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The South Indian Teacher

1944 - May

VOL. 17. NO. 5



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Vol. XVII

Regd. No. M. 2347

No. 5

The South Indian Teacher

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

MAY 1944

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CONTENTS

ARTICLES

PAGE

The 34th Provincial Educational Conference—Presidential Address—Sir N. Gopalaswamy Ayyangar ...	127
TEACHERS'—BOOK-SHELF ...	147
S.I.T.U. ANNUAL REPORT ...	148
S.I.T.U. PROTECTION FUND—ANNUAL REPORT ...	156
FROM OUR ASSOCIATIONS ...	157
EDITORIAL ...	161

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THE SOUTH INDIAN TEACHER

Vol. XVII

May, 1944

No. 5

PRESIDENTIAL ADDRESS

Delivered at the Thirty-fourth Provincial Educational Conference
at Annamalai Nagar

BY

SIR N. GOPALASWAMI AYYANGAR, KT., C.S.I. C.I.E.

Ladies and Gentlemen,

It was not without a great deal of hesitation that I finally allowed myself to be persuaded to accept the responsibility to which you have called me to-day. I wish your choice had fallen on worthier shoulders, on one who has been in more recent and intimate touch with the conditions and problems which confront the teaching profession now in the province. Without greater and more detailed study, I can hardly claim to speak with authority on these. I shall, therefore, with your permission, confine myself, in what I shall permit myself to say on this occasion, to a few issues of a more general nature, of greater fundamental import in educational policy and perhaps of a somewhat wider significance than to a single province. I make no excuses for doing so. It is only appropriate that, at this juncture in the history of the World and this country, a Conference, such as this, of educational experts, should concentrate its attention largely, if not entirely, on these major problems of educational overhauling. Their satisfactory solution is a matter in which the members of the teaching profession should be deeply interested and to which they can, with the equipment and experience they possess, make a most valuable contribution.

For many years now, the nationalist minded intelligentsia of this country have been profoundly discontented with the prevailing educational system—products, though most of them are, of that system. Its objectives have been narrow, its content unrelated to Indian life and genius, its methods antiquated and uninfluenced by healthy modern developments in educational technique, its results lamentably disappointing. Perhaps, its greatest condemnation has been its cruel, almost criminal, neglect of the minimum

Thank God for tea!
What would the world
do without tea?

How did it exist?
I am glad I was not
born before tea.

SYDNEY SMITH



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practical and cultural needs of the common man. A typical example of unthinking futility in the laying down of Government policy is the following from a long Communique of the Madras Government dated so late as 1937:—

“The primary object of the State in providing a system of Elementary Education is to ensure that the masses of the country are gradually made permanently literate”.

The accession to power of the Congress Ministries in a number of provinces and the prospect of getting something done in the direction of inaugurating a really national system of education persuaded Mahatma Gandhi soon after to take this vital problem in hand and, in refreshing contrast to the Madras Government's statement of policy, here is an extract from an article of his in the *Harijan* dated 31st July 1937:—

“By education I mean an all round drawing out of the best in child and man—body, mind and spirit. Literacy is not the end of education, nor even the beginning. It is only one of the means whereby man and woman can be educated. Literacy itself is no education”.

Gandhiji then drew up his now famous system of basic education and, after getting it critically examined on its merits and approved by educational experts, commended it to the world interested in educational rehabilitation. The Wardha system of basic education has ever since leavened educational thought and administration, and even where it has not been wholeheartedly adopted or tried, it has gained increasing recognition for the essential principles on which it is founded. There are apparently no basic schools functioning in this province. The only Training School for training teachers on Wardha lines which was opened by Government at Coimbatore in 1939 was closed in 1941. The Aided Training School opened at Masulipatam in 1938 presumably still continues to exist, but the Director's last quinquennial report on Public Instruction in the Presidency has nothing to say on the quantity or quality of the work done therein! The sneer in para 65 of the report that the Wardha scheme is one “which many laymen praised” is perhaps some indication of the local departmental expert's reaction to what has emanated from Wardha. It is, however, comforting and a matter of some personal gratification to me to read what Mr. Ariyanayakam, General Secretary of the All India Basic Education Board, said at the fifth annual meeting of the Board held recently at Wardha, viz

“Every Province and State in India which started the experiment of basic education has continued it all these five years with the solitary exception of Orissa, where, when the Government dropped the experiment, the people took it up. The experiment has so far been most successful in the Bihar Province and in the Kashmir State”.

It is, necessary, however, to add that against only 27 basic schools in Bihar, there are 122 in Kashmir and that, in Kashmir, basic schools ceased long ago to be a mere experiment. It was the definite policy of His Highness's Government, when I left the State over a year ago, to add substantially according to plan to the number of basic schools every year and in due course to convert all schools into basic schools. I have no reason to think that this policy has since been, or will be, departed from. Basic education has come to stay in India and is the only sure foundation on which the edifice of national education can be successfully erected. Basic Education and the introduction and use in schools of both the Devanagari and the Persian scripts for Simple Urdu were among the major satisfactions of my tenure of office in Kashmir. Those satisfactions are the more pleasurable to me now as both these items of policy will constitute integral parts of the scheme of national education recommended recently for All India acceptance.

The publication in March last of the Report of the Central Advisory Board of Education on Post War Educational Development in India constitutes a fresh landmark in the educational history of this country. The Report is signed by a distinguished array of statesmen, administrators, educationists, legislators and others. They share the responsibility for the substance of its recommendations. To Mr. John Sargent, however, belongs the credit of formulating them, supporting them with fact and argument and weaving them into an eminently readable document of exceptional value. In stating the case for what not unjustly has come to be known as the Sargent Scheme, he has displayed knowledge and imagination and given unmistakable evidence of his loyalty to high social and educational ideals and of his firm grasp of principles.

The Sargent Scheme is a comprehensive plan covering the entire field of education from the nursery school to the University; it makes provision for a full programme of adult education and for the organisation and enjoyment of leisure; it does not forget the medical care of children at school or their proper nutrition

and physical training; it has recommendations to make on the establishment and functioning of employment bureaux. It is impossible within the time I have allowed myself to attempt an adequate summary of the entire Plan. For this, I must refer you to the text of the Report itself and, in doing so, must give you the warning that it is a typical example of condensed writing, which requires to be read very carefully and more than once, if one wishes to understand its full meaning and implications and to place himself in a position to criticise the contents or to judge its real value. For my present purposes, it is sufficient merely to indicate the broad outlines of the scheme. A National Scheme of Education has to ensure equality of educational opportunity for every citizen, man or woman. The minimum provision that the State should make for this purpose is:—

- (a) that children must be given enough education to prepare them for earning a living as well as to fulfil themselves as individuals and to discharge their duties as citizens, and that those of them who have the capacity and the desire should be further trained to fill positions of responsibility in all walks of life;
- (b) that adults who have missed the opportunities of education in their childhood and youth should with special expedition be made not only literate but given elementary instruction related to their respective vocations in life as well as some general knowledge of civics, economics, history, geography and hygiene; and, further,
- (c) that facilities for further education should be provided for such adults as may desire them [whether their initial education was under (a) or under (b)], the end of such further education being to enable each of them to develop to the maximum his physical, intellectual and moral faculties, raise him to the full stature of a man and make him a conscious and useful member of society. All children between the ages of 6 and 14 should receive their education in school and this education should be free and compulsory. It should be basic education mainly of the Wardha type. High School, University, Technical and Vocational education should be provided for all who have the aptitude for it. The determination of aptitude should be made after a selective test. Those of the selected children who cannot afford to pay for their

higher educational courses should be helped with fee exemptions, scholarships and maintenance-grants. Special provision should be made for the education of children suffering from physical or mental handicaps. There is to be ample provision for a network of employment bureaux, for a qualified, widely ramified, School Medical Service, for the proper enjoyment of leisure through recreational and social activities and for the efficient training of an adequate band of teachers for all types and grades of education. Proposals for the improvement of the status, pay and prospects of teachers, for land, buildings and equipment as also for the necessary reorganisation of administrative personnel and methods complete the picture. The plan will take 40 years before it is brought into full operation and will thereafter throw a net annual burden of Rs. 277 crores on the State.

