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No. 3

The South Indian Teacher

MARCH 1947

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THE SOUTH INDIAN TEACHER

Vol. XX

MARCH 1947

No. 3

THE SOUTH INDIA TEACHERS' UNION

AN APPEAL TO THE MEMBERS OF THE LEGISLATURE

Sir Madam,

The South India Teachers' Union, the
Provincial Organisation of Teachers of
all grades in South India deems it its
duty to enroach on your valuable time
and invite your attention to the points in
this appeal relating to the improvement
of the status and conditions of service
of teachers. The desperate situation in
which thousands of teachers all over the
presidency find themselves at the pre-
sent moment is the only justification
for the liberty we are taking. We shall
feel very thankful if you be pleased to
take interest in the welfare of teachers.

The Union knows that you are aware
of the deplorable conditions of service
of teachers and of their utter dissatis-
faction with the revised scales of pay
proposed by the government. May we
invite your attention to some of the
objectionable features in the recommen-
dations of the Cabinet? (1) Invidious
distinction is made in the scales of sala-
ries for the several grades of teachers
with similar qualification simply because
they happen to work in board schools
or aided schools. (2) Scales proposed for
the educational services bear no relation
to the quality of work, cost of living,
opportunity for a career, and qualifica-
tions (general and professional). (3)
Scales of salaries for teachers in elemen-
tary schools in general and in aided
elementary schools in particular are
not even a living wage and the scales
are not worth mentioning. (4) Tea-
chers in aided schools cannot be sure of
getting any benefit since the govern-

ment feels that it can give only some
aid but not take any initiative in respect
of the teachers' welfare.

As the chosen representatives of the
people interested in the sound educa-
tion of the children of the province, it
is our humble request that you should
ask yourself the question whether the
proposals of the government hold out
any hope of an efficient and adequate
school service in these critical times. It
will be presumptuous for us to tell you
that the crippled struggling educational
structure of today can hardly yield any
worthwhile result. May we therefore
appeal to you to take a long range view
and stand up for the proper and sound
education of lakhs of children? What
the teacher expects is just a fair deal.
Much will certainly depend upon the
pressure which the members severally
and jointly can bring to bear upon the
Cabinet. Now is the opportunity for
you to place education in our province
on a sound footing.

May we request you to bear in mind
the following points when the budget is
taken up for discussion:—

(1) Adequate public schools are in-
dispensable foundations of a successful
democratic society.

(2) School service is national service
irrespective of the management employ-
ing teachers and the education of
children of every public institution
(government, or board, or aided) should
be a matter of equal concern to the
government.

(3) The success of the programme of educational expansion is threatened by the alarming shortage of teachers in the training institutions, year after year.

(4) The shortage of teachers is solely due to the unattractive conditions of service.

(5) Class-room instruction is even now suffering owing to shortage of teachers.

(6) The warning uttered by the Rt. Hon. Fisher in the House of Commons has a special significance just now. "An anxious and depressed teacher is a bad teacher; an embittered teacher is a social danger."

The South Indian Teachers' Union has been representing to the Government year after year the necessity for tackling the salary problem satisfactorily. It has not found it possible to make successive administrations move either quickly or far enough even though leaders express profuse lip-sympathy. The continued neglect has accentuated the tension. Our Union will be failing in its duty if it does not bring to the

notice of our leaders and the Cabinet that the teaching profession is rapidly reaching the stage referred to by the Rt. Hon. Fisher. It rests with you to face the situation, allay discontent and make teachers feel that our leaders, the chosen representatives, will not fail to do justice.

May we therefore appeal to you to see that (1) an adequate uniform scale of salary for every grade of teacher irrespective of the management is recommended; (2) that the salaries of teachers in elementary schools are substantially raised so as to enable them to go ahead with their work wholeheartedly; (3) that the adoption of the proposed scales is made obligatory and (4) that the principles relating to the fixing of a teacher in the scale be made applicable to teachers in all schools including aided schools.

A copy of the statement issued by the Union to all its affiliated associations was already sent to you. You can have an idea of the problem the Union has to face.

M. S. SATHESAN,
President
T. P. SRINIVASAVARADAN,
Secretary.

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2 85	K. Ramaswamy Iyer, Trichinopoly	2	22-2-47	76	727	8
3 278	S. R. Ganesa Iyer, Trichinopoly	2	11-2-47	55	717	8

Madras,
1-3-47.

C. R. AIYENGAR,
Hon'y. Publicity Officer.

EXAMINATIONS

DIWAN CHAND SHARMA

In the academic world examinations engender more heat and controversy than anything else. There are so many persons who look upon them as the villain of the piece and think that they have bred more academic ills than human ingenuity can cure. No one dreads them more than students, and it is on account of them that they brand our universities as slaughter houses. Parents find them equally obnoxious and join with their children in the chorus of protest against them. Teachers, particularly in India, think that they are like a thorn in their flesh. They lower the academic standards and vitiate their good teaching. They have to teach all the time with their eye on the mental make-up and the whims of the examiner, and cannot adequately serve the true ends of knowledge. The public is equally distressed about them. In our country as elsewhere we have Public Services Commissions which seek to size up students when they want to take up a post by means of competitive examinations. One has to read only their reports to find out how our students fall short of their expectations. The public in general is no more happy about them. One of the symptoms of this is the sympathy which it shows with students when they go on strike and stage some kind of demonstration against examinations. All this shows how unpopular examinations are thought to be in this country. This is, however, not so in other countries. In Europe, in America and in many countries of the East, examinations are not thought to be so dreadful. It is true people talk of reforming examinations in those countries as well, but they do not think them to be such unmitigated evils as in this country. It is necessary to go into the causes of this situation.

The very first thing that we have to take note of is that these examinations mean such a break from the normal academic life of a student. The student goes on studying for a number of years with his teachers, and he believes that he is doing his best under proper guidance to imbibe knowledge. Suddenly at the end of a year or two years or three years he is called upon to sit for a public examination. This means for him a kind of leap in the dark. Psychologists tell us that the fear of the unknown is the most paralysing of all kinds of fears. It is this which grips a student when he has to sit for a public examination. If a clerk sitting in a comfortable chair in a familiar office in India is suddenly called upon to go to the wilds of Africa where he has few friends, he will feel mortally afraid. Similarly a student in the depth of his mind feels panicky when he has to sit for a departmental or university examination. This is primarily because it is such an unaccustomed and unfamiliar thing for him. The place is new, the setting is strange and the examiners happen to be persons who are unknown entities. All this means that examinations come out of the unknown dark like ghosts to attack an unwary person.

