then only we can have a strong nation. For this purposes mass education of the 'learn to earn' type is quite necessary. After the separation of the United States from England, the former started a new experiment of democratic education, with the result that the United States became self-supporting within a decade. By effecting similar drastic changes in the educational policy fifty million illiterate people of Russia, steeped in ignorance and superstition, were educated and made self-respecting and self-supporting citizens of a mighty Republic, as if by a miracle. It

was possible because the few educated middle classes co-operated with their free-service principle with the national leaders who effectively carried on the 'Down with Illiteracy Movement' with unabated zeal and earnestness. The healthy infection of these ideas spread southwards into Turkey, and under the able leadership of Kemal Pasha the 'Sick Man of Europe' was miraculously transformed into a 'Virile Youth'. We, in India, have been looking forward for the initiation of such a drastic change through the inspiration of Mahatma Gandhi. In keeping with his principles, and the temperament, tradition and the spirit of the people he has offered a solution in the form of the Wardha Scheme. It has occupied the focus of attention of all educationists throughout the whole of India. I feel I am not at all competent to assess the feasibility of that scheme, yet from what I have been able to follow from the course of discussion in the papers, I feel, there could be no better solution than the Wardha Scheme in removing illiteracy on the one hand, and in increasing the human capacity for production of wealth of the country on the other. Learning with a view to earning the ordinary comforts of life is the golden key to economic independence of any country, and for India, at this stage of evolution and struggle, that is the most formidable antidote against foreign exploitation. Though I cannot see eye to eye with the framers of the scheme it is bound to succeed if we insist on Tripartite Cooperation in the programme of self-support. When the child is one partner we ought to recognise the teacher as the second and the state as the third partner, every one of the partners having duties well weighed against privileges. If we accept this principle and make the scheme progressively self-supporting, and modify and amplify it to suit the genius, climate and temperament of the people of different districts, I am certain, within a decade from the date of launching the scheme we shall have brought about a peaceful and benevolent revolution in the country, and surely we shall be able to form ourselves into one mighty nation that can face any problems of the world.

The question of a common national language for the whole of India is no less important to an educationist. No system of education can be really national without a common indigenous vehicle of thought, and there can be not the least doubt that Hindi-Hindustani alone can be the national language. Unfortunately for our presidency the department of education has not been able to tackle this problem in any satisfactory manner, probably due to some discordant notes in other districts. The result is a sliding back from facts to formulas, and from formulas into experimentation. Fortunately for our district there is not a single discordant note anywhere from anybody, even from seasoned fanatics and senile traditionalists. Strange as it is, our very acquiescence has turned out to be our weakness, because as I learn the Dakshina Bharat

Hindi Prachar Sabha people are too chary to allow the local workers to have those privileges that are monopolised by the Thyagarayanagar Hindi Workers. A propaganda leaflet says that 1500 Hindi Teachers would be required during the coming 4 or 5 years, and the least qualification would be S. S. L. C. and Rashtra Bhasha Visharad, after which a three months' course of training at Thyagarayanagar would entitle them for a diploma on the strength of which they would be recommended to the Government for employment. Power of recommendation and power of certification are thus centralized and hundreds of poor Pracharakas who have been working in the field for number of years patiently and perseveringly are left to rot, because they are not S.S.L.C.'s. A Sanskrit or Kanarese Pandit though he may not know the a, b, c of English can teach the languages in High Schools and Colleges, but a Hindi Pandit must be a graduate or at least an S. S. L. C. Creation of new vested interests, compromises and half-measures are ample indications of that week-kneed policy which, I am sorry to note, the Government has been pursuing with regard to Hindi-Hindustani. Cannot the Government make it compulsory on all Government servants, below the age of 45, to pass a test in Hindi-Hindustani? Can they not make it a compulsory subject in all the Higher Elementary and Secondary Training Schools, or cannot the Government have one Hindi Normal School in each District at a cost of about Rs. 2000 per year per such normal school? These are very important questions that the Government shall have to settle if they are really sincere about Hindi-Hindustani.

The question of the division of the country into linguistic units is a broad and most important question. The only fear is that of the miraculously rapid growth of inter-lingual walls of perpetual dissension. The only remedy against such formidable walls is the acceptance of a broad common culture permeating the masses through the medium of the national tongue. If a foreign tongue like English is accepted as the language of inter-provincial communication these walls themselves shall be the bulwarks of the foreigners' vested interests.

The question of school hygiene and accommodation is one that is entirely neglected. We are spending on stone and mortar to erect a few buildings of a type that will be considered unfit for human habitation in any civilized country. Look at the Elementary and Higher Elementary School buildings. In two or three big godown-like rooms some 100 to 200 children are made to sit divided into 5 to 8 classes. The noise and the distraction give rise to uncouth and unhealthy habits and the five hours' instruction per day becomes almost futile at the close of the day. In this connection I would draw your attention to the valuable 'Suggestions' of Mr. V. N. Bijur, whose scheme of school building is not only original, but highly conducive to health, instruction, and good

habits. The school building suggested by him is of the Ashrama type, one shed for each class, 20' X 20', on a foundation raised 4 ft. from the ground, and each shed separated from the other by at least 50 yards. It should have no walls, but four solid pillars with a good thatched roof, and each of the sheds must be erected by the combined energy of the teachers, students and the people of the village. Lakhs of rupees would be saved in this way, and that which is saved can be better utilized in providing the students with other amenities like a cup of fresh milk per child per day.

Instruction in Fine Arts in our presidency does not find any place even in a High School curriculum, except a couple of periods per week in the Fourth Form in 'Drawing.' I believe it is anything but satisfactory. Like a portrait without the eyes a scheme of instruction without a place for Fine Art is vague and meaningless. Genius of civilization lies in its harmonious development of Art. I am of opinion that it is quite essential to make due provision for the development of artistic instinct in the impressionable period of early youth, say, between 12 and 18 years of age. The district and provincial educational exhibitions should not be merely a collection of charts, diagrams, handwork, and propaganda material but should provide ample scope for exhibiting *bona-fide* executions in the field of Fine Art.

The last is the question of Physical Education. It is fortunate that people have been taking more and more interest in this direction. Here again I must deprecate the bureaucratic method of centralization, and certification, which is devolved on one institution like the Y. M. C. A. It appears as if people elsewhere in other districts have neither the grit nor the competence to evolve their own institutions that can vie with the one standard institution. Unless and until we rid ourselves of the highbrow feudalistic attitude which, I believe, is born of the slave mentality, we cannot make headway in any useful educational activity.

I have taken a good deal of your time for which I crave your pardon. You should pardon me, because I know so little, and that is why I have spoken so much and rather in a blunt way. In conclusion I accord to you again my hearty welcome, and request you to excuse any shortcomings, defects and irregularities that might inconvenience you during these days of deliberation. Praying God that this Conference be a unique success, I conclude.

LICENSES FOR TEACHERS IN AIDED ELEMENTARY SCHOOLS *

The Union has learnt with surprise that the Government have brought into force the amendment to the Educational Rules under the Elementary Education Act notified on the 1st March (Notification No. 81 of 1—3—'38) and that the D.P.I. has framed rules for the issue of licenses on the 12th April 1938. It is unfortunate that there should have been such haste in a matter which vitally affects several thousands of teachers. The Union desires to place the following points in regard to the Licenses for consideration by the Government.