The details of the scheme deserve both careful study and critical examination. It is imperative that these should be completed as quickly as possible with a view to the reaching of final decisions for implementation. Now that, after all, a plan of educational advance so comprehensive and so largely acceptable has been placed before the country, it should be the endeavour of all patriotic Indians, particularly Educationists and politicians who might any day be in power, to ensure the maximum of expedition in getting it put into final shape so as to permit of its being inaugurated at once. Except under the urge of overwhelming necessity threatening his national existence, the Britisher, even in his own country has not been conspicuous for pace in such matters. The organisation of elementary education in England and Wales took him all the time between the Forster Act of 1870 and the Act of 1891. The development of technical education which commenced in 1889 extended over many years before it yielded the results anticipated. The new departure in secondary education commenced with the Balfour Act of 1902, followed in due course by the creation throughout the country of the more modern type of Universities. The sum total of achievement under all these and other measures after another 30 years was no doubt impressive, but some of the younger nations have done a great deal better in less than half the time. In our own country, the Britisher's pace has been even more leisurely. A whole generation has passed away since Gopal Krishna Gokhale passionately, but unsuccessfully, pleaded with the then Govern-

ment of India to take the first steps for the introduction of free and compulsory education, and a quarter of a century has gone by since a number of Provinces took power by legislation to introduce compulsion in specified areas. We have so far made no progress worth the name in this direction and latterly the policy has been deliberately adopted of hanging up the whole question of compulsion. The Central Advisory Board, which on its reconstitution in 1935 started its survey of the Educational Problem has taken 9 years to produce a plan which, excellent as it is in many respects, will, even when it is accepted with the necessary modifications, constitute merely the foundation on which each Province will require further time to draw up the detailed specifications and erect its own complicated edifice. We have lost valuable time in the past. We cannot afford any further avoidable delay.

It is of the greatest urgency, therefore, that the final shaping of this key-plan and of the detailed provincial subsidiary plans as of course of their implementation is, at the earliest possible time, placed in the hands of really National Governments, both at the Centre and in the Provinces. In saying this, I wish to make it clear that it is not my purpose that the present Government of India to whose Post-War Reconstruction Committee the Central Advisory Board of Education has made this report should put it on the shelf until they are replaced by a National Government; they cannot be permitted to escape the duty, which lies on them, so long as they hold office, of finalising this plan according to their lights and, if the setting up of a National Government is delayed, of implementing the first stages of the plan even during the period of the War. My point is merely that, for taking decisions on the vital issues raised by a plan of this magnitude and importance and, more so, for enforcing it, the presence in the seats of power of National Governments commanding the support of all sections of public opinion is an advantage, whose value can scarcely be exaggerated. The sooner such Governments are enabled to assume power in this country, the better prospects there will be for the success of this and other similar schemes.

Taking the Report as a whole, it looks as if the authors felt themselves at liberty to write on a clean slate. They have not paid adequate attention to what should be done with the system now in existence, particularly with the considerable army of teachers who are running it to-day. It may be agreed that the system, particularly of mass education, proposed for the future is

different from what exists and that the methods of teaching hitherto followed require extensive, perhaps even radical, alterations. But it would be neither in the interests of education nor would it be consistent with practical statesmanship to lay it down that, "as much of the present rambling edifice will have to be scrapped in order that something better may be substituted", we must be prepared not merely for a standstill, but for some retrogression until in the fulness of time the new edifice on unshakable foundations becomes ready for occupation. The more practical and commonsense policy would be to devise and carry out the rectifications and adjustments necessary for transforming the existing system into the new, while simultaneously basing all fresh advance on the new system. A temporary acquiescence in lower teaching standards with a view to accelerate the pace of advance towards universal free and compulsory education is not necessarily deserving of condemnation. Existing teachers cannot be turned adrift to swell the ranks of the unemployed on the ground that the institutions in which they have taught cannot, as they now are, fit into the new system or that they have not the required general educational qualification and training for continuing as teachers in the new schools. It is essential that, by vacation classes, refresher courses and if necessary full time attendance for brief periods at the new training institutions, these teachers should be absorbed into the new arrangements.

The case for a substantial enhancement in the rates of remuneration of teachers is a very strong one, though some of the minima and maxima proposed undoubtedly err on the generous side. While nobody need take exception to the desirability of fixing the minimum general qualification for a trained teacher at the new Matriculation standard, it must be conceded that, unless we are prepared to wait for an unconscionably long time, we shall not be able annually to recruit the number we require for over half a century. I should suggest for consideration, therefore, the desirability of demanding this general minimum qualification only for teachers who have to be trained for teaching classes VI, VII and VIII of the Basic School. For teachers who have to be trained for teaching classes I to V, it should suffice, and would be wise, for the present to fix the minimum at the possession of the Leaving Certificate of a Basic School with the full complement of 8 classes; and the salary scale for these could be fixed at a lower level.

The standard average number of pupils per teacher which the scheme fixes at 30 in the Junior Basic section and 25 in the

Senior Basic section could well be raised to 40 in both. This is not excessive with reference to standards in other countries and should be possible of attainment, in any case on the introduction of compulsion and the consequent better location and organisation of schools and the proper adjustment of the strength of staff and pupils in each.

These and similar measures of a more detailed character, into which it is hardly possible for me on this occasion to enter, should bring about a substantial saving both in time and cost. But, even if the cost should prove to be as heavy as estimated in the scheme, the country has got to meet it. The Plan of Educational Development has to be intimately linked with an all-round Plan of Economic Development which will raise the general standard of living. It is worth noting here that the fifteen year Economic Plan of the Bombay Industrialists indicates that, with the doubling of the per capita income which they envisage by the end of 15 years, this country should comfortably, and with a simultaneous comparable advance not only in other social services like communications, health and housing, but also in large scale agricultural and industrial development, be able to finance a recurring annual expenditure of not less than 237 crores on education.

Post-War India will be in no mood to wait with patience for the best part of another two generations for the declaration and enforcement of Universal compulsory education. Russia did it in 1930 within 13 years of the October Revolution. In India, the target to be worked to should be 15 years as assumed in the Bombay Plan. The policy should be, as in Russia, to open a planned number of schools every year with due regard to this target and declare education compulsory in those districts or parts of districts in which a sufficient number of schools have been established. Even after increasing the flow of trained teachers in the manner suggested already by me, it is, however, not unlikely that the number of trained teachers available for the schools opened might fall short of what, under ideal conditions, might be regarded as adequate for catering to the greatly increased strengths of pupils under compulsion. This difficulty is present in Russia even to-day and many of the schools there have to work in two shifts, some of the children attending school in the morning and some in the afternoon. I can see no reason why for a temporary period India should not follow suit. It should not be impossible to do so, provided the duration of daily attendance by pupils at school is lessened without undue detriment to the

quantity and quality of instruction according to curriculum and extra remuneration not exceeding 50% of the sanctioned scale of salary is paid to the teachers. This cannot be unattractive even to those teachers who supplement their pay now by one or more private tuitions. An arrangement of this kind will incidentally add to the economies in cost I have already indicated.

In the absence of information in sufficient detail of syllabus or curriculum, I have found myself at some disadvantage in visualising clearly the value—both quantitatively and qualitatively—of the education to be imparted in the Basic School of the Report. It is claimed that the course of instruction to be prescribed “embodies *many* of the educational ideas contained in the original Wardha Scheme issued under Mr. Gandhi’s auspices”. There is no categorical enumeration of these *many* ideas. One of the fundamentals of the Wardha Scheme was that Basic education was in content to be equivalent to both elementary and secondary education. Gandhiji insisted that it should cover “all the subjects up to the Matriculation standard except English, plus a vocation and should take the place of what passes to-day under the name of Primary, Middle and High School education”. It does not appear that this fundamental idea has been given full effect to in the Sargent Scheme which provides for an additional two or three years schooling before one can attain the new Matriculation level. I merely mention this fact and do not wish to be understood as being opposed to this addition in the case of persons who wish to enter the University or higher professional and technical courses. It is important, however, that the Basic School syllabus should be carefully scrutinised to ensure that at the end of the course the pupil is well-equipped “to take his place in the community as a worker and a future citizen”. Basic education will fail of its purpose if it was not closely correlated to the requirements of present day life and the kinds of vocation which the pupil might be called upon to take up in life. The First Wardha Committee of the C.A.B. specifically recommended that the principle of learning by doing, i.e., by purposeful creative activity, should be implemented by the activity being of many kinds in the lower classes of the Basic School and later in the higher classes leading to a basic craft “the produce from which should be saleable and the proceeds applied to the up-keep of the school”. The same idea is elaborated by a well-known Fabian in the following forceful piece of writing:—

"The truth—or at all events a very important part of the truth—is that there are no such things as cultural subjects and non-cultural subjects. There are cultural and uncultural ways of teaching all subjects, and the subjects which it is desirable to teach depend on the structure of the society in which men and women are to live, or the things they are called upon to do. The culture which cannot justify itself upon this principle is not a culture that ought to enter into the basic system of education. It ought to be picked up by those who want it; and it can be so picked up provided that the basic subjects which can justify themselves on grounds of practical utility are taught in a cultural, and not in an uncultural way".