There is another reason as well. If a student gathers knowledge gradually and bit by bit, normally he covers a prescribed course in two years. If he is conscientious he goes on consolidating his intellectual conquest inch by inch, but if he is not diligent, he leaves everything to the last minute. He thinks that he will be able to cover the whole ground in a month or so. This means that he makes use of only ten per cent of his time which is meant for his studies. By doing so he gets into the habit of taking things easy and doing his work only

* Presidential Address at the Examination Section of the XXII All India Education Conference, Trivandrum.

when it is not avoidable. This is a kind of escapism which is very harmful to character, for it should be remembered that if a person is once an escapist, he will all his life continue to do so. He will always like to shirk unpleasant facts and will bury his head in the sand like an ostrich in order not to face an ugly situation. But students do not only come to imbibe this ostrich spirit, but they also become superstitious in a way. As weak-minded people in mental distress go to astrologers for remedies or consult quacks when they have some physical pain, so our students depend mostly on the authors of guess papers for their success in the examination. In my city of Lahore near the examinations I see huge posters displayed which promise success to students for a trifling sum. Recently I saw a poster which said that a student could pass the B.A. examination in English by spending only rupees five. He had to buy only guess questions with their answers and he would have his heart's desire. This is in many ways an equivalent of the old faith in talismans.

Apart from these psychological consequences there are certain disastrous academic implications. It is believed that the system of education in India is another name for spoon-feeding. This means that students do not get any real insight into or any real love for the subject that they study. This is evident from the fact that most of our students do not study the text books that are prescribed but read only their summaries. If it is geography, they study a book which epitomises the subject in 200 questions and answers. If it is English they do not read the original text but merely a digest. This means that they go soft at least intellectually. The social and economic implications of these examinations need not be gone into. One of the most unfortunate results has been this that class-room teaching has become very ineffective, and that class work is thought to be more or less useless. This has led to the starting of coaching colleges and tutorial academies where students are prepared for examinations. It has also made educated men and especially teachers take to

tuition work as a very paying subsidiary occupation. Not to speak of aristocratic families, there is no middle class home where tutors are not in demand. This is prevalent in all big and small towns, and is also to be found in sizeable villages. Apart from making education expensive, it is making our students dull and listless, absent-minded and inattentive. These examinations have also produced a large number of hack writers, who give knowledge in an easily assimilable form, but knowledge which is devitalised. The result is that no one has any faith in the system of examinations as it prevails in India today. The most maligned person of course is the examiner. He is charged with all kinds of sins and crimes and is made to look like a fool as well as a knave.

The question is what is to be done about it. There are some root and branch critics who believe that examinations should be altogether abolished. This cannot, however, be done if we do not have any workable substitutes for them. At best we can think of reforming them. This can be done only if we take courage in both hands, and remove the defects that have crept into the system of Indian examinations. Our first problem is to build up a bridge between class work and these examinations. At present this class work seems to be more or less futile, because external examinations and external examiners do not set any value on it. Yet it is in the class room that the intelligence and the personality of the student are consciously or unconsciously shaped. Sometimes it so happens that these examinations play havoc with all that the teacher has held to be important and fundamental. Apart from other things this destroys the faith of students in teachers, books, schools and teaching. So right from schools up to universities we must try to give credit to students for the class work that they have done, and for the regularity and quality of their performances. Taking into account the fact that one examination is equal to 100 units at least 20 units must be reserved for this kind of work. It may be argued that such records will not be reliable.

It may not be possible to trust the teacher in these matters for he may be easily influenced in manipulating such records, but this is a counsel of despair. Unless we learn to trust our teachers, nothing good will happen so far as our schools and colleges are concerned.

The second problem is to render the external character of these examinations as innocuous as possible. Truly speaking, the fear that they engender is mainly due to this external element. From the first primary class up to the B.A. examination all our examiners are more or less external. This is due to the distrust which we have of teachers. This is also the result of a principle which makes us believe that a craftsman cannot be a good judge of his handiwork, but both these approaches are wrong. The teacher should always be there if not in an independent capacity at least in a joint advisory capacity. He should check the vagaries of external examiners, and make students feel that in the examination hall they have not to face the unknown devil but the known devil as well, not something utterly extraneous but something with which they are already familiar. I believe therefore that teachers should be associated with the task of setting papers as well as that of examining answer-books in an increasing degree. This should be done all along the line.

At the same time something should be done to modify the tyranny of the written test. At present our examinations are mainly written and though they are

a good test of the power of expression, there are many things which they cannot assess. Much has been said against the written test and it is believed that it puts a premium only on memory. It is unfavourable to the development of intelligence and makes for parrot-like repetition of certain things and a stereotyped expression. Whatever it be, it cannot be denied that no effective substitute has been found so far. It should be remembered that we cannot do away with it. All the same it should not occupy that sovereign place which it does now. It should have, in a reformed system of examinations only 60% of its present importance. If 20% of the marks are to be given to class work and about 60% to the written test, we should find out what we are going to do with the remaining marks. These I believe should be divided equally between intelligence tests and a viva-voce examination. Both these have proved very effective in higher university examinations and in the selection of recruits for the army. They test some of the most important qualities of man without which success in life is not possible.

This means that the present set-up of our examinations should be changed and they should be made more consonant with the requirements of our present-day life. They should be all-round tests assessing a student's response to the daily work, his power of assimilation and expression, his intelligence and character and personality.

WHY ADULT LITERACY?

A. G. VILVA ROY, B.A., L.T.

No true democracy is possible among people 85% of whom are illiterate. I wish the significance of the truth of this statement were realised in all its aspects.

Firstly, the dependent mentality engendered by such mass illiteracy is a grievous liability to the nation on the forward march to true independence.

Secondly, no genuine progress worth the name is feasible among a set of illiterates. Take food. "Grow More Food" is the cry now though "GROW MOST FOOD" would be a more civilised cry to fight hunger. Most food per acre cannot be grown unless there is collectivisation. But collectivisation can never succeed amidst a set of illiterate farmers. Likewise, no other programme of national development can succeed with illiterates.

Some people seem to believe that knowledge is all that matters for the villager and not literacy; and they cite the success of Mahomed, Asoka and Akbar as illustrations in support of the point. Mahomed, Asoka and Akbar had giant memory and were assisted by very able and trustworthy persons to read and write for them which facility the common man in India lacks. Further, these are not the days of Mahomed, Akbar and Asoka. The illustration therefore has no force.