1. The proposed license can in no way contribute to the bettering of the conditions of service of Teachers. It is merely another name for a contract between the Manager and the Teacher. The contract system now in force in secondary schools has proved a failure and what is needed is that the Government should fix a minimum scale of salaries and lay down definite rules regarding the conditions of service of teachers. It should also insist on the adoption of the scale and the rules as a condition of recognition and aid. The chief disabilities of Teachers are low salaries, irregular payment and frequent termination of services without regard to efficiency and other academic considerations. The introduction of a license merely permits the teacher to teach or rather recognises his appointment as a teacher. It does not improve his service conditions.

2. According to the notification, untrained teachers too could be given a license. This will be a great disturbing factor and lead to serious consequences as years pass.

3. While the license scheme does not insist on a minimum grade of salary, it provides that a percentage of the assigned teaching grant may be taken by the management for purposes of meeting the contingent and other charges. It is unfair that teachers should be asked to pay for school contingencies.

4. What is still more serious is the provision in the rules under which a teacher is to get less than the assigned salary if the assigned grant should be less than the assessed grant. It is not proper that the salary of the teacher should be related to the grant and should be made to vary with the grant.

5. The provision for deducting from the grant made on behalf of a teacher, such fines as may be imposed by the management places the teacher entirely at the mercy of the management.

* The above Memorandum was approved by the 29th Provincial Educational Conference and the Working Committee of the S. I. T. U. was authorised to submit it to the Government.

6. The system of licenses to teachers in aided elementary schools introduces an invidious distinction between teachers in aided schools and teachers in Board Schools. It creates an impression that the teacher in an aided school belongs to an inferior category. Such a distinction is bound to affect seriously the morale of the profession.

7. Apart from the abuses to which the license scheme may be liable at the time of issue, it is a serious defect of the scheme that no provision is found in the rules for a Board to which a teacher whose license is cancelled can prefer an appeal against the authority cancelling the license. Such a provision is very necessary as cancellation of a license amounts to debarring the teacher from service.

8. It is unfortunate that, in introducing a change of such a far reaching effect, neither the management nor the teachers seem to have been consulted. It is not known what consideration the suggestions from managers and teachers have received at the hands of the Government.

The Union, therefore recommends :—

1. That the new rules regarding licenses be kept in abeyance, if not cancelled.

2. That a representative committee including the representatives of the managements of aided elementary schools and the S.I.T.U. should be appointed to consider the problem of the conditions of service for teachers in aided Elementary Schools, and make a report.

3. That in the light of that report, the education rules should be suitably amended.

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

The attention of members is drawn to the following Amendment to Rule No. 6 passed in the 10th Annual Meeting of the Fund held on 19th May, 1938 at Mangalore.

"A member may be allowed to increase the number of units held by him subject to Rules 6 and 9. Such member shall be treated as a new member with respect to the increased number of units and a fresh Certificate of Membership shall be issued. Every time he increases the number of units, he shall be treated as a new member for purposes of initial payment of registration fee, over-age fee (if any), and recurring annual subscription and contribution. But no member can claim any increase in the number of units as a matter of right nor shall he be entitled to more than one vote in any case."

Members desiring to increase the number of units may send in their applications to the Secretary.

Maximum number of units allowed to a member below the age of 36 ..	4
Do. Between 36 and 38 ..	3
Do. Between 38 and 40 ..	4

RESOLUTIONS PASSED AT THE XXIX PROVINCIAL EDUCATIONAL CONFERENCE HELD AT MANGALORE

IN MAY 1938

1. **Educational Policy and Agency.** This Conference urges that the Government should, in the interest of sound education and in view of the changed conditions, enunciate its policy in regard to the future of education in general and to the relationship between the Government and the Agencies managing Educational Institutions in particular.

2. **Revision of Policy regarding Financial Aid.** This Conference is of opinion that the revision of the policy of the Government in regard to financial aid to institutions under private agencies and local bodies is long overdue and requests the Government to appoint an expert committee of the representatives of the Department, the South Indian Universities, the South India Teachers' Union and Managements (Public and Private) to go into this question and make recommendations thereon.

3. **Educational Legislation.** This Conference urges that the amended Madras Elementary Education Act of 1937 be amended with a view to introducing universal, free and compulsory elementary education and also to providing facilities for the education of the illiterate adults.

4. This Conference urges that a Secondary Education Act be placed on the Statute Book.

5. This Conference urges that a Teachers' Service Conditions Act be placed on the Statute Book with a view to stabilising service conditions in non-Government educational institutions and promoting professional efficiency.

6. This Conference urges that legislation be undertaken with a view to providing for compulsory medical inspection and care of the school-going population and to improving the health and physical fitness of the future citizens.

7. **Administration of Education.** This Conference considers that the time has arrived for the control of Education being vested in a Board of Education with consultative committees constituted on the lines of the Board of Education in England so as to co-ordinate the educational activities.

8. **Supervision and Inspection.** In view of the need expressed for an effective and proper educational guidance and supervision, this Conference recommends that the Inspectorate be re-organised.

9. **The Organisation of the Teaching Profession—Registry and Council.** This Conference urges the formation of a Teachers' Registry for the Province on the lines of the Royal Society of Teachers in England and the formation of a Teachers' Council for the Province on the lines of the Bar Council and the Medical Council.

10. **Amendment of Madras Educational Rules and Elementary Education Rules.** This Conference urges that the following be incorporated in Appendix 28 of the Madras Educational Rules and Elementary Education Rules :—

- No teacher's service shall be terminated except with the previous approval of the Department.
- No teacher shall be removed from service except on the judicial enquiry and finding of an 'ad hoc' arbitration board to be appointed by the Department.
- No teacher shall be paid a salary less than the minimum in the scale of salaries fixed by the Government for different grades.

11. **Mother Tongue and Technical Terms.** This Conference urges the adoption of the mother tongue as the medium of instruction at all stages of education and recommends that the Government do take immediate steps to publish an authorised list of technical terms in the different languages of South India.

12. **External Public Examinations.** This Conference urges the abolition of the present type of external public examination at all stages of education.

13. **School Hours.** This Conference appeals to managements to avail themselves of the elastic provision in the Madras Educational Rules in regard to School hours and school sessions and to encourage the heads of institutions to arrange the working hours according to local needs.

14. **Educational and Recreational Facilities for Children.** This Conference is of opinion that it is the primary responsibility of the State to provide adequate educational recreational facilities to every child in the community and therefore urges upon the Government :—

- (a) To start in each district fully equipped Nursery and Montessori schools.
- (b) To establish child clinics in selected centres.
- (c) To provide playgrounds and recreational centres for the use of children in every town in the Province.

15. **G.O. on Uneconomic Schools.** This Conference requests the Government to keep in abeyance the G.O. relating to the closure of what are called uneconomic schools under District Boards and Municipalities, pending the final decision of the Government in respect of the re-organisation of Education.

16. **G.O. 4619.** This Conference urges that Government should take into consideration the hardships caused by G.O. 4619 to teachers of all grades under local bodies and municipalities and take steps to redress the grievances of the teachers affected by the G.O.

17. **Educational Finance.** This Conference suggests the re-organisation of educational finance on the following lines :—

- (a) Raising the budget provision for Education by 50%.
- (b) Reducing the charges in inspection and direction by 50% by abolishing the posts of Divisional Inspectors and reducing the number of District Educational Officers.
- (c) Raising a loan for the purpose of planned educational expansion especially for the introduction of efficient, universal, compulsory mass education.
- (d) Organising Educational Melas to canalise Educational charity and endowments.

18. **Hindi Pandits in Secondary Schools.** This Conference is of opinion that as a transitory measure the S.S.L.C. qualification proposed by Government in respect of Hindi teachers be not insisted upon and requests Government to recognise the Rashtra Bhasha Visarada examination of the Dakshina Bharata Hindi Prachara Sabha as sufficient qualification for Hindi teachers to be employed in Secondary schools in the Presidency.