I have drawn attention to all this because I consider that the content of the basic school curriculum and the way in which it is implemented in schools are of the supreme importance. It is for expert educationists like you—and not for laymen like me—to watch the application of the principles I have referred to and arrest in time any material departure therefrom.

Combating the possible suggestion on economic grounds to apply compulsion up to the end of the 11th year of age in the first instance and then to extend it gradually upwards, the Report lays down the unexceptionable proposition that "basic education from 6 to 14 is an *organic whole* and will lose much of its value if not so treated." The Second Wardha Committee of the C. A. B. committed itself to the statement that "a basic school" as at present conceived "would appear to constitute a unit by itself for children between the ages of 7 and 14. The protagonists of the 'basic education scheme' are rightly insistent that the whole course should be regarded as coherent and consecutive." And yet it proceeded to break up this unity by making recommendations (which the Report has accepted) to split basic education into two stages, to segregate the Senior Basic School from the Junior Basic and to provide for a selective test at the age of eleven plus for picking out the children who deserve on the merits to proceed to the middle school courses of the new High Schools, whether academic or technical. These proposals seem to me to be open to the strongest exception.

The procedure for selecting the pupils for higher education has caused genuine and not unnatural apprehensions in the minds of representatives of communities which on account of caste tyranny, poverty or other reasons in the past are now educationally

backward. Starting with the theory that the function of the High School is to cater for those children who are well above average in ability and that the chief purpose of higher education is to form an elite not for its own sake but for that of society, the Sargent Scheme recommends that:

"Entry into High Schools should be on a selective basis; only those pupils should be admitted who show promise of taking full advantage of the education provided."

The selection is to be by merit on the basis of initial recommendations by heads of schools, of school records and of the results of a special examination. But even in the case of children who have failed in such a test seats may be provided in High Schools provided the parents shoulder the whole cost of the education. When exception was taken to this test in the Central Legislative Assembly, Sir Ramaswami Mudaliar made it appear that it was not the intention of the framers of the scheme that this test should be enforced either at once or until the basic education of the backward communities had been pulled up to a level comparable with that of the more advanced. I am inclined to go further and say that there is no case at all for this test now or in the future. We are not suffering from a plethora of young persons seeking higher education; we want for our post war needs all the numbers that may offer themselves both on the academic and the technical side of higher education. Besides, the post war trend in other countries will be towards making High School education also free and compulsory and we shall not be allowed to lag behind the rest of the world.

Let us now look at the curriculum for children of 11 to 14 in the three different types of post primary (middle) schools proposed. I have not had an opportunity of looking at any detailed syllabus. I can therefore refer in this connection only to the very condensed description of the general content of the curricula as stated in the Report. According to the Second Wardha Committee of the C. A. B. the curriculum for all schools beyond the junior basic stage, whether senior basic or other form of post primary education, should develop logically from that of the junior basic school. Referring to the curriculum of the High School course as a whole, it emphasised that while it should derive naturally from that of the junior basic school, it should vary in its later stages (obviously the post-middle classes of the High School) to

meet both the differing aptitudes of the pupils and the requirements of the occupations they intend to enter on leaving school.

The Scheme makes this matter even clearer. It says:

"In both types (of High Schools) the course in the junior departments covering the present middle stage, will be very much the same and there will be a common core of the humanities throughout."

Again

"Since it is now generally accepted that there is no special road leading to culture and that a boy or girl can become educated in the real sense as easily through the medium of a course in technology or applied science as through one in arts, the task of harmonising cultural and vocational education ceases to present serious difficulties. It is essential that some kind of occupational interest or bias should enter into the *later* stages of the high school course."

The provision made for the transfer of children even from the Senior Basic School to the High Schools at any stage between 11 and 14 also indicates that there is no substantial difference—at least no difference which requires the setting up of separate institutions—in the essential objective and content of the curricula of the different types of post primary (Middle) schools. Is there then any justification on the ground of curricula for breaking up the 'Organic whole' of basic education?

The protagonists of the theory of separating the sheep from the goats at the age of eleven plus go further and hold that it is desirable to segregate the Senior Basic from the Junior Basic School,—to organise the former wherever possible as a Central School fed by a number of junior basic schools and to attach a hostel to it wherever necessary; This idea of Central Schools for children below the age of 14 with hostels attached will be impracticable for many years to come in our rural areas. The trump argument, however, in favour of the segregation is that, at the mystic age of eleven plus, the mental and physical changes which boys and girls undergo constitute a definite psychological break and require that the instruction to be imparted before and after this break should be radically different in scope, aims and technique. After reading such literature as I could get on the subject, I remain so far unconvinced as to the validity of this

'educational' doctrine. I am not conscious of having noticed this psychological break in any children I have come across; and I am yet to meet a teacher who has dealt with Indian children and who is prepared to endorse this view on the basis of his own personal observation or experience. The original Wardha Scheme of Gandhiji did not provide for any such break. It is true that primary and middle schools have been known for many years in this country, but I cannot remember anybody insisting that primary and middle classes should not coexist in the same school organisation. The bodily and mental metamorphosis of adolescence varies widely with men and climate and according to H. G. Wells the period of adolescence would in the temperate zone extend from 12 or 13 to 15 or 16. The eleven plus diversion theory by which educationists swear is mainly British in origin and founded on the Hadow Report. The results of its application in England have been a matter of disappointment to many English educationists and some of them have refused to follow official advice in this matter. According to a book on Education by Richard Wilson, D. Litt, published last year, the coming of the Senior or Central School under the Hadow dispensation has deprived the old elementary schools of all pupils over 11 years. They sank to the position of junior schools "with ill effect upon their organisation and on their head teachers both professionally and educationally. No teacher can maintain a personal interest in a pupil whom he is going to lose at the early age of eleven plus and the pupil himself loses a support, on which he is insensibly learning to rely, when he is removed to a new set of conditions at such an early age. Moreover, the break at the physical age of eleven is arbitrary in the extreme. It does not require that any one should be a psychologist, or even a practised educationist to recognise that children of this age are very unequal in their mental attainments and general capabilities consequent upon differences in physique, ancestry, environment and opportunity. The knowledge that every child should leave the school at this age militates against efficient organisation of the junior school and has a much worse effect upon that of the lower section of the Senior School". But whatever the English experience may have been, there is no need to import this theory bodily into this country. It will enormously complicate the location and organisation of the Junior and Senior Basic Schools and the efficiency of both is bound to suffer. The argument that while boys and girls may be educated together up to 11, girls will require to be taught separately from 11 to 14, is not of any great force. The prospects of co-education up to 11 are

not as hopeful as has apparently been assumed and separate girls' schools in large numbers will be required for many long years to come. It may, however, be safely asserted that if the choice before the parent of a girl of over 11 is between sending her to a Central Senior Basic School in another village, where she will have to board in a hostel, and her having co-education with boys in a school in his own village, he will almost unhesitatingly elect for the latter.

I think, therefore, that the correct policy to follow should be:

- (i) that there should not be separate junior and senior basic schools each with its own buildings, equipment and head master; but that there should be a single basic school in the same building (with 8 classes when fully developed) and, though divided into a junior section of 5 classes and a senior section of 3 classes, with a single head master controlling and administering both;
- (ii) that there should be no middle school sections in a High school which should consist only of the 3 or more post basic classes for boys and girls above 14.

If this policy is adopted, there should be a further saving in the cost of the scheme by several crores.

The proposals in the Report in respect of adult education are to my mind characterised by a halting and timid cautiousness quite out of place in respect of a matter which is of extreme urgency and importance. In no aspect of education in this country has the State shown so much criminal neglect as in respect of adult education. Over 85 per cent of the population is illiterate. Nothing can be a more sorry exhibition of governmental apathy and callousness in an otherwise educationally advanced province than the following which I have taken from the Quinquennial Report on Education in Madras for 1937-1938 to 1941-1942.

"The history of the vast majority of these institutions (for adult education) during the quinquennium, as in the period before it, has shown them to be unsuccessful and short lived in all cases where these efforts were confined merely to making adults literate * * * The number of adult education classes at the end of the quinquennium was 15 (with 532 pupils) 6 of them being attached to Government Colleges and 5 being conducted by local bodies.

The number of night schools which also aimed at imparting literacy to adults decreased from 572 in 1937 to 82 in 1942".

Then follows an extraordinary paragraph.