Some say that the villager could be made to do the right thing through lectures and demonstrations alone. The scientist may well join the cry and assert that students, in spite of their reading ability, need to see a demonstration to be able to do it themselves. The surgeon may likewise add that surgical operations are best learnt by seeing and not reading. That being so, why should we make the villager literate when he can reach the goal without literacy? The answer is simple. He should be a bad scientist or surgeon indeed if he believed that a set of illiterate students would be able to demonstrate an experiment or an operation with success worth the name merely by seeing one. You want to go

to the railway station from your house. You are blind-folded, given a pole in hand, asked to grip one end of it for all that you are worth and through the other end of the pole dragged to the railway station and left there. All that you needed was to reach the railway station and you are there now. You have been made to reach your goal. The better course obviously would be to unfold the blind-folding and indicate the way to the railway station so that you could reach it yourself independent of others. The illiterate villager can certainly be made to do the right thing now and then by mere copying. If made literate the same villager can do the same thing in confidence and understanding and would possibly go further ahead on the correct path through his own efforts. So if the literates would only undo the avoidable blind-folding of the illiterates, that would be the first right step towards all real progress. Let us give the villager freedom from illiteracy. He would then help himself intelligently towards the other freedoms with the available guidance.

There are yet some who swear that India shall be literate: but they pin their faith to the elementary school alone to work the magic. But the history of literacy movements all over the world has it that no country on its rapid march towards universal literacy trusted to children's school alone. Every advanced country at one stage or other tackled adult illiteracy straightaway side by side with child education to fit the country to achieve and retain freedom. Should India labour against this history? The pointer is obvious.

There are some others still who visualise blood-shed as a consequence of mass illiteracy. Much rioting and bloodshed is caused by the gullibility of the illiterate masses and, needless to say, literacy would help as oil over troubled waters.

After all, adult literacy drive is also a continuation of the elementary school effort, for, the 75% of the children that

drop out of the elementary school before gaining permanent literacy would be reclaimed by the adult literacy drive and made permanently literate.

You need only imagine for a minute that you are an illiterate to visualise and realise how painful the change, and life itself, would be. The agony of the illiterate is best experienced rather than described. Many of those that have not moved sufficiently with illiterates in the countryside cannot feel for them.

In this field the question that stares the administrator in the face today is not WHY but HOW. Many states and provinces in India have made earnest attempts to find an answer and are still in their quest for a reply. I offer my **PLAN OF ADULT EDUCATION** as an answer. The plan includes adult literacy as an aid to auto-education among adults. Literacy is included as a means to an end, the end being enduring education of the whole man. A summary of the plan is given below.

Summary

A paid Village Organiser trained for five months—three months in methods of teaching adults and organisation, one month in an agricultural farm and one month in a craft—will be put in charge of a village. He will be assisted by a Village Adult Education Council made up of influential persons in the village; and this Council will administer an Adult Education Fund.

A. Make-Your-Home-Literate Drive will be organised and the Each-One-Teach-One-Plan largely employed. An Adults' Club would be run in two sessions— in the afternoon and night. The screen would play a prominent part in the night programme.

The leaflets and the periodical journals of the several nation building departments of the state will be used as continuation material, necessary provision being made to recast them in easy language. The existing Inspecting Officers of the Education department will supervise and control the activity.

Non-official organisations of the taluk, district and presidency may do effective

literacy propaganda with state financial support and grants from the Village Adult Education Councils. Local Bodies may organise Adult Literacy Propaganda and competitions. Students' Literacy Associations and Associations of Old Boys of schools and Colleges, (men and women), Rower Crews, (men and women) who are either unemployed or overaged for government service; men and women of training Colleges, members of Widows' Homes, Widows' Associations Ladies' Clubs, men of the Indian Army and others who volunteer for the service will receive a short preparatory training and by previous appointment arrive in the village and work under the patronage of the Village Adult Education Council and the immediate guidance of the Village Organiser. All students will have a red entry of social service made in their certificates which will be valued by the State. Religious organisations will be aided for spreading adult literacy.

University Settlements will add to the strength of volunteers available and step in to speed up literacy in the village and do active adult education work according to plan. University extensions will do not only adult education work but also run expert classes in cottage industries for men and women during the off-seasons. The University will draw up basic word-lists and prepare books through a scheme of prizes for accepted works. The University may introduce Journalism in the mother-tongue.

A provincial Book Committee will prepare lists of books suited to adult libraries.

Propaganda organised by the state at fairs and festivals will further help making the illiterate adults literacy-minded.

Towns will have a different Adult Education Council.

Factories and Industrial Worker's Associations may run their own Adult Literacy and Adult Education classes.

An experiment on the basis of this plan in a limited area will show which way lies sure success.

Prescribed as one of the Non-detailed Texts for the S.S.L.C. Public Examination, 1948, by the Board of Secondary Education, Madras.

NAGANATHAN AT SCHOOL

BY
GLYN BARLOW

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Price, As. 15.

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“The first page when read, roused the interest and caught my fancy. I began to feel if the book was an Indian substitute of Tom Brown’s School Days. It was found much more interesting. I wish every Indian boy ought to read the book. It is an eye-opener to the way our boys fall a prey so unconsciously The language of the book is very chaste. The book has run eight editions which establishes its worth. Every boy of Middle & High School classes should read the book and thus be made aware of the pitfalls of school life. The book is an interesting narration of a bright village school boy gone over to attend a City School. One cannot leave the book unfinished.” —*Education*, Lucknow (January 1940).

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ERRORS, DEFECTS AND DEFICIENCIES IN THE STUDY OF SCHOOL ARITHMETIC AND MENSURATION

S. BALAKRISHNA AIYAR,
Retired Vice-Principal, Teachers’ College, Saidapet.
(Continued from Page 25, Vol. XX)

H IV. Standard Forms for Decimal Numbers.

H IV—1. Errors.

1. Miscalculation of the powers of ten by which the number is to be multiplied or divided to reduce it to the standard form.

2. Miscalculation of the number of places over which the decimal point is to be shifted to the right or to the left to reduce the number to the standard form.

3. (1) Moving the decimal point to the left when multiplying by a power of ten.

(2) Moving the decimal point to the right when dividing by a power of ten.

(3) Overlooking the multiplying factor 10^n after reducing the number to the standard form.

(4) Overlooking the dividing factor 10^n after reducing the number to the standard form.

4. Omission of the decimal point.

H IV.—2. Defects and Deficiencies.

1. Total ignorance about the use, scope and function of standard form.

2. Want of appreciation of contrasts.
e.g. The operations for reducing 0.0394 and 257.36 to standard forms are in two different orders, one corresponding to multiplication and the other corresponding to division by a suitable power of ten.