19. **License System.** This Conference approves of the Memorandum of the S. I. T. U. Working Committee relating to the License system for teachers in aided Elementary schools and requests the Government to take action on the lines indicated therein.

20. **Statutory Education Committee.** This Conference urges the creation of Statutory Education Committee for each specified area to control educational agencies and services and to plan educational advance in that area.

21. This Conference accords its support to the Wardha Scheme of Basic Education and requests the Government to give effect to the scheme as early as possible.

THE TEACHERS' BOOK-SHELF

Elementary General Science for Form IV. By Messrs. T. A. Rama Iyer, V. Srinivasan and S. Swaminathan. Oxford University Press. Price As. 12.

This book is prepared in accordance with the 1937 syllabus. It is written in simple English care being taken that the vocabulary used is familiar and known to the pupils of the IV Form to whom it is intended. The authors have emphasised throughout the practical lessons to be learnt from science and the value of scientific outlook. Very many questions are appended. The book is illustrated with clear and bold drawings. The printing and get up of the book is good. The book has been approved by the Text-book Committee for class use.

A Text-book of English Grammar for Middle Schools. By Ina Dean, B.A.(Hons.). Book I, II and III. P. Varadachary & Co., Madras. Price, 8as., 10as., 1 Re. respectively.

An excellent series of grammar and composition books for middle school forms. The grammar exercises are so graded as to lead to composition work. The exercises contain only words with which pupils will be quite familiar. Many exercises are intended for oral work and drill. The books are suitable for individual work. The printing and get up of the book is good and we congratulate the publishers not only on the fine series of grammar books but also on keeping the price low so as to be within reach of our pupils.

THE SOUTH INDIA TEACHERS' UNION PROTECTION FUND, MADRAS.

NOTICE

Members of the Fund are informed that the accounts in the undermentioned banks will be closed. They are requested to remit their dues in the INDO COMMERCIAL BANK, LTD.

The branches of the Indo-Commercial Bank are supplied with special challan forms for the payments to the credit of the Fund and members will kindly use these forms furnishing the necessary details required therein.

1. Indian Bank, Ltd., Tuticorin.
2. Indian Bank, Ltd., Tiruppur.
3. Coimbatore Dt. Urban Bank, Ltd.
4. Vellore Dt. Co-operative Central Bank, Ltd.
5. Trichy Dt. Co-op. Cen. Bank, Ltd.
6. Tanjore Co-op. Cen. Bank, Ltd.
7. Conjeevaram Co-op. Cen. Bank, Ltd.
8. Kumbakonam Co-op. Cen. Bank, Ltd.

V. SRINIVASAN,
Hon. Secretary.

THE S. I. T. U. PROTECTION FUND

OBITUARY.

We regret to have to announce the death of Mr. K. S. Venkatarama Iyer, Assistant, Hindu High School, Triplicane (Reg. No. 19) on 9-5-1938 at the early age of 45. His nominee was paid a sum of Rs. 311-4-0 on 15-5-1938.

EDITORIAL

THE MANGALORE CONFERENCE.

The Mangalore Conference will be regarded by all as a unique success. It might have lacked the glamour and splendour usually associated with such gatherings; but the very simplicity and homeliness which characterised it contributed not a little to a dispassionate and calm deliberation of the numerous questions it was called upon to consider. It is unique in that for the first time in the history of our Conference, a member representing the Government not merely opened the Conference, but stayed right through till the end of the Conference, participated in the discussions, explained the position of the Government in regard to certain questions where there was a chance of misunderstanding and also offered very valuable suggestions. We could say there was hearty co-operation between the teachers assembled in the Conference and Sri. C. J. Varkey, the representative of the popular Government. It is also noteworthy that the public of Mangalore should have evinced an eager interest in the Conference.

The President, Sri. M. S. Sabhesan, in his presidential address made a masterly survey of the present position in our province, offered various constructive suggestions and pleaded for an effective co-operation between the Government, the S. I. T. U. and the Managements so that the interests of the child might be effectively served. He pleaded for the establishment of a Board of Education and for the enunciation of a clear cut policy in regard to education.

Many important resolutions were passed at the Conference. Since only three out of the 21 resolutions passed at the Conference relate to salary and service conditions, this Conference cannot be accused of devoting its attention mainly to the 'bread and butter' problems of teachers. It has offered many constructive suggestions which deserve the careful consideration of the Government.

The Reception Committee deserves special congratulations for the excellent arrangements for the Conference. No one who attended it would fail to be impressed with the well organised and disciplined team of workers who silently and unobtrusively did all the work in connection with the Conference. To a man they were all cheerful and ever smiling, and were ready to do everything possible to promote the orderly progress of the Conference and to keep the delegates in comfort and good humour. It is well nigh impossible to single out any one individual but we would like to express on behalf of all the delegates our thanks to Messrs. D. Manjappa Heggade, M.L.C., the President of the Reception Committee,

M. S. Ekambara Rao, President of the Working Committee and S. Mukunda Rao, Secretary of the Reception Committee, and through them to all the members of the Reception Committee.

The Mangalore Conference should have revealed to the delegates the secret of the success of the candidates from Mangalore in all competitive examinations. The large number of volunteers, who did good work during the Conference were drawn from various schools (boys and girls) in Mangalore. Their unassuming manners, cheerful disposition, and courteous behaviour, evoked the admiration of all the delegates and no wonder, that the youngsters who are trained on such lines are making a mark in anything they attempt.

The Union is also grateful to the press for the excellent publicity they have given to the proceedings of the Conference and for the support they have extended to the Union.

GOVERNMENT AND SCHOOL TEXT-BOOKS.

It was announced sometime back by the Hon'ble the Minister for Education that the Government contemplate publication of suitable text-books for use in schools. A resolution to that effect was on the agenda of the Conference. But even at the Subjects Committee it was pointed out that such a policy would kill the publishing trade in our province, and would also effectively check the production of good text-books. The example of the University authorities enjoying a monopoly in respect of the S. S. L. C. English Text was pointed out, and reference was made to the bad printing, poor get-up, and high prices of the text-book.

The Publishers in our province have contributed not a little to the progress of education. Whatever notion men may hold, books are essential for the acquisition of knowledge. In progressive countries great care and thought are bestowed on book production. In our province publishers are making splendid efforts to produce books which can stand competition with the publications of other countries both in point of treatment and get-up. The representatives of foreign firms, are doing good service in bringing out publications suitable to our conditions. What with the desire of our publishers to serve the cause of Education and what with the stimulus provided by keen rivalry and competition, the schools are having a very large number of good books for selection. It will be a suicidal policy, if the Government make the publication of text-books their monopoly. This policy is open to serious objections. There are several directions in which the Government can help the publishers in the preparation of books. For instance, the publication of a complete list of suitable and approved technical terms will be highly appreciated.

The President of the Conference in his concluding address, made some observations on the policy in regard to text-books. As matters stand at present, it is necessary that the publishers who are keen on serving the child should be given ample facilities for book production and that freedom should be given to schools to make the book selection from among the approved books. We feel that the prescription of books is a difficult and responsible task and we hold that this work can be entrusted to teachers alone. We appeal to teachers in schools to bear in mind the interest of the pupil in the prescription of text-books. It will be good if they turn to good account the facilities given by the publishers for the perusal and inspection of books.

A LESSON.