"In view of such experience as noted above, and of the fact that the policy of the Government in regard to elementary education in itself aims at a rapid progress towards the attainment of ultimate universal mass literacy, by getting every boy and girl of school age into school year after year and retaining them there until they attain permanent literacy, *rather than by wasting the resources on an attempt doubtful in its results and meagre in its value in relation to the average expectation of life in the case of the adult*, the expenditure which local bodies were permitted to incur on adult education work was subject to greater control than in the past and dependent on the adequacy of the provision made by these bodies for elementary education. Government have also passed orders during the quinquennium regulating the opening of adult classes by private bodies".

This para shows clearly that the Madras Government does not believe in the need for educating uneducated adults because their average expectation of life is poor and the funds spent on attempting to educate the adult are a waste of money; and that what little of work was being done in this direction previously has been very nearly killed in the quinquennium by this cold-blooded policy. This attitude is reflected in the following sentence in Sir Meverel Stratham's dissenting minute to the Report:

"The estimate of cost ultimately to be spent on attempting to make illiterate adults literate is Rs. 41.63 crores, an expenditure which, in my opinion, if all boys and girls are going to be brought under compulsion for 8 years, is entirely unnecessary".

Comment is hardly needed on so transparent a failure to understand and appreciate the contents of Chapter VI of the Report.

Three considerations emphasise the paramount urgency of liquidating the illiteracy of the adult in the quickest possible time. These are:—

- (a) Envisaging as we do a free democratic India in the post-war period, it is incumbent on those in power now to make every possible member of the State particularly

those who have passed the age of majority and will be called upon to exercise the vote—an effective and efficient citizen in order to give reality to the ideal of democracy.

- (b) Literacy at least is essential to all adults to be able to discharge this duty; and this can be acquired by adults within a much shorter period than will be required for making all children pass through a course of basic education for 8 years.
- (c) The education of adults in advance in this way will be a powerful force in accelerating the introduction of universal compulsion as soon as the preliminary planning and preparatory work is completed.

By literacy in this connection I mean what the Report has clearly indicated, namely, not merely the three 'R's but also some elementary instruction related to the adult's vocation and some general knowledge of civics, economics, history, geography and hygiene. 25 years from now for the liquidation of illiteracy is too long a period. I have suggested a target of 15 years for the introduction of universal compulsion. Our ambition should be to achieve practically universal adult literacy within half that time. Before indicating how the plan could be modified so as to ensure this, it would be well to look at how Russia dealt with a problem of similar magnitude.

To understand what Soviet Russia accomplished in the 20 years since the Revolution, we should first take a glance at the past. Up to as late as 1861, Russian society was essentially a feudal society and its cultural backwardness was a by-word among the European nations; its educational system as a whole, to the very eve of the Revolution, was the traditional instrument of autocracy, orthodoxy and oppression of the minorities.

The first aim of Soviet education was the liquidation of what might be called *universal illiteracy*. And to this task, the Soviets settled down in earnest only in 1920. There were a thousand and one obstacles to be overcome, as there are in India to-day. Every *device of persuasion and command* was used in the literacy campaigns of the Soviets; all the machinery of social life was brought into use to organise adult education. The schools became the centres of communal activity in the villages; the granting of social benefits, in some districts, became conditional on school attendance. Organisations of young men and women were pressed

into service, members pledging themselves to teach at least *one* other citizen to read and write. The unwillingness of the older generation of illiterates to exert themselves—and there was a great deal of it—was countered with characteristic realism. The local authorities exhorted and cajoled the idlers, gave rewards for regular attendance at classes, in the shape of clothing and material benefits. All these measures were taken before and after the principle of universal compulsion became law, so that the work proceeded apace, successive campaigns spreading in geographical extent and increasing in crusading zeal. As early as 1932, the end of illiteracy was in sight and by that time it was an accomplished fact over the greater part of European Russia—that is, exactly 12 years since the work had been undertaken, which only shows, that given the necessary drive and desire, the colossal task of adult education in India need *not* take the 25 years envisaged in the Sargent Scheme.

Again, just as in India to-day, the hardest part of the problem of adult education, in Russia at that time, was the far flung body of illiterate peasants of different races; a further handicap was that a large proportion of the educated classes that existed in pre-Revolution Russia, had either fled from the country after the Revolution, or had been killed in the civil war; so that in the beginning, Soviet Education suffered, more than anything else, from a shortage of experienced teachers.

There is a painting by a well-known Soviet artist, Bribein, called "The First Lesson". It represents a middle-aged peasant woman sitting at a table, with a pen in her hand and a sheet of paper before her. By her side leaning over her, is a squarely-built, young woman, obviously of peasant stock, obviously a member of the higher classes; her pose is vigorous and determined, her expression one of practical sympathy. She is guiding the hand of the older woman in the latter's effort to write the letter A. The picture is a fair illustration of the way in which the Soviets were forced to grapple with illiteracy. At the start at any rate, it was very much a case of the blind leading the blind.

A few facts will serve to illustrate the magnitude of the task of overcoming illiteracy in the whole of the Soviet Union. There are 2000 provinces to be reached; and the number of different languages spoken in these provinces was anything between 70 and 120. And because of this has resulted a truly unique

contribution of Soviet Russia to education, language and literature. Many of these 2000 provinces had only unwritten and spoken languages; but in every such case, the Soviets—according to their cardinal principle that every minority should have its own culture and continue its own traditions—developed these hitherto oral languages into written languages, giving them suitable scripts, encouraging and in fact, enforcing the use of their mother tongue in the education and cultural activities of each minority group. None can withhold appreciation and admiration for all this achievement of the Soviets.

Behind the Russian drive were urges—Revolution, Party, Leadership, Soviet economy—which are lacking in this country. All the same it need not be impossible to achieve our objective. The State should not merely, as the Report insists, accept the primary responsibility of tackling the problem of adult education. It should enthuse the nation by means of a Plan which will promise reasonably quick results and initiate and sustain a drive itself with the nation's leaders actively co-operating with it. The absence of National Governments is a handicap, but they should be installed in power without further loss of time. Assuming that this happens, I would modify the Adult Education Proposals of the scheme on the following lines:—

- (a) The twin objects shall be
 - (i) to make illiterate adults literate in the sense already explained within a period of 8 years from the date of putting the plan into force; and
 - (ii) to provide facilities for further education to adults who have had some education already.
- (b) (a) (ii) will be a recurring annual provision which may be fixed at 2 crores from the beginning and raised to double this amount from the 9th year.
- (c) The age-range for illiterate adults may be 17 to 40, the object being to make every voter literate as soon as possible. Adults above 40 might seek admission at their option. From the beginning the State should have power to declare and enforce compulsion in respect of adults of 17-40 in successive specified areas;
- (d) It should be possible to obtain the services of, or if necessary to conscript, not less than 2,50,000 out of the 5,18,000

teachers now serving in existing schools for giving education to adults falling under (a) (i). So far as Madras is concerned, there are 1,20,881 teachers in Secondary, Middle and Primary schools of whom 1,06,690 are trained. It should be possible to obtain not less than 75,000 teachers for this work in Madras Province with the aid, if necessary, of power to conscript. In Provinces where the proportion of trained teachers is low, untrained teachers must be employed. With sufficient drive, it should be possible to enlist in this work, in addition to half the number of teachers in service, 50,000 others drawn from newly trained teachers, non-professional teachers, High School and College students and other kinds of workers volunteering their service in the cause. This should give a minimum of 3,00,000 teachers from the first year of the campaign. The campaign may be begun as soon as the sanction to the plan is received and need not wait until 5 years thereafter.

- (e) The number of illiterates between 10 and 40 for whom the scheme has made provision is 9.05 crores. The proportionate number for the age range 17-40 may be estimated at 7.5 crores.
- (f) The average number to be made literate per annum should be 1 crore. This would give about 35 adults per teacher for 3,00,000 teachers.
- (g) The average remuneration of the teachers may be raised to Rs. 1-4-0 per hour and the gross per capita cost per adult to Rs. 4-8-0.
- (h) The liquidation of illiteracy under this scheme should be completed within the target period.
- (i) The cost will work out to 4½ crores per annum or Rs. 36 crores in 8 years. To this has to be added Rs. 15 crores on account of (a) (ii).
- (j) The Government of India whose balance of unspent loan money (swelling its cash balances and not appropriated or reserved for any specific capital or other expenditure) will exceed 400 crores this year, should be able comfortably to ear-mark at least one-fourth of that amount, i.e., 100 crores, in an Adult Education Fund and this should suffice to finance not merely all the expenditure on Adult Education during the target period, but the expenditure on

adult education under (a) (ii) for the following 12 years at the rate of 4 crores per annum.