3. Ignorance regarding the practice of expressing many quantities, especially in Physics and Astronomy, in standard forms, using the index notation for compactness and for indicating the order of smallness or largeness.

H V. Multiplication of Decimals.

H V—1. Errors.

[In addition to errors noted in the multiplication of integers.—]

1. *Fundamental ideas.*

e.g. Wrong notion that multiplication always increases the value of the multiplicand.

2. *Technique* (errors of procedure).

e.g. Multiplying the whole number parts and fractional parts separately. For instance, $3.2 \times 4.8 = 12.16$.

3. *Decimal point.*

(1) Omission of the decimal point.

e.g. $8 \times 0.24 = 192$.

(2) Wrong location of the decimal point.

e.g. $3 \times 0.02 = 0.6$; $5 \times 0.3 = 0.15$.

$3.14 \times 100 = 3.1400$; moving the decimal point to the left when multiplying by a power of ten.

4. *Zero difficulties.*

(1) Failure to prefix the necessary number of zeros (a frequent error.)

e.g. $0.02 \times 3 = 0.6$.

(2) Prefixing zeros unnecessarily.

(3) Affixing zeros unnecessarily.

5. Multiplying after reducing to fractional equivalents and leaving the result without reconverting to the decimal form.

6. Failure to readjust answers after obtaining them with multipliers reduced to standard forms.

H V. 2. Defects and Deficiencies.

1. Inability to locate the decimal point.

2. Abuse of decimals.

e.g. $1\frac{1}{2} \times 2\frac{1}{2} = 1.25 \times 2.5 = \dots$

3. Inability

(1) to form rough estimates of products before commencing the multiplication.

(2) to judge by inspection whether a product is obviously wrong with special reference to the position of the decimal point.

4. Inability to manage in a simple manner the multiplication of a decimal by a common fraction, i.e., without converting the latter also into a decimal fraction.

e.g. $23.52 \times 7\frac{1}{4}$.

5. Failure to check results after completion of work.

6. Absence of system in the arrangement of the multiplier below the multiplicand.

7. Want of critical appreciation of the merits and demerits (advantages and disadvantages) of different arrangements.

8. Inability to rationalize procedures, rules, etc.

e.g. To explain the location of the decimal point in the product.

9. Mechanical procedure.

e.g. Ignoring the decimal point and performing the multiplication as though the numbers were integers, and then inserting the decimal point. Many teachers actually encourage this procedure.

10. Failure to realize clearly and completely all the advantages of working with standard forms of multiplicands and multipliers.

e.g. For making rough estimates, for helping to fix or check the position of the decimal point, for framing successive approximations with ease, etc.

11. Inability to connect partial products with successive approximations to the final product.

H VI. Division of Decimals.

H VI—1. Errors.

[In addition to errors noted in the division of integers—].

1. Fundamental notions.

e.g. The wrong notion that division always decreases value of dividend.

2. Incorrect location of the decimal point—the chief source of error.

An examiner reports: "Wrong location of the decimal point is the most disturbing feature in division of decimals, yielding answers hundreds and thousands of times too large or too small."

3. Omission of the decimal point.

4. Zero difficulties.

(1) Failure to affix zeros at end of quotient.

2

e.g. $0.3)6$

(2) Failure to prefix zeros in the quotient.

0.3

e.g. $8)0.024$

(3) Failure to affix zeros to quotient.

2

$0.4)80$

5. Zero used where not necessary.

0.01

e.g. $8)12$

6. Failure to give remainder, if any, in the correct form.

7. Failure to readjust answers after obtaining them using standardised divisors.

8. Wrong shifting of the decimal point in adjustments.

H VI—2. Defects and Deficiencies.

1. Inability to locate the decimal point.

2. Inability

(1) to form rough estimates of quotients before commencing the division.

(2) to judge by inspection whether a quotient is obviously wrong with special reference to the position of the decimal point.

3. Inability to manage in a simple manner the division of a decimal by a common fraction.

4. Failure to check results after completing the division.

5. Inability to write down the complete remainder at any stage.

6. Arrangements.

(1) Irregularity and absence of system in the arrangements of the divisor and quotient figures relative to the dividend.

(2) Want of critical appreciation of the relative advantages and disadvantages of the different arrangements.

7. Inability to rationalize procedures, rules, etc.

e.g. (1) To explain the rationale of pointing in quotient, (2) to establish the relation between the evolving quotient and the part of the dividend used up so far.

8. Inability to solve $D = d \times Q + R$ for any one of the four quantities when the others are given decimal values

9. Failure to realize clearly and completely all the advantages of reducing dividends and divisors to standard forms.

e.g. For making rough estimates, for helping to fix or check the position of the decimal point in the quotient, etc.

10. Mechanical procedures.

e.g. Ignoring the decimal point in dividend and divisor and performing the division with the integers so got, and then restoring the decimal point. Many teachers actually encourage this procedure.

(To be continued.)

S. I. T. U. PROPAGANDA TOUR

The following places in the Tanjore District were visited by Sri C. Ranganatha Iyer in connection with the publicity work of the S. I. T. U. Protection Fund during the second fortnight of the month of February 1947:—

PLACE.	INSTITUTIONS.
Mayavaram	1. Elementary School Teachers' Union 2. Municipal High School 3. National Secondary School 4. Municipal High School, Koranad
Shiyali	5. S. M. High School 6. L. M. C. High School 7. Aided Ely. School Teachers Association, Shiyali Town
Nannilam	8. Board High School
Tiruvavar	9. Board High School
Porayar	10. Nadar's High School 11. C.S.M. Sec. Training School, Tranquebar
Kumbakonam	12. Town High School 13. Banadurai High School 14. Native High School 15. Little Flower High School
Negapatam	16. National High School 17. Methodist Mission High School 18. National Middle School, Nagore

At the meetings with the staffs of the institutions elementary school teachers in the respective towns were also present. They all evinced keen interest in the scheme of the Fund and have promised to enrol themselves as members of the Fund, subject to age limit. Teachers were eager to know about the S. I. T. U.'s plan of action regarding salary scales of teachers and to assure the Executive of the S. I. T. U. that in any definite action proposed by the central organisation, they would support it loyally and whole-heartedly.

Sri V. Jayaram Iyer visited St. Joseph's Branch High School, Tirupapuliyur and the S. P. G. High School Cuddalore O. T. and addressed the teachers on the importance of organisation, on the work of the S. I. T. U. and explained to them the benefits of the S. I. T. U. Protection Fund.