We congratulate the Congress Government on the quick and effective steps they have taken to redress the grievances of organised labour in our province. A wave of strike of Mill Workers started soon after the Government came into power. The Government deemed it fit to intervene. By direct negotiation with mill owners and representatives of labour and by the appointment of enquiry committees, they were able to do justice to the workers. In regard to the Madras Tramway disputes, by the timely intervention of the Government, a serious situation was averted, and justice was done to the workers who were considered to have been victimised.

The Government is aware that the situation in several aided schools is more or less similar and calls for immediate action. The case for intervention is clear and inevitable. If only the Government should choose to give a bit of its mind to the management it is certain that the objectionable practices will disappear. Will the Government intervene?

SCHOOLS AND POLITICS.

The Government Order recently issued by the Government relating to the participation in party politics of students and teachers deserves to be carefully studied. One is likely to gain the impression that the atmosphere in this province has become undesirable all on a sudden. While the talk all over the country is for civil liberties, it is to be regretted that rules which are likely to restrict freedom of speech should have been introduced. We defer further expression of our opinion for the time being.

OUR NEXT NUMBER.

Our next number will contain a full account of the proceedings of the Mangalore Conference.

THE 29TH ANNUAL REPORT OF THE SOUTH INDIA TEACHERS' UNION

Registered under Act 21 of 1860

The Executive Board has great pleasure in presenting the 29th Annual Report of the South India Teachers' Union for the period from 1st April, 1937 to 1st May, 1938.

STRENGTH

At the beginning of the year there were 16 District Teachers' Guilds and 19 Teachers' Associations affiliated to the Union. The number of individual members was 40. During the year, the West Godavari District Teachers' Guild was affiliated to the Union, and the number of Guilds now stands at 17. The number of Teachers' Associations at the end of the year is 21. The number of individual members is 45. The statement showing the strength of the Union as on 30th April, 1938 is shown in Appendix A.

OFFICE-BEARERS

The names of the office-bearers of the Union and of the representatives of the Union on the Council of the All-India Federation of Educational Associations are shown in Appendix B. There were no changes in the office-bearers.

EXECUTIVE BOARD

The Executive Board met three times during the year. The first meeting was held at Tanjore on 8th May, 1937. At that meeting, the Working Committee of the Union was elected. The second meeting was held on 5th February, 1938, in the office of the Union along with a meeting of the Working Committee. The question of nominations for the presidentship of the 29th Provincial Educational Conference to be held at Mangalore was considered. This is the first year after the rules were changed when the nominations have to be made by the Executive Board. With a view to knowing the mind of the Associations in regard to the persons to be nominated, it was considered desirable to invite the affiliated Associations to suggest names. A large number of names was received and the Executive Board selected six names from out of the eighty and odd names suggested by the Associations.

The third meeting of the Executive Board was held along with the Working Committee on 9th April, 1938 in the office of the Union to elect the President of the 29th Provincial Educational Conference. The draft Annual Report of the Union was considered and passed.

THE WORKING COMMITTEE

The Working Committee met four times during the year. At the first meeting held on 8th May, 1937 in Tanjore, the Journal Committee was constituted. The second meeting was held on the 14th of August and among the several questions discussed at the meeting, should be mentioned the urgent need for further representation to the Director of Public Instruction in regard to the Provident Fund and the Government *Communique* on the Re-organisation of Elementary Education. A number of resolutions was adopted in respect of Elementary Education urging the need for the conversion of the ineffective and inefficient elementary schools into effective and complete schools, the introduction of universal compulsion to avoid wastage, the assumption of responsibility on the part of the Government for Elementary Education, the provision of adequate finances, and the improvement in the conditions of service of teachers and the revision of the policy regarding the Inspectorate. The meeting welcomed the step adopted by the Travancore Government in regard to school hours.

The third meeting was a Joint meeting of the Working Committee and the Executive Board. The chief item of work at that meeting was the consideration of the resolutions from the affiliated Associations to be included in the Agenda of the Conference. The financing of the Journal was considered and it was resolved that an appeal should be made to the teachers in South India for further support. The question of the sectional conferences was discussed and it was resolved to request the Reception Committee to allow the sectional conferences to be held in the course of the Educational conference as usual. The secretary was authorised to bring up any amendments to the rules for consideration at the next meeting.

The fourth meeting was also a joint meeting of the Executive Board and the Working Committee held on 9th April, 1938. Resolutions to be brought as urgent resolutions by the Working Committee were considered.

PROPAGANDA

Mr. S. K. Yegnanarayana Aiyar, the President of the Union visited Mangalore early in the year and interviewed the office-bearers of the Mangalore District Teachers' Guild in connection with the 29th Provincial Educational Conference. At the request of Mr. Elisha, the member co-opted for Cuddapah District, Mr. S. Natarajan was authorised to proceed to attend the special meeting of the teachers of Cuddapah District and to place before them the necessity for organizing a District Teachers' Guild at Cuddapah and getting it affiliated to the Union. Mr. S. T. Ramanuja Iyengar attended the Salem District Teachers'

Guild Conference at Namakkal and also visited Musiri, Pudukotta and Kiranur. Mr. S. K. Subbarama Iyer attended the meeting of that Guild at Salem.

THE 28TH PROVINCIAL EDUCATIONAL CONFERENCE

This was held on the 6th, 7th and 8th of May 1937 at Tanjore. The Tanjore District Teachers' Guild had made excellent arrangements for the comfort of delegates and for the conduct of the conference. The thanks of the Union are due to the District Teachers' Guild. On the occasion of the conference, there was a refresher course for teachers in elementary schools, and mention should also be made of the Educational Exhibition. The conference was presided over by Mr. C. Rajagopalachariar, now Premier. The conference attracted a large number of delegates who took considerable interest in the discussions. A verbatim report of the proceedings of the conference was published in the May issue of our Journal, and it is hoped that the Tanjore District Teachers' Guild would arrange for the distribution of copies of the Report of the conference to the Associations affiliated to the Union.

THE 29TH PROVINCIAL EDUCATIONAL CONFERENCE

This Conference is to be held at Mangalore on the 18th of May. This is the first time that the Provincial Educational Conference is to be held in Mangalore. It is very kind of the S. Kanara District Teachers' Guild to have undertaken the responsibility for this conference.

THE WORK OF THE UNION

(a) *General.* The resolutions passed at the Provincial Educational Conference held at Tanjore were communicated to the authorities. It is to be regretted that we are not able to say what action has been taken, with regard to these resolutions. The Director of Public Instruction is pleased, however, to inform the Union that the questions referred to in the resolutions are engaging the attention of the Government. Further representations have been made in regard to the Provident Fund and it is hoped that it will be possible for the authorities to give effect to the suggestions contained in the memorandum of the Union. An attempt was made to enlist the sympathy and support of some members in the Legislative Assembly in regard to the work of the Union. Members may be aware that it will not be possible to persuade any member of the Ministerial party to show his interest in the profession by means of tabling resolutions or raising debates. The Union is thankful to the members of the Legislative Assembly who evinced interest in the welfare and betterment of the teaching profession.

As regards G.O. No. 4619, the position is rather gloomy. Members may be aware of the discussion in the floor of the Legislative Assembly

in respect of salary reductions in general. It is legitimate that the principle now admitted in the case of Government servants should have been followed even in the case of teachers in Board schools when the scales of salaries were reduced. It is unfortunate that the resolution on G.O. No. 4619 which was expected to come up for discussion on the non-official day in March could not be taken up owing to want of time. The result of the resolution could not have been favourable even if it had been moved in view of the general feeling with regard to salaries. The only way in which the injustice to a number of teachers can be removed consists in filing a test suit. It is for the members to consider the ways and means for conducting a test case.