There are numerous other questions arising out of the Sargent Scheme, but I have occupied you too long already and possibly some of you may raise a few of these issues during the sittings of the Conference. It is perhaps unlikely that the Members of the Conference or the Teachers' Union have completed their study of the Report to be in a position to formulate now their considered views thereon. I am, however, clear that a body such as yours should formulate such views and communicate them to responsible quarters, or publish them and I would strongly recommend that you appoint a strong and representative committee to examine every recommendation in the Plan and submit a full report with reasons and arguments to you for consideration, if necessary, at a special session.

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S. K. Y.

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S. N.

THE SOUTH INDIA TEACHERS' UNION

THE ANNUAL REPORT

1943-44

The Executive Board of the South India Teachers' Union has great pleasure in presenting the 35th Annual Report of the Union for the period 1st April 1943 to 31st March 1944.

Strength.—There were 18 District Teachers' Guilds at the beginning of the year. The Chingleput District Teachers' Guild was revived and was affiliated to the Union during the year. The Cuddapah District Guild is in arrear of affiliation fee for two years.

The number of Teachers' Associations at the beginning of the year was 8. The Provincial Physical Education Association was disaffiliated during the year as it was in arrear of subscription for two years. The Konapet Masters' Association has been disaffiliated at its own request. The following three Associations were affiliated to the Union during the year :—

1. Masters' Association, St. Peter's High School, Nellore.
2. Staff Association, National Girls' High School, Mylapore.
3. Teachers' Association Municipal High School, Proddatur.

Thus the total number of Associations at the end of the year is 9.

Office-bearers.—At the annual meeting of the General Body of the Union held at Vellore on the 11th May 1943, Sri M. S. Sabhesan, M.A., was elected President, Sri T. P. Srinivasavaradan, B.A., L.T., Secretary, Sri S. T. Ramanuja Iyengar, B.A., L.T., Joint Secretary, and Sri V. Bhuvaramurthi Rao, M.A., Treasurer. Sri S. Natarajan, B.A., L.T., was elected Journal Secretary by the Working Committee.

Messrs. Janab Abdul Khuddus Sahib Bahadur, S. T. Ramanuja Iyengar, K. Hanumantha Rao, N. Kuppuswamy Iyengar and E. N. Subramanyam (Convener) were elected members of the Vigilance Committee.

The Executive Board and Working Committee.—The Board and the Working Committee met 6 and 4 times respectively during the year. Important items of business, besides the routine, transacted were :—Union's proposals on post-war education, dearness allowance to teachers, Flag for the Union, Paucity of Secondary Grade Trained Teachers, Education Week celebrations, Service Conditions of Teachers, Revision of scales of salaries of teachers in Local Bodies, and Fee concession to children of teachers.

Provincial Educational Conference.—The 33rd Provincial Educational Conference was held at Vellore in May 1943 under the distinguished presidentship of Gurukula Dharmacharya Sri K. Rangaswamy Aiyengar, B.A., B.L., L.T. The thanks of the Union are due to the North Arcot District Teachers' Guild for the excellent arrangements it had made. We regret to note that the Reception Committee of the Conference has not yet published the proceedings of the Conference. We hope that they will do so at an early date. On the eve of the Conference Sri K. Rangaswamy Aiyengar made a generous gift of Rs. 501 to the Union for furthering its activities. The Union takes this opportunity of tendering to him its grateful thanks. The last Conference was important in the annals of the Union for it discussed the different aspects of post-war education and formulated the essentials of a National scheme of Education in post-war India. It will be found that the proposals of the Central Advisory Board of Education and ours in the essentials are more or less identical.

Propaganda.—Soon after the Conference at the first meeting of the Board it was decided that every member of the Board should be requested to do propaganda in his

district on 'Post-war Education' and the proposals of the Union on it. Several members of the Executive were able to do so. The Honorary Secretary attended the Bellary Kistna and the Kurnool District Teachers' Guild Conferences. He and the Treasurer attended a preliminary meeting of the teachers of the Chingleput District to form a District Teachers' Guild. We are glad to report that in the District there is a Guild now. The Union is thankful to the Madras Teachers' Guild for its initiative in getting together representatives of the various schools of Chingleput District at the Teachers' Camp at Ponneri with a view to discussing with them the need for reviving the Chingleput District Teachers' Guild.

The thirteenth South Indian Education Week.—The thirteenth Education Week was celebrated throughout the Province during the last week of October and the first week of November 1943. The central theme for the Week was 'Post-war Education.'

The All-India Educational Conference.—The 19th Annual Conference held at Jaipur in December 1943 was attended by Messrs. S. Natarajan and C. Ranganatha Iyengar.

Work of the Union.—Representations to Government and other Bodies.

(i) **Dearness allowance.**—Besides representing to the Government that they should place sufficient funds at the disposal of Local Bodies and Managements of aided institutions to enable them to pay dearness allowance at the rates adopted for their own employees, the Union requested the Presidents of District Boards, Chairmen of Municipalities, and the Managements of aided institutions to grant dearness allowance to their employees. Most of the agencies responded to our request. A further representation was made to the Government bringing to their notice the inadequacy of the help and the inequality that obtained in the grant of dearness allowance under different agencies. The government have since passed orders, making the Local Bodies pay dearness allowance at government rates, increasing the dearness allowance to Elementary School Teachers from Rs. 3 to Rs. 4 and informing the managements of aided secondary schools that for the purposes of aid the expenditure on dearness allowance at rates not exceeding half the prevailing government rates would be admitted. Representation has been made very recently that no distinction need be made between teacher and teacher though under different agencies, that all teachers should be treated equally regarding the grant of dearness allowance and that the government should come forward with necessary financial help.

(ii) **Resolutions passed at the last Conference.**—They were forwarded to the government through the Director of Public Instruction and one of them related to dearness allowance.

(iii) **Contract (Appendix 28 M. E. R.).**—Representation was made to the Government to amend the contract on the lines suggested by the Union.

(iv) **Shortage of Secondary Grade Teachers.**—This was brought to the notice of government stating that one of the main reasons for this shortage is the very low salary offered to them. Representation has been made to revise liberally their salary in order to attract the best men.

(v) **Revision of scales of salaries of teachers in Local Bodies.**—The Executive Board appointed very recently a sub-committee to study the reports received from schools under Local Bodies regarding revision of salaries. The report of the committee is awaited.

(vi) **Retrenchment proposals.**—We are glad to report that the notices of termination of services served by the Kistna District Board on 93 teachers referred to in our last year's report, have been withdrawn.

The work of the Guilds.—All the guilds have reported that they held annual Conference during the year under report. This year the guilds have been more active and kept the Union constantly informed of their activities. The Madras Teachers' Guild has

The official journals — I am sending you a record of the year's work of the Board, under report; but the Board hopes that it will be able to publish and issue the two journals regularly every year. They are due to us, however, for their sustained support. We request its members to send us a check for \$1.00.

The S. I. T. U. Protective Fund, Inc.—The assets of this corporation, which amounted to \$6,200.00, were used to pay the balance of the \$10,000.00 fund distributed to the members of the S. I. T. U. Protective Fund, Inc. The S. I. T. U. Protective Fund, Inc. contributed to the S. I. T. U. Protective Fund, Inc.

The number of times listed in the above table. The highest number in record since 1933.

The Superintendent of Immigration at the request of the Ambassador, informed that regarding benevolence of 10 years for military personnel and their families, no special certificates were required to apply for.

The Government of India has exempted the Indian part of operation of Sec. 45 of the Income Act, and made the following provision in the Income Tax Act.

[illegible]

Finances.—The financial statements of the Union are appended. We are, &c.

We are glad to say that the response of the community to the report was very positive. The response from the public was very good and satisfactory.

[illegible]

Ex. 10. For $\alpha \in \mathbb{R}$ define $\alpha^+ = \max\{\alpha, 0\}$.

T. P. SRINIVASAVARADAN.

Hon'y Secretary,

S. T. RAMANUJA IYENGAR.

Joint Secretary.

Madras. 25th April 1944.