ARCHITECTURE IN THE SCHEME OF EDUCATION OF CHANGING INDIA

GADADHAR B. KSHIRASAGAR.

School of Architecture, Sir J.J. School of Arts, Bombay.

My first word to you, this morning, is one of gratitude to the organisers of this Conference for giving me this opportunity to read a short paper on Architecture. I am a delegate from the Sir J.J. School of Art, School of Architecture, Bombay, a government premier art institution of Western India. The School of Architecture is but a section of this School and is the only school of its kind in the whole of India which provides instruction and training in a systematic and graded school course to produce architects to practise the profession throughout the length and breadth of this wide and extensive land. It is my desire, within the short time at my disposal, to introduce you to Architecture and indirectly to Architectural Education with a hope that, the Council of the Federation may devise ways and means for introducing the subject of Architecture in their scheme for National Education for the India of tomorrow. I am fully aware of the fact that there are hardly any opportunities provided for general information and instruction of the public on this subject, with the result that they feel that Architecture is the subject for the esoteric few. I submit, of all arts, Architecture is the one which concerns or must concern most mankind since it is in relation with one of the immediate necessities of life habitation. Architecture relates to the building activity, the art of raising structure, great and small, for the growing activities of the civilized society. Architecture has had its birth out of the prime necessities of life that of protection and shelter and has developed into a fine art with the evolution and advance of man. Of all arts, Architecture is one which has in the highest degree exercised the genius

of man by the reasoning which is necessary for the conception of projects of an infinite variety for their realisation of aesthetic values. It is also the only art which, so to speak, was created in all its parts by man. Whilst Painting and Sculpture only contemplate nature taken as a model, it is transformed by Architecture and new forms are created and to succeed in this even new products are created. Again, the Painters and Sculptors have but few or no cooperators; the Architect on the contrary, has a legion of them. Architecture is, therefore, a collective concern which nevertheless must interest the people if it is possible to explain to them the reasons for the interest they must bestow on it.

I am aware of the fact that a majority of the people mistakenly and in ignorance believe by Architecture, mere decoration and ornamentation spread over the front facades of the buildings to make them look beautiful. But let me tell you that as beauty in human form and figure is organic so also beauty in Architecture. Beauty in a building an architectural building—arises as a composite result of a properly thought out plan that is, arrangement, orientation and relation of rooms to satisfy the requirements or what is termed as "Programme"; proper use of materials and straight forward method of construction. Ornament and decoration have their place in creating interest and mental and aesthetic satisfaction. But it is neither extraneous nor superfluous something that is not added on to the building to make it look beautiful. It is an inherent quality that has to be there from the very beginning. The beauty of the Taj at Agra is neither in its profuse use of costly marbles nor in its superb inlay decoration. It is in

the conception of the tomb for a royal beloved and in its satisfying proportions and form in which that idea has found concrete expression. Architecture is *all* that realises art in a building. There is art (or at least there ought to be art) in the selection of a site, in the distribution of a building, in its situation, in the selection of materials, in the silhouette of the whole building, in the composition of the whole facade, in the decoration of the inside and outside aspects, in the whole impression of the building upon its dweller or upon the spectator, in colour, in relief, in proportion, in material security, in word, in everything which reveals the thought of the Artist-Architect, and influence of his soul and personality on the work. You will, therefore, realise, that Architecture is concerned with plan, convenience, stability and beauty and that there are other considerations as the proposed expenditure, site and surroundings which are no less important. Nevertheless it is not necessary to spend large sums to have architectural buildings. A small residence or as a matter of fact any humble structure can be architecturally beautiful. Please do not be under the impression that in large historical, monumental and public buildings alone you can have Architecture; true, such schemes and projects give better opportunities and scope to display skill in the art of designing—to embody in an aesthetic form to fuse into an aesthetic whole programme, materials and construction. That is all.

I do not think it is necessary for me to stress the point—that art is not a luxury but a necessity. It may be admitted, that we cannot live on art but it should be equally borne in mind that we cannot do without art of some sort in life. Art is ingrained into our very nature and composition as human beings. As you know, art is an outcome of the superfluous energy in us. When we have to reach a definite destination we walk; but when we are overjoyed we dance. When we have to inform and to convince, we talk in prose, when overpowered by emotions we sing in poetry. And again, all our needs, are not neces-

sarily physical and material pertaining to flesh; there are spiritual and aesthetic needs, which are equally urgent. Barren, plain walls and surfaces are uninteresting and monotonous; they are required to be relieved by colour, by division, by off sets to cast shades and shadows, by decorating with sculpture and carvings, if necessary. It is the bright tropical sun that is conducive to the development of the artistic sense in man. That is why, art and civilisation early flourished in countries like Egypt, India, China, Persia and Italy. The culture and civilisation of all these countries have been embodied in the Architecture of these respective countries. The point that I want to make is that it is wrong to drive Art to museums and art galleries and that art being an integral part of our life and activities it is from Architecture that we are better able to interpret the moral, artistic and religious character of humanity and from study of its buildings we can glean knowledge of the profoundest characteristics of a nation.

Friends, I think, I have said just enough to give you an idea of what Architecture is and does. I will now turn to the Architect. Today society is far advanced and the needs of man have rapidly grown and multiplied. With the increase in our activities, the kinds of structures that we need are equally getting numerous. We require residential buildings, schools, hostels and university buildings, hospitals and asylums, government buildings, law courts and prisons, markets, railway stations, docks and quays, aerodromes, stadium and recreational centres, gymnasiums, swimming baths, theatres, cinemas and what not. To this list I must add temporary pandals for large exhibitions and for gatherings and conferences, for a large concourse of people such as for this conference. I humbly suggest to the organisers of such conferences that in future if such an opportunity offers itself of having an open site for the purposes of the Conference, the opportunity may please be given to a competent and qualified Architect to prepare the layout and design various structures.

* Paper read at the XXII All India Educational Conference, Trivandrum.

And then, you will have a practical demonstration and a lesson in visual instruction bringing home to you the realisation of what I am trying to impress on your mind by this paper of mine. Friends, you will excuse my remark and digression but it is feelingly made with good intention and in good faith. All these structures describe our activities in society, our present day civilisation. And you will all admit, I hope, to design satisfactorily buildings referred to by me, specialised knowledge and study are necessary, if they have to satisfy the needs, not merely requirements but spiritual and aesthetic needs, that they may please, satisfy and delight the mind and add beauty and glory to the town or place to which they belong. And friends, an Architect is the man who is specially trained to know what is called designing. The Architect, you should remember, is required to be an expert in three branches of knowledge. He should understand planning—planning in all its aspects; he should have an intimate acquaintance with materials and construction; the nature and behaviour of materials under the various conditions of practice and with their principles and methods of employment; and he should be able to embody in an aesthetic form to fuse into an aesthetic whole, programme, materials and construction. In a word, he should know what we call, how to *design*.