(b) *Education Week.* The seventh Education Week was inaugurated on 25th October, 1937, and the Central Education Week Committee consisting of the representatives of several educational bodies did valuable work as usual. The main theme for the year suggested by the Central Committee was "Education and Changing India." The Education Week was celebrated this year in more centres than in previous years. The value of the Week in giving wide publicity throughout the province to the work of schools is recognised everywhere. The Director of Public Instruction was pleased to depute two officers of the Department to the Central Education Week Committee. The Union feels that the Government will be doing the right thing if they should more actively co-operate with the Central Education Week Committee and make it possible for the public to realise its responsibility and to co-operate with the schools in regard to education in general and mass education in particular.

(c) *Reorganization of Education.* No decision has yet been arrived at with regard to the re-organization of education. The draft proposals contained in the scheme announced by the *Interim* Ministry are reported to be still under the consideration of the Government. The Minister and the Parliamentary Secretary, have in their tours and conferences, taken pains to explain to the public the scope of the Government scheme. The opinions forwarded to the Government by the S.I.T.U., and other educational bodies have not been published and it is not possible for us to know what the Government thinks of all these opinions and what view they take about the suggestions of the non-official bodies. The situation is made more complex by the publication of the Wardha Scheme. The Union feels that a satisfactory solution acceptable to all parties concerned can be arrived at only if the Government see the wisdom of appointing a representative committee consisting of the representatives of the S.I.T.U., and other educational bodies and giving them an opportunity to discuss all aspects of the problem. The Board feels strongly that any attempt on the part of the Govern-

ment to make the re-organisation scheme a settled fact behind the backs of the Union and the Management is not likely to be conducive to the progress of education.

(d) *The New Education Fellowship.* In pursuance of the decision of the General Body of the Union, a public meeting was convened at Madras in July, 1937, at the Wesley College to form a Reception Committee in connexion with the contemplated visit of the Foreign delegation of the New Education Fellowship. Dr. Arundale who addressed that meeting explained the ideals of the New Education Fellowship and appealed to the public to show their sympathy with the object of the meeting. The visit of the delegation coincided with the Education Week. The Board regrets that it was not found possible for the delegation to visit any mofussil centre in view of the short time at its disposal. The delegation was given an opportunity to acquaint themselves with the trends in education in Madras and a varied programme of lectures and discussions was arranged. Teachers and the public in the city of Madras and in the mofussil showed their sympathy and enrolled themselves as members of the Reception Committee. The Union is glad to note that the Madras Teachers' Guild extended its hospitality to the delegation. The members of the delegation visited the office of the Union and were entertained at tea.

The exhibition organized by Mr. Hankin showed the important tendencies in English education and the exhibits had a clear and direct significance to the South Indian public interested in the re-organization of education. The proceedings of the New Education Fellowship meetings were published in the South Indian Teacher and were also issued in a separate book form for distribution to the Reception Committee members. Members will be glad to know that in addition to the support received from a number of schools in the city, the Government was pleased to sanction a sum of about Rs. 150 towards the visit of the New Education Fellowship Delegation. A section of the Fellowship has been organized in Madras so as to give an opportunity to teachers and non-teachers throughout the Province to study problems of general interest. For the time being, the office of the section is in Madras and it is the object of this section to open branches as and when members express a desire to form groups in respective localities. The Madras centre has begun to do work and a sum of Re. 1 has been fixed tentatively as subscription. Such of those as are interested in the New Education Fellowship ideals are requested to enrol themselves as members of the Madras section of the New Education Fellowship.

(e) *Regional Conference of the W.F.E.A.* Mr. A. V. Kutty Krishna Menon was authorised to attend the Regional Conference of

the World Federation of Educational Associations held in Tokyo as the representative of this Union. The Board is thankful to Mr. Menon for his kindness in undertaking the tour and representing the view of this Union. Two meetings were arranged in Madras to give Mr. Menon and Mr. P. Seshadri the leader of the Indian delegation an opportunity to give an account of their impressions of the conference.

(f) *The Work of the District Teachers' Guilds.* Many of the District Guilds had their quarterly, half-yearly and annual meetings as usual. Madura, Coimbatore and West Godavari District Guilds were able to meet the Parliamentary Secretary and to acquaint him with their views. The Board regrets that some of the District Guilds still continue to be dormant, and the letters from the office of the Union remain unanswered for a long time. No official report of the activities has been received from the District Teachers' Guilds of Ramnad and Chingleput. The Board appeals to all affiliated associations and guilds to send the information required under the rules sufficiently early. It is a matter for regret that the affiliation fees remain in arrears for a long time. The Board is glad to learn that the Trichinopoly District Teachers' Guild has found it possible to take in hand the construction of a building for its purpose. The office of the Union has received a detailed report on the Wardha Scheme from the Madras Teachers' Guild. The Wardha Scheme and the Reorganisation of Education had found a prominent place in the programme of the Guild meetings. Accounts of the meetings held under the auspices of the various guilds and the resolutions adopted at these gatherings have been published in the South Indian Teacher from time to time. These guilds have also organized education week programmes on the lines suggested by the Central Education Week Committee.

(g) *Thirteenth Conference of the All-India Federation of Educational Associations.* This conference of the All-India Federation of Educational Associations to which the South India Teachers' Union is affiliated was held during the Christmas Week at Calcutta. About a dozen members of the Union attended the Conference. Messrs. N. Subramanya Iyer and S. Natarajan were deputed by the Union to the Conference. The Conference was presided over by Dr. C. R. Reddi and there was a lecture on the Wardha Scheme by one of the members of the Wardha Committee, Mr. K. G. Saiyiddin.

(h) *The South India Teachers' Union Protection Fund.* Prof. K. B. Madhava, M.A., A.I.A., Actuary, University of Mysore, was requested by the Board of Management of the Fund to take up the valuation of the liabilities of the Fund as on 31-12-1937. It is very gratifying to note his expert finding that the Fund is financially sound. Two points

mentioned in his Report need special mention: (1) The economical management as evidenced by the low rate of expenses (8.65% of collections); and (2) The favourable mortality experience.

The Actuary has, after a very stringent valuation, recommended a handsome bonus of three annas per month per unit for the period 1933-37: 'A sum of money equal to three-sixteenths of the amounts due and paid after 1st January, 1933, as monthly premium by each member, payable along with the claims, that is to say either at the end of the term of 25 years or at death.' The Board of Management accepted his recommendation.

The number of members as on 31st March, 1938 was 930 and the number of units 1588. The assets of the Fund on that date amounted to Rs. 1,30,000; the amount to the credit of the Benefit Fund was Rs. 1,22,200; Profession Fund Rs. 2,600; and Reserve Fund Rs. 5,000. Rs. 19,500 has been disbursed as loans to members.

Though the Fund has progressed, the number of members on rolls is yet small. A large number of Elementary School Teachers, to whom the Fund must make special appeal in view of the low monthly premium, have not taken advantage of the Fund. In this connection we invite the attention of our fellow teachers to the following remarks of the Actuary:—

"In the hard and difficult times ahead of Indian Insurance in general, it is the duty, and it is to the profit, of the members of your profession to take advantage of the benefit your Fund offers."

"The large number of members to whom this Fund is primarily intended, are either unmindful of their own interests or are unaware of the excellent benefits that accrue to them in the scheme of mutual help that your Fund is offering."