THE SOUTH INDIA TEACHERS' UNION

Statement of receipts and charges for the year 1-4-43 to 31-3-44

[illegible]

THE UNIVERSITY OF CHICAGO

T. P. SHINTAS (Chairman), Lion Service

V. R. W. FILL, Treasurer.

5. THE STATE OF TEXAS

Registered Accountant and Auditor

THE SOUTH INDIAN TEACHER

Statement of receipts and charges for the year 1-4-43 to 31-3-44

RECEIPTS

	Rs. A. P.	Rs. A. P.	Rs. A. P.
Opening balance—			
Bank	32 4 1		859 15 0
Cash	20 5 3		
Stamps	15 13 9		
Subscriptions		68 7 1	200 6 9
Advertisements		1,942 15 0	155 8 0
Sale of publications		725 14 0	2 14 11
Interest		47 13 0	46 13 6
Cost of paper realised from Balar Kalvi...		4 2 4	
		61 10 0	84 0 0
			5 4 0
			100 0 0
			4 5 0
			100 0 0
			22 8 0
			769 7 0
Total ...		2,850 13 5	499 11 3
			2,850 13 5

MYLAPORE, }
28th April, 1944. }

T. P. SRINIVASAVARADAN, Hon. Secretary.
V. B. MURTHI, Treasurer.

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

BALAR KALVI

Statement of receipts and charges for the year 1-4-43 to 31-3-44

RECEIPTS

	Rs. A. P.	Rs. A. P.	Rs. A. P.
Opening balance—			
Bank	28 0 6		342 1 0
Cash	30 1 4		
Stamps	2 7 3		
Subscriptions		60 9 1	165 8 6
Less refund	1,232 11 0		131 8 0
Advertisements	3 0 0		0 13 0
Sale of publications		1,229 11 0	42 15 3
Interest		851 0 0	12 4 0
Cost of paper realised from South Indian Teacher		21 4 0	75 0 0
		2 3 10	5 0 0
		219 2 0	788 5 6
			309 5 4
			7 3 7
			13 13 9
Total ...		1,893 13 11	330 6 8
			1,893 13 11

MYLAPORE, }
28th April, 1944. }

T. P. SRINIVASAVARADAN, Hon. Secretary.
V. B. MURTHI, Treasurer.

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

Silver Jubilee Fund Account as on 31-3-1944

			Rs.	A.	P.
Balance as on 31-3-43	...	...	967	15	6
Add contribution by Sri K. Rangaswamy Iyengar, B.A., B.L., L.T.	...	...	501	0	0
Total	...	...	1,468	15	6

Details

With the Union as F.D. in the M.T.G.C.S.	...	...	1,450	0	0
With the South Indian Teacher	...	...	18	15	6
Total	..	..	1,468	15	6

Defence Fund Account as on 31-3-1944

Fixed deposit with the M.T.G.C.S.	...	...	100	0	0
-----------------------------------	-----	-----	-----	---	---

V. SOUNDARARAJAN, B.A., G.D.A., R.A.,
Accountant and Auditor.

28th April 1943.

V. B. MURTHI,
Treasurer.

T. P. SRINIVASAVARADAN,
Hony Secretary.

List of Donations received for N. Subramaniam
Memorial Fund

			Rs.	A.	P.
The Secretary, Hindu High School, Triplicane	...	...	5	0	0
Teachers' Association, Sir S. High School, Tirukattupalli	...	...	5	0	0
Mr. K. Subramanya Iyer, Sir S. High School, Tirukattupalli	...	...	5	0	0
Teachers' Association, Board Middle School, Kaniyur	...	...	1	0	0
Teachers' Association Board High School, Melur	...	...	5	0	0
Teacners' Association, Board High School, Polur	...	...	5	0	0
Teachers' Association, S. Rm. High School, Nattarasankottai	...	...	6	10	0
Teachers' Association, Board High School, Wandiwash	...	...	2	0	0
Masters' Association, National High School, Negapatam	...	...	7	8	0
Masters' Association, Sir M. Ct. M. C. High School, Purasawalkam	...	...	5	0	0
Teachers' Association, Board High School, Chengam	...	...	5	0	0
Teachers' Association, Islamiah High School, Melvisharam	...	...	2	0	0
Mr. V. Subburathnam Iyer, Islamiah High School, Melvisharam	...	...	1	0	0
Salem District Teachers' Guild,	...	...	10	0	0
Teachers' Association, Board High School, Kaveripatnam	...	...	2	0	0
Teachers' Association, C.S.M. High School, Srivilliputtur	...	...	5	0	0
Teachers' Association, E. R. High School, Trichinopoly	...	...	5	0	0
The Madras Teachers' Guild	...	...	25	0	0
Total	...	...	102	2	0

Estd. 1897.

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The Oldest and largest Scientific Firm in the East have great pleasure in announcing

- ★ The opening of their Madras Branch at
★ 27-A, FIRST FLOOR, LINGHI CHETTY STREET, MADRAS G.T.

and

- ★ The Publication of the Standard Illustrated Catalogue, 29th Edition—the biggest and most Complete Catalogue of this nature ever printed in India.

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Madras }
8-5-1944.

K. P. IYER

Madras Branch Manager.

EDUCATION.

SEATWORK BOOKS

MARTIN'S

GOOD ENGLISH THROUGH SEATWORK

BOOKS I-IV

"The set is distinguished by the most advanced modern educational method—learn to do by doing. Thus it does away, to a great extent, the purely mechanical help from the teacher, and makes the students self-help-conscious".—*The Bombay Teachers' Journal*, Bombay, April-June, 1942.

MARTIN'S

NEW STUDY SEAT & DESKWORK

PRIMER AND BOOKS I-V

"Messrs. K. & J. Cooper, Bombay, have to be congratulated on bringing out a set of books which acquaint the school boy, in a very interesting and familiar way, with the fundamentals of the English language. It is an original and ingenious way to combine grammar with the practical usage of the language. Each book contains a number of lessons with directions regarding the grammatical forms and idioms of the language which are followed by suitable exercises to be done by the students. The books are illustrated and the print is bold and clear. In our opinion these books should be in the hands of all school children."—*The Punjab Educational Journal* (July, 1941).

K. & J. COOPER-PUBLISHERS-BOMBAY, 4

Sole Selling-Agents for the Madras Presidency:

The Christian Literature Society for India,

Park Town, Madras.

TABLES OF BENEFITS

I Period—10 Years. Monthly Premium Rs. 2—6—0 (per unit)			II Period—15 Years. Monthly Premium Rs. 1—12—0 (per unit)			III Period—20 Years. Monthly Premium Rs. 1—6—0 (per unit)			IV Period—25 Years. Monthly Premium Rs. 1—0—0 (per unit)		
Year of Membership.	Death Benefit.	Withdrawal Benefit.	Year of Membership.	Death Benefit.	Withdrawal Benefit.	Year of Membership.	Death Benefit.	Withdrawal Benefit.	Year of Membership.	Death Benefit.	Withdrawal Benefit.
	In the event of death during the year.	In the event of withdrawal at the end of the year.		In the event of death during the year.	In the event of withdrawal at the end of the year.		In the event of death during the year.	In the event of withdrawal at the end of the year.		In the event of death during the year.	In the event of withdrawal at the end of the year.
1	Rs. 250	Rs. Nil	1	Rs. 250	Rs. Nil	1	Rs. 250	Rs. Nil	1	Rs. 250	Rs. Nil
2	255	Nil	2	255	Nil	2	255	Nil	2	255	Nil
3	260	50	3	260	35	3	260	25	3	260	20
4	265	60	4	265	45	4	265	35	4	265	30
5	270	75	5	270	55	5	270	45	5	270	40
6	275	100	6	275	70	6	275	55	6	275	50
7	280	135	7	280	85	7	280	65	7	280	60
8	285	180	8	285	105	8	285	80	8	285	70
9	290	235	9	290	125	9	290	95	9	290	80
10	295	300	10	295	150	10	295	110	10	295	90
			11	300	175	11	300	125	11	300	100
			12	305	205	12	305	145	12	305	115
			13	310	235	13	310	165	13	310	130
			14	315	275	14	315	185	14	315	145
			15	320	325	15	320	205	15	320	160
						16	325	230	16	325	175
						17	330	255	17	330	190
						18	335	280	18	335	205
						19	340	310	19	340	220
						20	345	350	20	345	240
									21	350	260
									22	355	280
									23	360	305
									24	365	330
									25	370	375

Note.—(i) Benefits payable will be proportionate to the number of units subscribed for.

(ii) The bonus declared on the basis of actuarial valuation will be added to the benefit amount payable, vide Article 27(e).

THE SOUTH INDIAN TEACHERS' UNION PROTECTION FUND, LTD.

Sixteenth Annual Report

The Directors have great pleasure in presenting to the Members the Sixteenth Annual Report for the year ending 31st December, 1943, together with the Audited Revenue Account and Balance Sheet and the other prescribed Statements for their adoption.

Strength: The number of Policies at the end of the year stood at 1,581 (inclusive of 54 paid-up policies) consisting of:

193	for	4	units	each
144	"	3	"	"
604	"	2	"	"
640	"	1	"	"

making up a total of 3,052 units. The number of Policy-holders was 1,544. 241 policies (comprising 528 units) were issued during the year. **This figure is highest on record since 1933.** There were 10 deaths and 10 surrenders.