I am not exaggerating, friends, when I say, that many believe that an engineer is the man who does this work; there are others who think that it is the contractor who builds and by that they mean, designs all buildings; there are others still, who are of the opinion that a draftsman who designs—one who is really only a technician adopt in the presentative technique, in delineating ideas in paper which can be read, understood and followed by those who are required to build from those drawings; but few people, if ever, know that it is the Architect who designs, or more correctly who should and ought to be entrusted to design buildings; it is his job and none else's to design buildings, great and small, necessary for use in society. I should have liked to describe

and explain the sphere and relation of each of these people to the other especially with the Architect but I must desist the temptation for want of time. You ought to, however, bear in mind the fact that an Architect besides being a designer is the chief directing and controlling person in a building project, the responsible man in the whole of the building affair. This means a lot and his responsibility is indeed very great. The training that he has to undergo for learning designing and all that is necessary to practise the profession is, indeed, tedious, of infinite duration and expensive. In modern times he is required to know several things more than what I enumerated some time before. But above all he is required to have a cool head, genial temperament, right sense of justice and equal sense of humour, as he has to deal with various types of men with varying interests, and yet to see that these various forces are combined together and unite ultimately to have the building built, for a successful completion of the project. He must, therefore, be, besides being a designer, a man of good education and character. Otherwise, if these forces pull in various ways for lack of tact and ability on his part, the project will go to rack and ruin and the poor client will be doomed.

I think, Friends, I have said enough to acquaint you with the work and worth of an Architect and also to explain what Architecture is. You will have observed that the question of whether the resultant Architecture is good or bad entirely depends on the quality of thought or idea which building expresses, on the degree of success attained in the concrete execution of that idea. It is this element of design that is an important factor in the consideration of Architecture, for, its presence places Architecture amongst the arts, while at the same time, the necessity for its material expression links Architecture with technical science. You will have noticed that broad general and aesthetic disposition and temperament are prerequisites for one who wants to train and qualify himself as an Architect. I have told you that architect's training is arduous, expensive and of

infinite duration, for, in the artistic sense, he is a student all his life. It is indeed difficult for laymen to realise how many able individuals have to be rolled into one to produce a single great Architect. It is a sad reflection that the public has not been educated in School and University to understand that the great Architect stands at least on the same rank as the great Poet, Painter, Doctor or Teacher. I hope, I have said enough to prove that Architecture is the culmination of the efforts of the primitive man and his great achievements and that general progress and architectural progress go on simultaneously. You will now admit, I hope, that there is no art or profession which has to do so much with the general public. I would like to add that Architecture in its widest aspect, does not treat only of buildings individually but concerns itself with the whole of town-planning, the general layout of cities, and the art of making the cities beautiful, convenient and consequently prosperous. You will have realised that Architecture is a homely art answering practical needs. It reflects the thought of the times. Little do people know that Architecture has got its stamp, its character and that the nation lives in its Architecture. It is admitted that one of the most potentially determining factors of human existence is the environment in which the human animal passes its time. Slum conditions will make slum dwellers and criminal associations will create criminals. It is only the exceptions where man is superior to his environments. If this be true, it is easily demonstrable that town-planning and civic architectural activity can have in them the most potent germs for human betterment, and just as evil haphazard conditions of past generations have resulted in a terrible legacy of ill-health and crime, so the making of sanitary towns, spacious thoroughfares, hygienic, comely and seemingly, if not aesthetically perfect homes, beautiful surroundings, parks and open spaces of real recreative value, shall result in a better standard and tend, if only gradually, to the ennoblement of the race. It is generally accepted that mankind is extremely suscep-

ble to the influence of environment and good or bad environment at an early stage may exert an almost permanent influence on the temperament and character. Good or bad environment is not of course supplied by human contacts, by personal elements. Everything made by man is capable of being considered as an element of human environment and consequently as having its share in the total cumulative effect which environment produces. It is, therefore, of utmost importance in any scheme for the betterment of human conditions that every factor affecting our surroundings must be very carefully considered. The more common the factor, the greater its importance, the more important its effect, for good or for evil. It is undeniable that of all major artificial objects, which are concerned with existence, buildings are the most common and hence the most important. The character of buildings, their quality, their service to our needs are, therefore, a matter of concern not only to the people immediately interested in them but to the whole community at large. It is precisely at this point that the art of Architecture enters upon the scheme as an active agent of public welfare. Friends, man builds the city, so that the city may build its sons and that the city teaches the man.

Friends, why Architecture, the petrified history of the past, not generally included in educational schemes? Architecture as the work of human hands is the result of brain power of thought and is therefore more worthy of inclusion in a general education than a score of subjects which have secured recognition and protection. Study of Architecture is necessary to a complete understanding of history and gives an added interest to travel. The works of man as presented in Architecture form a lithic history and indicate the social condition of the people of bygone days, thus linking it inseparably with history. While drawing and painting are included in the school curricula, what is wrong with Architecture that is not included or a sufficient knowledge of it imparted to enable the young student to appreciate the art of our city and streets? I repeat

what I said in 1938 in Bombay to the All-India Educational Conference, has the subject ever been thought of or considered by educational authorities? I believe it is high time that this subject of Architecture—what is Architecture, how it is the crux of civilisation, its scope and sphere, its civic importance from the standpoint of a good citizen, — is lectured upon first to the teachers under training, they will be able to apply that knowledge in history lessons, geography, civics and other subjects as well. I feel it will be very beneficial to infuse the element of Architecture into the general matter to be taught in secondary schools without making it the object of a separate course of lessons. For this purpose it will be necessary to divert to a greater extent the teaching of history of wars and politics of the nation towards that of their various stages of civilisation by characterising them by their stages in architecture without, however, separating this characteristic element from the most salient feature of manners, costumes and social institutions of each of them. It is possible, to my mind, also to alter the direction in the teaching of geography, in the same sense. The teacher can open the mind of his young students by speaking to them of the general beauties of the buildings which can be seen or visited by all. He should not limit himself to a burst of admiration in the presence of superior works of art but he should attract attention to some modest building. If in a country or mufussil