(i) *Our Journals: The South Indian Teacher:*—The Executive Board desires to thank the Journal Committee for carrying on the work of the Journal against tremendous odds. The value of the Journal is recognised and the important part it is playing is admitted. The Journal is in the exchange list of the Department of Education, Washington, the Journal of the National Education Association, America, the World Federation of Educational Associations, the Schoolmasters' and Women Teachers' Chronicle of the National Union of Teachers, England, the New Era of the New Education Fellowship and the bulletin of the Federation of International Association of Teachers. It is also gratifying to note that we have been invited to become a member of the Edu-

cational Press Association, America. Such recognition is good enough but the financial position of the Journal is not what it ought to be. This is just the time when the opinion of the teaching profession in regard to professional and academic matters has to be expressed without fear or favour. The sympathy of the public will have to be enlisted and the authorities should be made to understand the reasons for the various measures suggested for their consideration by the Union. It is not fair for the Journal Committee to be saddled with the responsibility for financial resources in addition to those concerned with the conduct of the Journal. The Journal Committee should have the feeling that it can count upon the support of the profession. Unfortunately subscriptions are allowed to fall into arrear and the Journal Committee is placed in an embarrassing and difficult position. The Board is, however, glad to learn that some of the members have on an appeal from the Secretary found it possible to continue to extend their support and to pay up their arrears.

The amount that each subscriber pays may be small, but it is of great value to the Journal Committee. It is for members to see that the time and the funds of the office are not spent in sending reminders and letters. The Union is very thankful to the S.I.T.U. Protection Fund for its help with a loan of Rs. 1,000, to clear away the heavy arrears of bills to our printers, Messrs. G. S. Press; and the Executive Board feels very grateful to Mr. G. Srinivasachari, Proprietor, G. S. Press, for his generosity in waiving his claims for a sum of Rs. 496-11-0, out of the bills due from the S. I. Teacher and the Union.

The *Balar Kalvi* is well-received by teachers and managers, but there is a good deal yet to be done to make it serve the needs of teachers in elementary schools. The Board appeals to all the schools and to such teachers as can afford, to extend their support. The idea of a publication company has been worked out and our application is before the Registrar of Co-operative Societies. When the publication company is registered under the Co-operative Societies Act there will be opportunities for every teacher to do his bit for the profession.

(j) *Vigilance Committee.* The Vigilance Committee has continued to do useful work during this year also. Ten cases were referred to it during the year under report. These cases were examined by the Committee both from personal enquiries and from reports, and the convener tendered suitable advice to the parties and in certain cases made representations to the authorities concerned. The cases that came up for consideration by the Vigilance Committee relate to teachers in aided schools under private management and to those under Municipal and Board Managements. They all reveal that the contract is ineffective to

secure security of tenure inasmuch as there have been instances of terminations of the services of teachers of approved merit and efficiency on extraneous grounds which have no bearing on the education of the children in the schools. It is also found that certain managements are not quite fair in their treatment to the teachers in their employ and that serious injustice exists in regard to service conditions of teachers. These problems can be solved only if Government should take steps to bring the Teaching service in aided institutions under definite rules. Managements too should treat teachers not as mere employees but as partners in the work of running the school. Above all, there is great need for a better and more disciplined organisation of teachers. There must be a greater realisation on the part of teachers of their duties and privileges. In all cases of tenure hardship, the teacher would do well to give full information to the Vigilance Committee. With a well organised Union, it will be possible to impress upon the authorities the need for improving the conditions of service for teachers. It is hoped the Government would remember the following observation of the Premier made on the occasion of the last Provincial Educational Conference at Tanjore. "The conditions of service of Engineers, medical men and others in local bodies were fairly satisfactory. The conditions of service of educational employees in institutions under local bodies as well as in aided institutions should also be similarly improved." The convener has been repeatedly making a suggestion for the abolition of a separate Vigilance Committee and its being merged in the Working Committee of the Union. The matter is coming up for discussion at the ensuing annual meeting at Mangalore.

The Executive Board takes this opportunity to place on record its appreciation of the work done by the Vigilance Committee and its convener Mr. S. T. Ramanuja Iyengar.

(k) *The Financial Position.* The finances of the Union are not as satisfactory as they ought to be. With the affiliation fees in arrear it is found very difficult to think of any activity for furthering the interest of the profession. The financial statement is shown in Appendix C and the attention of our members is invited to the same. Without publicity, the sympathy of the public cannot be obtained and efficient publicity is impossible without adequate funds.

The Board is glad to announce that Messrs. M. S. Sabhesan, L. N. Subramaniam and S. T. Ramanujam have each contributed Rs. 50 to the Silver Jubilee Fund. They had opened recurring deposit account with the Madras Teachers' Guild Co-operative Society for 45 months paying Re. 1 a month.

CONCLUSION

The work of the Union is increasing and the problems that have to be considered are complex. The Secretary of the Vigilance Committee is very often called upon to come to the rescue of teachers. The work of the Union can be efficiently done only if it is possible to have at least a full-time paid officer. In the present state of finances that may be impossible, however necessary it may be. The Board will urge upon the attention of members the necessity for considering the ways and means of improving the resources of the Union.

The work done may be regarded as somewhat satisfactory if the circumstances under which the teaching profession finds itself to-day be taken into consideration. The same old problems are still to be solved and it requires sustained efforts on the part of the Union to make good impression and to achieve its ends.

APPENDIX A

No.	Name of the Guild.	Number of Associations.
1.	The Ananthapur District Teachers' Guild	9
2.	The Kurnool District Teachers' Guild	11
3.	The Madras Teachers' Guild	..
*4.	The Chingleput District Teachers' Guild	5
5.	The Chittoor District Teachers' Guild	16
*6.	The North Arcot District Teachers' Guild	21
7.	The South Arcot District Teachers' Guild	8
*8.	The Tanjore District Teachers' Guild	22
9.	The Trichinopoly District Teachers' Guild	31
10.	The Madura District Teachers' Guild	10
*11.	The Ramnad District Teachers' Guild	20
12.	The Tinnevely District Teachers' Guild	17
13.	The Malabar District Teachers' Guild	17
*14.	The Coimbatore District Teachers' Guild	30
15.	The Salem District Teachers' Guild	30
16.	The South Kanara District Teachers' Guild	12
17.	The West Godavari District Teachers' Guild	15

(Note: The Madras Teachers' Guild has no association affiliated to it.)

ASSOCIATIONS DIRECTLY AFFILIATED TO THE UNION

1. Teachers' Association, Hindu Theological High School, Madras.
- *2. Teachers' Association, Board High School, Kandukur.
- *3. Teachers' Association, Board High School, Yellamchalli.
4. Teachers' Association, Wardlaw High School, Bellary.
5. Teachers' Association, Municipal High School, Bellary.
- *6. Teachers' Association, Board Middle School, Hadgalli.
- *7. Teachers' Association, Board Middle School, Kampali.
- *8. Teachers' Association, Board High School, Amalapuram.
- *9. Teachers' Association, V. R. College High School, Nellore.
- *10. Teachers' Association, Board High School, Gudur.
- *11. Teachers' Association, Board High School, Duggirila.
12. Teachers' Association, Board High School, Kavali.
13. Teachers' Association, Board High School, Bapatla.
14. Teachers' Association, Board High School, Pulivendla.
15. Teachers' Association, Municipal High School, Bimilipatam.
16. Teachers' Association, Ayyangarkulam.
17. Teachers' Association, Taluk High School, Tenali.
18. Teachers' Association, R. K. Middle School, Alur, Neilore Dt.
19. Teachers' Association, Board Middle School, Alur, Bellary Dt.
20. Teachers' Association, Board Middle School, Udayagiri.
21. Teachers' Association, P. R. College High School, Coconada.

APPENDIX B

OFFICE-BEARERS FOR 1937-1938.