The average age of new admission was 30.9.

Annual Meeting: The Fifteenth Annual Meeting of the General Body was held in the office of the Fund in Madras on the 24th of April, 1943, to consider the Annual Report and to elect the Directors and the Auditor.

Board of Directors: The Board of Directors met three times in the year.

Award of Benefits: The Board learnt with regret the death of the following 10 members. Claim amounts were paid promptly as shown below:—

S. No.	Policy No.	Units.	Name and Address.	Age at Death	Prem. amount paid by member.	Benefit Amount.	Date of receipt of claim papers.	Date of payment of claim amount.
					Rs.	Rs. A. P.		
1.	590	2	Mr. L. Sundaram Iyer, Vellore	50	310	647 8 0	10-3-43	24-3-43
2.	57	1	„ J. Viswanathan, Kurnool	42	214	336 4 0	22-4-43	1-5-43
3.	416	3	„ V. Rangaswamy Iyer, Triplicane, Madras.	52	512	1,001 4 0	24-7-43	29-7-43
4.	292	2	„ E. S. Radhakrishnan, Trichinopoly	52	370	677 8 0	2-9-43	7-9-43
5.	495	1	„ P. Ramanatha Iyer, Madras	49	183	333 12 0	17-9-43	20-9-43
6.	1682	2	Mrs. Subbalakshmi, Bhavani	23	104	538 8 0	4-10-43	25-10-43
7.	1257	2	Mr. T. G. Radhakrishna Iyer, Kalladakurchi.	48	206	591 0 0	27-12-43	31-12-43
8.	124	1	„ N. Subramanyam, Madras.	57	213	343 12 0	Outstanding.	
9.	1687	4	„ M. Srinivasan, Madras	36	116	1,051 0 0		
10.	567	2	„ K. P. Santhosh	52	336	657 8 0		

General: The office of the Fund was shifted back to Madras from Villupuram on the 5th of June, 1943.

This year the Life Insurance Fund has increased by Rs. 32,630. The value of the policies issued during the year cover Rs. 1,32,000. Claims by mortality during the year amounted to Rs. 6,181 and a sum of Rs. 1,391-4-0 outstanding from previous year was paid this year.

Valuation: The Superintendent of Insurance having approved of the Actuary's recommendation regarding bonus declaration of 2 annas per month per unit for the period 1938-42, bonus certificates were issued to Policy-holders.

The Board felt that the application of the provisions of Section 48 of the Insurance Act regarding the election of Directors was impracticable in the case of our company and wrote accordingly to the Superintendent of Insurance. The Board is glad to report that the Government of India have exempted our Fund from the operation of Section 48 of the Insurance Act for a period of five years.

The Directors offer their thanks to the members of the Fund for their hearty co-operation and to the field workers and members of the office staff for their excellent work.

(By Order of the Board)

TRIPLICANE,
22nd March 1944.

M. S. SAEHESAN,

President.

V. SRINIVASAN,

Secretary.

FROM OUR ASSOCIATIONS

The Anantapur District Teachers' Guild

13TH ANNUAL CONFERENCE

The thirteenth Annual Conference and General Body Meeting of the Anantapur District Teachers' Guild were held on Saturday the 11th April in the London Mission High School, Gooty commencing at 12 noon.

Mr. F. Maltus Smith, Principal, L. M. High School, Gooty welcomed the delegates and said that the Gooty High School occupied a very important place in the social life of the town.

Mr. P. Suryanarayana Rao, Headmaster, Board High School, Dharmavaram presided over the Conference. In his address he pointed out the merits of the Sargent scheme of Educational Reconstruction in India.

After Secretary's presentation of the annual report, resolutions were passed thanking Sir R. M. Statham, D. P. I. for his interest in the welfare of the teachers, requesting Government to grant Dearness allowance of 25 per cent. of their salaries to all teachers, irrespective of locality or salary, and pleading for removal of certain hardships caused by G. Os. re-Physical Training Instructors and Philosophy and Oriental graduate teachers.

Two symposia one the S. I. T. U. scheme of Postwar Education and the other the place of English in Secondary Schools were then led by Messrs. C. Ranganatha Aiyengar and C. K. Tharu respectively a number of members and the Deputy Inspector of Schools participating in the discussion.

In the General Body business meeting Mr. P. Raghavendrachar, Headmaster, Board High School, Kadiri, was elected President and Mr. C. Ranganatha Aiyengar, Secretary of the Guild for 1944-45. The following were also elected.

Mr. C. K. Tharu:—*Vice-President.*

Mr. T. S. Rajagopala Ayyar:—*Auditor.*

Mr. V. Ramanathan:—*Joint Secretary.*

Mr. V. Ramachar. Mr. V. Ramaswami:—*Other members of the Executive Committee.*

Mr. C. RANGANATHA AIYENGAR:—*S. I. T. U. Executive Board Member.*

South Kanara District Teachers' Guild, Mangalore

The General Body meeting of our Teachers' Guild met on 8-4-1944 in the Christian High School, Udipi, with Sri A. S. Karat, B.A., L.T., President of the Guild in the Chair.

The following resolutions were passed:—

" This Guild fully supports the views expressed by the Secretary, S. I. T. U., in his letter to the "Hindu" dated 3-4-1944 re: dearness allowance to teachers: it aided

Schools. It appeals to the Government not to make any discrimination between Local Board Schools and aided Schools in view of the fact that aided Schools are contributing more than their share to the educational progress of the province. The Government is therefore requested to instruct the managements of aided Schools to give dearness allowance to teachers at the same rate as granted to Government servants and to compensate the managements the entire expenditure on this account."

"In view of the fact that it is difficult to get qualified trained teachers—L. T.'s and secondary grade—the Government is requested to suspend the rule compelling teachers to retire at the age of 55; and to allow the managements to continue the services of such teachers up to the age of 60 without the special sanction of the D.P.I. which is required in the case of aided secondary schools now."

"The common selection Examination for the S. S. L. C. class was conducted in December 1943, Ten High Schools participated in it." The report welcomed "the opening of new secondary schools in the rural parts of the District."

The "Vidyodaya, the organ of the Guild, which has now reached the third year of its career, continues to do useful service to the teaching profession to the utmost of its resources. We are thankful to the indefatigable editor Sri S. Mukunda Rao, M.A., L.T., and to the various friends who furnish it with useful articles. Our sincere thanks are due to the District Board, South Kanara, for continuing their active support."

The meeting then elected the following office-bearers for 1944—45:

President: Sri. A. S. Karat, B.A., L.T.

Vice Presidents: Sri. M. S. Ekambara Rao, B.A., L.T. and Sri. U. Govinda Rao.

General Secretary:

Sri. U. Srinivasa Kini, B.A., L.T., Assistant, Canara High School, Mangalore.

Secretary for Secondary Education: Sri. K. Sanjeeva Shetty, B.A., L.T.

Secretary for Elementary Education: Sri. S. R. Furtado.

Representative of the Guild on the Executive of the S. I. T. U.

Sri. S. Mukunda Rao, M.A., L.T., Assistant, Canara High School, Mangalore.

After the meeting, the affiliated associations at Udipi were "At Home" to the members assembled.

The Madras Teachers' Guild

1. Geography Section:

Under the auspices of the above section of the Madras Teachers' Guild, a series of three talks were arranged for. The first talk was by Miss. Eva D. Birdseye on 17th January on 'Climate and Weather Study.' The second talk was by Rev. B. Clutterbuck on 4th February on 'Map-reading and Map-work in the Class Room.' The third talk was by Miss. G. M. Gerrard on 27th March on 'Minimum Essential Equipment in Secondary Schools for the teaching of Geography.' The talks were followed by interesting discussions. Miss Gerrard suggested the framing of a list of 'minimum essential equipment' by a committee and circularising the same to the schools.

2. Geography and Elementary Education Sections:

Under the auspices of the above sections of the Madras Teacher's Guild, a Refresher Course in Geography was conducted for the teachers in the elementary schools of the city. The course extended over eight Saturdays, commencing from 22nd January and ending with a Conference on 11th March. The course was attended by 132 teachers of whom were 50 lady teachers.

The Course was inaugurated on 22nd January by Mr. G. L. Lobo, M.A., (Cant.) Deputy Director of Public Instruction. The following lectures were delivered:

1. Geography in Elementary Schools.
2. Pedagogy of Geography.
3. Physiographic basis of Geography.
4. Climate and Weather Study.
5. A Study of Economic Geography.
6. Field Study and Excursions.
7. Practical Work in Geography.
8. Geographical Equipment.