town before a barn, for example, of course if there is one, by trying to analyse the work to an extent that of course his young students can understand. He will say, for instance, first what is its use, the reasons of its particular shape, the reason of its timber work, of its roofing, of the materials used on the construction, etc., so as to leave on the mind something more than a vague and in consequence fugitive impression. On another occasion he should take his pupils to visit a school building, say, provided it is really a good architectural building or a temple, preparing them in this manner for more extensive education in the future. It is not for me to multiply such examples. I am sure this would open up new vistas and avenues of thought and, study of Architecture in a general way is bound to give additional importance to otherwise dry historical dates and geographical ground work of elementary and secondary school training. I do not think, Friends, that it will take long for you to be convinced that this hiatus in education requires to be removed as early as possible. Finally, I would conclude that as the Art which shelters us from the elements and with which we come in daily contact, as the Art which gives a home and enshrines and illuminates the most sacred of our associations and lastly as the Mother of all the Arts Architecture is certainly worthy to be included in the curricula of a general education.

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4, FRANCIS JOSEPH ST., G.T., MADRAS

OUR ASSOCIATIONS

The Malabar District Teachers' Guild,
Calicut.

At a General Body meeting of the Malabar District Teachers' Guild convened specially for the purpose of considering the problems arising out of the recent Govt. Order on salaries of teachers and deciding upon the Guild's future programme of action and held at the Zannorin's College, Calicut on Saturday the 1st March 1947 with Janab Anwar Padsha Sahib B.A., L.T., in the chair the following resolutions were passed.

This meeting of the General Body of the Malabar District Teachers' Guild considers the Govt. Order on the salaries of teachers as one insulting to the teaching profession as a whole and records its protest that the scales of salaries announced therein are thoroughly inadequate.

The unsympathetic and indifferent attitude of the Government that has made all other constitutional efforts of the Guild and its subordinate bodies up till now ineffective, has driven this body of teachers to the necessity of deciding upon "direct action."

Each of the affiliated units should ascertain through a referendum its readiness for direct action and if as a result of such a referendum the Guild finds that the majority of each of the various affiliated bodies is in favour of such action, the Guild will call upon its subordinate bodies to launch a direct action commencing from 15th June 1947. If, however, a particular section of teachers organised on district-war basis proves to the Guild by a referendum that the majority of that section is in readiness to launch direct action the Guild as a central body shall give such subordinate body the freedom to act and afford it every help and co-operation.

District Teachers' Guild, Coimbatore
and the Nilgiris.

Resolutions passed by the Guild at the extraordinary meeting held on 1-3-47

THE REVISED SCALES OF PAY.

1. The Guild records its emphatic protest against the adoption of the new revised scales of pay recently announced for different grades of teachers as they are utterly inadequate and fall far below the expectations of the profession and urges the government to scrap the same and to sanction adequate scales of pay.

2. The Guild wishes to point out that in the matter of fixation of the pay by the cabinet committee, there is no evidence of ordinary criteria of sound judgment and fair play as may be clearly seen (1) from the scale recommended for a secondary grade teacher which is less than the one recommended for a lower division clerk (2) from the scale recommended for an L.T. which is much lower than that for tutors and demonstrators and (3) from the grant recommended for the higher grade teacher which is less than the salary proposed for a peon. Obviously, this is a great injustice done to the teachers who take up to the profession with a sense of devotion to Education and who should therefore be given a higher scale of pay than in other departments in the public administration.

3. The Guild expresses its keen disappointment that the rates of increment in the new scales of pay i.e. one for every four years of service upto a maximum of four does great injustice to those who have put in long patient years of honest service and therefore expects the government to allow increments at the rate of one for every two years subject to no maximum.

4. This Guild strongly feels that the different scales of pay announced for the teachers of the same qualifications ser-

ving under various management attempts to create different castes in the profession and urges on the government to introduce uniform scales of pay and service conditions.

5. This Guild is of opinion that the recent communique of the Government on the salary revision question merely attempts to stifle the real issue and burkes the real responsibility of the state in making Education the first charge of the State and the evasive and unconvincing replies given by the Ministry from time to time are a direct negation of the sacred responsibility of the administration and are a permanent signal to the youth of the country not to join the ranks of the teaching profession in general.

Our line of action: 9/4/47

1. This Guild is strongly of opinion that direct action is the only inevitable remedy open to the profession for redressing the grievances of teachers.

2. This Guild favours the formation of an Interdistrict council of action to launch on direct action from 1st July 1947, in co-operation with the S. I. T. U. if possible, unless the government meets the demands of the teachers as formulated by the members of the Interdistrict council.

3. It is resolved that a District Council of action be formed consisting of one representative from each Taluk for organisational and propaganda work and

4. That an emergency fund be raised for which each teacher shall subscribe not less than Re. 1 in the first instance and the consolidated amount be remitted to Mr. P. P. Angappan, B. H. School, Mettupalayam (Convener) by each association or union before the 15th instant.

The Madura District Teachers' Guild
Madura.

EXTRA-ORDINARY SESSION, 5-2-1947

An extraordinary meeting of the Guild was held in the U. C. High School, Madura, on 5-2-1947, beginning from 5-45 p.m. Sri V. JAMBUNATHA AIYAR, B.A., L.T., occupied the chair in the ab-

sence of the President. About 400 members representing the various affiliated associations and unions of the Guild attended the session.

The meeting began with prayer, The Chairman in his remarks dwelt on the deplorable scales adopted by Govt. for teachers, the need for organised agitation on our part and our obligation to follow the lead of the S. I. T. U.

The Secretary explained what took place at the meeting of the Executive Board of the S. I. T. U. at Madras on 1-2-1947. He pointed out that it was representative of the whole Presidency, members of the Andhra Teachers' Federation and Presidents and Secretaries of Dt. Teachers' Guilds taking part in its proceedings.

The Secretary also conveyed the advice he had personally received from Sri T. T. Krishnamachari, President-Elect of the ensuing Conference. Teachers, in his opinion, should think of resorting to direct action only after ascertaining their organisational strength and enlisting public sympathy in their cause, as the public were already fed up with strikes and had grown sick of them. They should do effective propaganda and also secure necessary finances to back them in times of need. As President of the Conference, he promised to tour round each district after the Conference was over, and he would do the best for them. Until then, teachers would be well advised to be patient, without minding their sufferings for some time longer.

The following resolutions were then adopted:—

Our Demands

1. That the Guild requests the Govt. to scratch the recently proposed scales of pay and adequately revise the salaries of all grades under all managements, immediately.