1. *President*—M.R.Ry. S. K. Yegnanarayana Iyer Avl., M.A., Retd. Professor, Pachiappa's College, Madras.
2. *Secretary*—M.R.Ry. M. S. Sabhesan Avl., M.A., Professor, Christian College, Madras.
3. *Joint Secretary*—Rev. Milton G. Kuolt, M.Sc. (Educ.), Principal, M. E. L. M. High School, Ambur, North Arcot District.
4. *Journal Secretary*—M.R.Ry. S. Natarajan Avl., B.A., L.T., St. Gabriel's High School, Madras.
5. *Treasurer*—M.R.Ry. V. Bhuvaramurthi Rao Avl., M.A., P. S. High School, Madras.
6. *Secretary, Protection Fund*—M.R.Ry. V. Srinivasan Avl., B.A., L.T., Hindu High School, Triplicane.

The above six persons are also *ex officio* members of the Working Committee and the Executive Board.

*Guilds and Associations marked with an asterisk are in arrears of affiliation fee.

Ordinary members of the Working Committee elected from among the members of the Executive Board :—

1. Mr. S. T. Ramanuja Iyengar, Trichy.
2. Mr. C. Ranganatha Iyengar, Ananthapur.
3. Mr. E. H. Parameswaran, Tinnevely.
4. Mr. E. N. Subramaniam, Chittoor.
5. Mr. S. K. Subbarama Iyer, Coimbatore.

REPRESENTATIVES ON THE EXECUTIVE BOARD OF THE
S. I. T. U. FROM DISTRICTS

1. Ananthapur—Mr. C. Ranganatha Iyengar, London Mission High School, Gooty.
2. Kurnool—Mr. S. Vaidyanatha Iyer, B.A. (Hons.), L.T., Municipal High School, Kurnool.
3. Chittoor—Mr. E. N. Subramaniam, M.A., L.T., Theosophical College, Madanapaltee.
4. North Arcot—Mr. M. S. Subramania Sastri, M.A., L.T., District Board High School, Arcot.
5. South Arcot—Mr. G. Srinivasa Iyer, B.A., L.T., Retired Headmaster, Chidambaram.
6. Tanjore—Mr. N. Kalyanarama Iyer, B.A., L.T., Sir P. S. High School, Thirukattupalli.
7. Trichy—Mr. S. T. Ramanuja Iyengar, E. R. High School, Trichy.
8. Tinnevely—Mr. E. H. Parameswaran, M.A., L.T., Headmaster, Thirupathi High School, Ambasamudram.
9. Malabar—Mr. S. K. Padmanabha Iyer, B.A., L.T., Assistant, B. E. M. High School, Palghat.
10. Coimbatore and Nilgiris—Mr. S. K. Subbarama Iyer, Municipal High School, R. S. Puram, Coimbatore.
11. Salem—Mr. K. S. Chengalroya Iyer, Board Middle School, Kaveripatnam, Salem.
12. South Kanara—Mr. M. S. Ekambara Rao, Headmaster, Ganpat High School, Mangalore.
13. West Godavari—Mr. M. Samuel, B.A., L.T., Headmaster, U. L. C. M. High School, Bhimavaram.
14. Chingleput—Mr. V. V. Duraisami Iyer, Pachiappa's High School, Conjeevaram.
15. Madura—Mr. M. Somasundaram, Pasumalai High School, Pasumalai.

16. Ramnad—Mr. N. S. Venkatarama Iyer, Headmaster of S. M. S. High School, Karaikudi.
17. Madras—Mr. A. N. Schwartz, St. Paul's High School, Vepery, Madras.
18. Mr. M. K. R. Dikshitalu, President, Teachers' Association, M. H. School, Bimilipatam.
19. Mr. M. Seshadri, President, Teachers' Association, R. K. Middle School, Allur.
20. Mr. P. V. Gangaraju, S. R. High School, Challapalli.
21. Mr. T. Surianarayana Murthi, Taluk High School, Tenali.
22. Mr. E. D. Martin, Wardlaw High School, Bellary.
23. Mr. C. Elisha, London Mission High School, Cuddapah.

JOURNAL COMMITTEE

Mr. S. K. Yegnanarayana Iyer,
Mr. M. S. Sabhesan,
Mr. V. Bhuvaramurthi,
Mr. V. Srinivasan,
Mr. S. Natarajan (Journal Secretary).

UNION REPRESENTATIVES ON THE COUNCIL OF THE A.I.F.E.A.

Mr. E. H. Parameswaran, Ambasamudram,
Mr. M. S. Sabhesan, Madras.
Mr. C. Ranganatha Iyengar, Ananthapur,
Mr. S. K. Subbarama Iyer, Coimbatore,
Mr. W. Satyanarayana, West Godavery.

OFFICE-BEARERS OF THE A.I.F.E.A.

Vice-President—Mr. S. K. Yegnanarayana Iyer.

Assistant Secretary—Mr. S. Natarajan.

Members of the Executive Board.—

Mr. M. S. Sabhesan,
Mr. T. P. Srinivasavaradan.

VIGILANCE COMMITTEE

Mr. S. Srinivasan, Chittoor,
Mr. A. Srinivasaraghavan, Tinnevely,
Mr. M. K. Ramamurthi, Madras,
Mr. T. Ramanujachariar, Madras.
Mr. S. T. Ramanuja Iyengar, Trichy (Convener).

APPENDIX C.

THE SOUTH INDIA

Statement of Receipts and Disbursements

RECEIPTS.

	Rs. A. P.	Rs. A. P.
<i>Opening Balance :</i>		
Silver Jubilee Account ...	89 4 3	
Defence Fund ...	71 1 0	
General Funds ...	89 9 7	
Stamps ...	8 7 0	
		258 5 10
<i>Subscriptions :</i>		
Guilds ...	384 4 0	
Associations ...	35 10 0	
Individuals ...	25 8 0	
		445 6 0
<i>Other Receipts :</i>		
<i>Education Week :</i>		
Donations ...	23 0 0	
Advertisements ...	40 0 0	
Sale of Literature ...	115 0 0	
		178 0 0
<i>Silver Jubilee Fund :</i>		
Mr. M. S. Sabhesan's Contributions ...	50 0 0	
Hundi Collections ...	13 6 11	
		63 6 11
<i>Defence Fund :</i>		
Premier Co. on Mr. S Natarajan's account ...	25 0 0	
M. H. School, Bezwada ...	10 0 0	
		35 0 0
Delegation fee from Tanjore Reception Committee including Reporting charges ...		142 12 0
<i>Recovery of Advances :</i>		
Printing ...	5 0 0	
Travelling Allowance ...	24 0 0	
		29 0 0
Loan Repayment ...		35 0 0
Interest on above ...	28 9 0	
Interest from Bank ...	2 2 8	
		30 11 8
Total ...		1,217 10 5

(Sd.) V. BHUVARAHAMURTI,
Hon. Treasurer.

(Sd.) M. S. SABHESAN,
Hon. Secretary.

APPENDIX C.

TEACHERS' UNION.

for the Period 1-4-1937 to 31-3-1938.

DISBURSEMENTS.