The Course was given a finish on 11th March with an Exhibition of equipment and appliances for the teaching of Geography in Elementary Schools and a Conference when Mr. T.P. Santhanakrishna Naidu, B.A., L.T., District Educational Officer, Madras, presided and distributed the certificate of attendance at the Course to the teachers.

3. Annual Educational Conference:

The Annual Educational Conference of the Guild was held on Saturday the 8th April at 11 A.M. at the Chintadripet High School. After welcome by Sri P. Doraikannoo Mudaliar, Sri. K. Rangaswami Aiyangar, President of the Guild, in requesting Dr. G. S. Arundale to open the Conference, referred to the Sargent Scheme as a comprehensive plan for Educational Re-organisation and welcomed it coming as it did under official auspices. He referred its important aspects and suggested the lines on which it could be improved.

Dr. G. S. Arundale, in declaring the Conference open, called upon the Teachers' Guild to make a thorough study of the problems of Educational Reorganisation in India and lead the public on what is needed for India's good.

Rev. D. Thambuswami who presided over the Conference referred to many of the good proposals contained in the Sargent Scheme and expressed his view that to carry out the scheme with vigour, strong National Government was necessary both at the centre and in the Provinces. Mr. Mia, Principal of the Y. M. C. A. College of Physical Education initiated a discussion on Physical Efficiency Tests and gave many valuable suggestions both in preparing the pupils for the test and in administering them. There was a lively discussion. Sri. K. Kuruvila Jacob then opened a discussion on the 'Teachers' Role in the Youth Movement.'

After lunch, Sri M. S. Sabhesan spoke on Re-organisation of Elementary Education as contemplated in the Sargent Memorandum and answered some of the objections raised. Sri G. V. Job of Chingleput then spoke on Reorganisation of Secondary Education and pleaded for freedom for those in charge of Secondary Schools if there should be real education.

An Exhibition of Children's Art was opened by Sri. T. P. Meenakshisundaram Pillai, Correspondent of the Chintadripet High School, on Thursday the 6th April, 1944.

The District Teachers' Guild, Coimbatore and Nilgiris

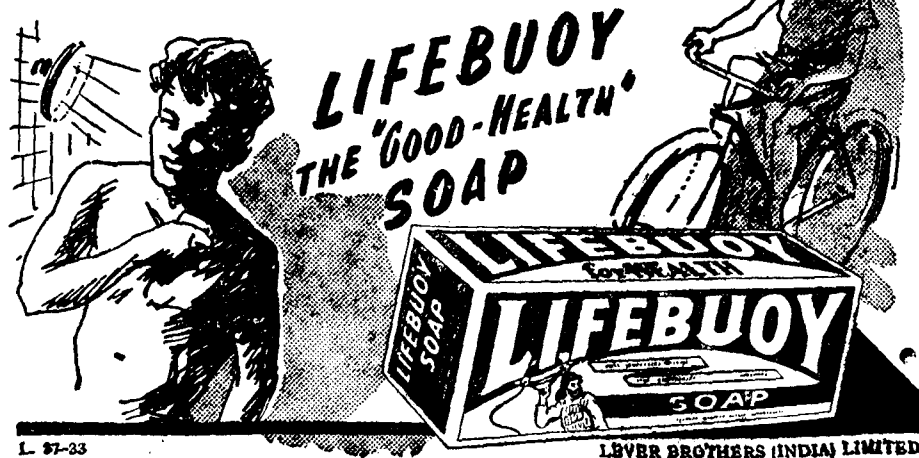
The Guild has submitted to Government a Memorandum on Dearness Allowance to teachers in the course of which they say, "An increase of cent-per-cent. rise in the salary of Elementary School teachers, a rise of 50 per cent. in the salaries of those drawing up to Rs. 50 and a rise of 25 per cent. in the case of others will be a modest demand on the part of the teachers during the duration of the war. ... The Government is aware of the fact that a good majority of institutions are aided and a large percentage of teachers do suffer without the advantage enjoyed by their co teachers who have been fortunate to enter the Government or the quasi Government services. Equity and justice demand that the Government should come forward and meet the entire cost of the dearness allowance granted to teachers in aided institutions by their respective managements.

In fine, if existing things are continued without any redress being done, it will be too late to find the teaching profession depleting in strength and in quality. No matter what the extra allowance costs, it will doubly repay itself not only in the welfare of the society but also in seeing that the sound educational edifice is not shaken by the onslaught of war.



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There's so much to learn—so much to enjoy—you can't afford to miss a minute. Regular frequent washing with antiseptic Lifebuoy protects you from germs and infection. Lifebuoy Soap, with its health-protecting element, keeps you clean, healthy and fresh—fit and eager to enjoy each full day as it comes.



L. 27-33

LEVER BROTHERS (INDIA) LIMITED

EDITORIAL

Adult Education

The Report of the Central Advisory Board of Education on Postwar Educational Development in India makes a strong plea for the education of the Adults. A special committee of the Central Advisory Board considered the problem of Adult Education so early as 1938. The report says that Adult Education 'should aim at giving effect to the democratic principle of continuous life-long and complete education for all according to their ability to profit by it.' It says further that, apart from its intrinsic value, 'adult education is also needed as a powerful auxiliary to primary education in accelerating the process of making the country literate.' These aspects were well stressed at the fourth conference of the South Indian Adult Education Society held at Adyar on Saturday the 29th April. All the speakers at the conference stressed the great urgency of the problem.

Removing adult illiteracy and making the educated adult to become a useful member of society are necessary to improve the economic well-being of the nation and these cannot be delayed any further. While the Conference welcomed the suggestions contained in the report of the Central Advisory Board of Education, it expressed its strong impatience at the 25 year-programme chalked out in the report. We agree with the conference that it should be possible to remove adult illiteracy within a much shorter time, say ten years. Judging from a report which appeared in the press a few days ago regarding the successful campaign of the South East Asia Command to remove illiteracy among the recruits to the Army and the Navy, one can confidently assert that a ten year plan worked with vigour and determination could achieve the desired end. Will our government undertake the job? It is no use for non-official organisations to undertake the task of such a magnitude. They simply cannot do it. Only the government either directly or through the local bodies can plan a scheme for the a whole province or for all India.

Teachers' Salaries

We have again to invite the attention of the authorities and of the public to the very low scales of salaries that are being paid to different grades of teachers in aided and local body schools. The phenomenal increase in the cost of living has rendered the position of teachers very difficult. The rates of grant-in-aid paid to aided elementary school teachers were fixed years ago and in spite of the recent meagre enhancement are still pitifully low. Further, these rates are fixed and take no account of the service of a teacher. A fresh entrant and an old and experienced teacher are given the same grant. What is worse, if the teacher in service should fall sick and be obliged to take leave, there is no provision for any grant towards the payment of any leave salary to him. In regard to aided secondary schools, we understand that government assess the expenditure on teachers' salaries on the basis of certain approved scales. What these scales are we do not know, but we are told that these scales were drawn for their guidance several years ago and that they take no account of the present conditions. In regard to local body schools, the scales of salaries were fixed by G. O. No. 4619 passed during the depression days of 1934. Certain modifications to these scales were made now and then and these have both

complicated matters and introduced several injustices and inequalities. The salaries of Pandits, Physical training instructors and Art masters have not been fixed with the care with which the question should have been decided. The net result of all these is that the teaching profession today as a whole is experiencing considerable hardship. Many teachers are reported to be leaving the profession for more lucrative jobs and there is every fear that the schools will soon be faced with a serious shortage of teachers. It is unfortunate that government do not seem to be aware of this distress. Payment of dearness allowance will be no solution to the problem. It may be a palliative and a very ineffective one. What is needed is a thorough study of the problem and a drawing up of adequate scales of salaries to different grades of teachers employed under all agencies taking into due consideration the economic conditions and the teachers' academic and professional qualifications. A representative committee may be appointed by the government immediately with the direction to submit their recommendations at a very early date on the basis of which government may pass orders. We strongly urge on the government to realise the danger of further delay in the matter and the need for immediate relief to teachers.

EDUCATION.....

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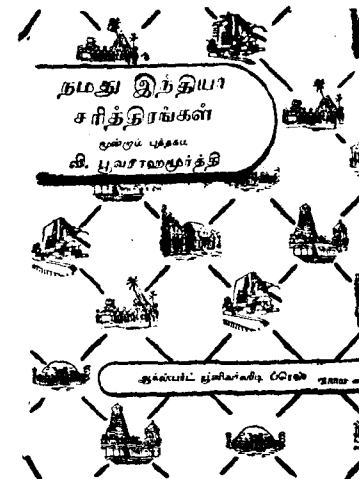
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