	Rs. A. P.	Rs. A. P.
Printing ...		71 4 0
Postage ...		58 14 3
<i>Travelling Allowance :</i>		
To Clerk ...	25 0 0	
To Journal Secretary ...	15 0 0	
To Members ...	69 11 0	
		109 11 0
Reporter ...		25 0 0
Rent ...		30 0 0
A. I. F. E. A. Affiliation Fee including M. O. Commission ...		15 4 0
Contingencies ...		41 14 0
Contribution to N. E. F. Delegation ...		13 0 0
Salary ...		240 0 0
Bank Commission, etc. ...		0 4 2
<i>Education Week Expenses :</i>		
Printing ...	205 8 0	
Postage ...	101 10 9	
Contingencies ...	11 0 3	
Clerical Allowance ...	10 0 0	
Commission on advertisements ...	5 0 0	
Conveyance ...	7 0 0	
		340 3 0
<i>Closing Balance :</i>		
With Balar Kalvi ...	22 5 10	
With Indian Bank ...	225 3 8	
Stamps ...	24 10 6	
		272 4 0
Total ...		1,217 10 5

Examined and found correct.

(Sd.) V. SOUNDARARAJAN, B.A., G.D.A., R.A.,
Registered Accountant and Auditor

**S. I. T. U. SILVER JUBILEE ACCOUNT
AS ON 31st MARCH 1938**

RECEIPTS.

	Rs. A. P.
As per 1937 statement collections in 33-34 ...	512 12 0
" " 34-35 ...	54 0 0
" " 35-36 ...	61 0 0
" " 36-37 ...	20 0 0
Net proceeds from Year Book Account ...	68 10 3
Receipts for 1937-38 : Donation from Mr. M. S. Sabhesan...	50 0 0
Hundi collections ...	13 6 11
Interest up to 31-3-1937 as per last statement ...	47 9 8
Add interest on Rs. 375 at 4% for 1 year from 31-3-1937 to 31-3-1938 ...	15 0 0
Total ...	842 6 10

EXPENDITURE.

With the South Indian Teacher as loan as per last year's statement ...	375 0 0
Less principal returned in current year ...	35 0 0
	340 0 0
Interest due from S. I. T. up to 31-3-1938 ...	0 8 3
With the South India Teachers' Union ...	501 14 7
Total ...	842 6 10

(Sd.) V. BHUVARAHAMURTI,
Hon. Treasurer.

(Sd.) M. S. SABHESAN,
Secretary.

Examined and found correct.

(Sd.) V. SOUNDARARAJAN,
Registered Accountant and Auditor.

**THE S. I. T. U. DEFENCE FUND ACCOUNT
AS ON 31st MARCH 1938.**

	Rs. A. P.
As on 31st March 1937 ...	71 1 0
<i>Receipts in 1937-38 :</i>	
Municipal High School, Bezwada ...	10 0 0
The Madras Premier & Co. on Mr. S. Natarajan's account ...	25 0 0
Total ...	106 1 0

(Sd.) V. BHUVARAHAMURTI,
Hon. Treasurer.

(Sd.) M. S. SABHESAN,
Hon. Secretary.

Examined and found correct.

(Sd.) V. SOUNDARARAJAN,
B.A., G.D.A., R.A.,
Registered Accountant and Auditor.

THE SOUTH

Statement of Receipts and Disbursements

RECEIPTS.

	Rs.	A.	P.	Rs.	A.	P.
<i>Opening Balance :</i>						
With M. T. G. C. S., Ltd.	...	67	6	9		
With Balar Kalvi	...	22	8	0		
With Journal Secretary	...	25	0	0		
Cash on hand	...	29	0	0		
Stamps	...	17	5	3		
				161	4	0
Subscriptions received	...			1,790	6	0
Advertisements	...			567	0	0
<i>Miscellaneous :</i>						
Grant from M. T. Guild	...	25	0	0		
Rent for Typewriter	...	15	0	0		
Sale of Publications and Reprints	...	322	14	0		
Sale of Coronation Souvenir	...	5	10	0		
Foreign journals account	...	53	4	0		
Recovery of postage	...	3	5	0		
				425	1	0
Loan from the S. I. T. U. Protection Fund...				1,000	0	0
Total	...			3,943	11	0

(Sd.) S. NATARAJAN, *Journal Secretary.*(Sd.) V. BHUVARAHAMURTI,
Hon. Treasurer.(Sd.) M. S. SABHESAN,
Hon. Secretary.

INDIAN TEACHER.

for the Period 1-1-1937 to 31-3-1938.

DISBURSEMENTS.

	Rs.	A.	P.	Rs.	A.	P.
Journal Printing	...			2,821	9	0
Postage	...			299	9	0
Establishment	...			308	8	0
<i>Contingencies :</i>						
Lighting Charges	...	12	0	0		
Minor Printing	...	57	1	0		
Stationery and Sundries	...	9	3	0		
				78	4	0
<i>Conveyance :</i>						
Secretary's allowance	...	70	0	0		
Clerical conveyance	...	29	14	3		
T. A. to Secretary for Propaganda	...	16	14	0		
				116	12	3
Commission on Advertisements	...			70	0	0
Foreign journals Account	...			9	3	6
Coronation Souvenir Account	...			5	2	0
Commission on Cheques	...			0	10	0
Repayment of loan to Silver Jubilee Fund—						
Principal	...	35	0	0		
Interest	...	28	9	0		
				63	9	0
Refund to A. I. F. E. A. Account	...			2	0	0
<i>Closing Balance :</i>						
With Balar Kalvi	...	121	6	9		
With Secretary	...	43	14	0		
Stamps	...	3	0	6		
Cash	...	0	3	0		
				168	8	3
Total	...			3,943	11	0

Examined and found correct.

(Sd.) V. SOUNDARARAJAN,

B.A., G.D.A., R.A.,

Registered Accountant and Auditor.

BALAR KALVI.
Statement of Receipts and Disbursements for the Period
1-4-1937 to 31-3-1938.

RECEIPTS.

	Rs.	A.	P.	Rs	A.	P.
<i>Opening Balance :</i>						
Cash	...	16	15	4		
Stamps	...	1	5	0		
With Secretary	...	22	14	0		
With the S. I. T.	...	33	12	0		
				74	14	4
Subscriptions received	...	774	0	0		
Advertisements	...	111	8	0		
Sale of Publications	...	66	5	3		
Recovery of postage	...	7	7	0		
Interest from Bank	...	6	7	5		
From South Indian Teacher	...	121	6	9		
From South India Teachers' Union	...	22	5	10		
Total	...	1,184	6	7		

DISBURSEMENTS.

Journal Printing	...	830	0	0		
Stamps	...	183	11	6		
Conveyance	...	10	10	6		
<i>Contingencies :</i>						
Artist and Block Making	...	86	12	3		
Sundry Printing	...	5	14	0		
Stationery	...	3	7	0		
Sign Board	...	2	8	0		
				98	9	3
Bank Commission	...	1	10	0		
Transfer of Share amount from Anantapur District Teachers' Guild to S. I. T. Account	...	20	0	0		
<i>Closing Balance :</i>						
With Secretary	...	21	10	0		
Cash on hand	...	3	3	0		
With Indo-Commercial Bank	...	15	0	4		
				39	13	4
Total	...	1,184	6	7		

(Sd.) S. NATARAJAN,

Journal Secretary.

Examined and found correct.

(Sd.) V. BHUVARAHAMURTI,

Hon. Treasurer, S. I. T. U.

(Sd.) V. SOUNDARARAJAN,

B.A., G.D.A., R.A.,

(Sd.) M. S. SABHESAN,

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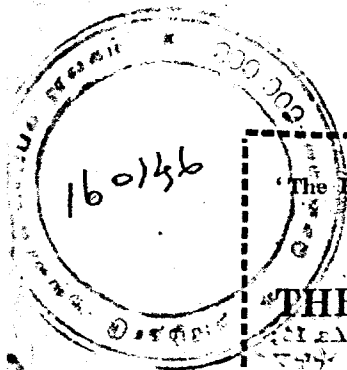
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