2. That the Govt. do abolish immediately the distinction between Teachers in Govt. schools and those under Local Bodies and aided Managements, and give all of them equal pay, status and prospects.

3. That the Govt. should immediately revise the basic salary drawn by any teacher possessing the minimum qualification to be Rs. 50, as this is the minimum living wage.

4. That the Govt. do continue to grant dearness allowance to all teachers, as to Govt. servants in other departments, and raise the allowance adequately to meet the present abnormal living index.

5. That the Govt. should meet the entire deficit incurred by Aided Managements and Local Bodies and Municipalities on payments of salaries to teachers, bearing in mind that the entire responsibility of Education is with the State and that Managements have only, in a charitable spirit, come to the rescue of the Govt. and shouldered the task.

6. That the Govt. do grant House Rent Allowance, Bonus, Interim Relief, etc. to teachers of all grades in all schools, as to Government servants.

7. That the Govt. do direct all managements to pay D. A. to teachers at Govt. rates with retrospective effect from the date of sanction to Govt. servants and to advance the entire deficit incurred by the managements in paying them.

The Guild further resolved to request the S. I. T. U. to fix a date for an All-Presidency Strike before the 3rd week of February 1947, and to resort to Direct Action, under the lead of the S. I. T. U., in case teachers' demands are not met, such a course being the only legitimate remedy for getting their grievances redressed. It endorsed the statement of the S. I. T. U. Executive and chalked out a plan of action and appointed a committee to carry out the same.

North Arcot District Teachers' Guild

The XXII Annual Session of the N. A. Dt. Teachers' Conference was held on Saturday, 22nd February 1947 in the Cobb Memorial Hall, Voorhees College, Vellore. C. A. Samuel Esq., B.A., L.T., Headmaster, Voorhees High School and President of the Guild presiding. Nearly 250 delegates attended the Conference.

2. The president welcomed the delegates and pointed out how in spite of all the years of tireless agitation, the Government had paid no heed to the legitimate demands and had not even conceded to the elementary needs of the teaching profession.

Continuing he referred to the fantastical arguments advanced by the Government in support of their ill-advised action. The Government had still further betrayed their lack of wisdom, in making distinction between the Govt. and Local Board institutions. Quoting the G. O. D/17-2-47 clarifying their position in this matter, he wished to know what special administrative or executive and financial responsibilities were borne by those in Govt. Schools.

In view of the uncompromising attitude of the Government, the president added that members of the teaching profession were convinced that they should carry on democratically a vigorous campaign against this attitude of the Govt., and create public opinion in favour of their legitimate demands and if need be resort to 'Direct Action,' in order to achieve their objects.

In conclusion, he appealed to the members of the profession to muster strength and to present a united front and give their whole hearted support to whatever steps the S. I. T. U. may take and to respond to the call of sacrifice when it comes.

3. The Secretary then presented the minutes of the previous conference, the Annual Report for 1945-46 and the Auditors' report with the statement of receipts and charges for 1945-46 which were adopted.

4. Next, the Secretary placed before the general body the budget for 1946-47 as recommended by the Executive Committee.

5. Sri S. Srinivasa Iyer, Representative on the S. I. T. U. Executive Board then gave a brief account of the S. I. T. U. meetings he attended.

6. After tea Mr. Srinivasa Iyer moved the following resolution "The N.A. Dt. Teachers' Guild while generally approving the stand taken by the S. I.

T. U. against the salary decisions of the Government, feel that the present crisis demands a more courageous lead and with this view, requests the S. I. T. U. to proceed at once to take the vote of the associations throughout the Province on 'Direct Action' so as to reach a final decision at the ensuing Provincial Educational Conference. To explore any further possibility of a satisfactory settlement of the salary question, and to prepare the District for direct action as an ultimate remedy if necessary and to help the S. I. T. U. to rally the profession for effective and cohesive action, this Guild appoints as an emergency measure, a special committee of seven consisting of the President and Secretary ex-officio and five others with full powers to organise a relief fund to carry on propaganda and to negotiate with the managements. The committee will report its activities to the General Body a meeting of which will be convened sometime before the Provincial Educational Conference. The Guild further requests the S. I. T. U. to intensify its agitation on the lines suggested by it at its meeting on February 1, 1947." The resolution was adopted unanimously.

7. Office bearers for the year 1947-48. The following were elected:—

(a) President:—Sri C. A. Samuel, B.A., L.T., Headmaster, Voorhees High School, Vellore.

(b) Vice-President:—Sri R. Kuppusami Iyer, B.A., L.T., Headmaster, A. A. High School, Arcot.

(c) Secretary-Treasurer:—Sri M. Rangachari, Asst. S. M. D. H. High School, Vellore.

(d) Joint-Secretaries:—Sri R. Munusami Mudaliar, B.A., L.T. Board High School, Arni. Sri T. G. Swaminatha Pillai, Teacher, Municipal Elementary School, Vellore.

(e) Representative of the Guild on the S. I. T. U. Executive Board, Sri S. Srinivasa Iyer, Asst. Board High School, Cheyyar.

8. The General Body then elected. Messrs R. Krishna Rao of Voorhees High School and C. Suryanarayana, B.A., B.ED. of S. M. D. H. High School as auditors for 1946-47 and Sri D. T.

Daivasigamani Mudaliar, B.A., L.T., Headmaster, S. M. D. H. High School, Vellore and Munusami Mudaliar, B.A., L.T., Asst. B. H. School, Arni to attend the Provincial Educational Conference, Madura at representatives of the Guild.

9. The President in his concluding speech, appealed to the delegates that it was their duty to rise to the occasion and put fresh life in the efforts and to work with courage and determination and when the call came from the S. I. T. U. to resort to the last weapon available in our hand viz "to take to Direct Action."

"ALL MADRAS TEACHERS' DAY"

Meetings were held at the following places on 15-2-1947 and resolutions 1 to 4 in the circular of the S. I. T. U. dated 7-2-1947 were passed and The All Madras Teacher's Day was extensively observed all over the Province and resolutions expressing (a) resentment at the Government Communiqué of 17-2-47 and its misleading insinuation and (b) loyalty to the S. I. T. U. were passed.

1. Anantapur Dt: Kadiri, Kalyandrug, Uravakonda, Dharmavaram, Hindupur, Anantapur. 2. North Arcot: Arcot, Wandiwash, Tiruvannamalai, Polur, Cheyyar, Ambur, Sholinghur. 3. South Arcot: Cuddalore N. T., Villupuram, Chidambaram, Chinnasalem, Nellikuppam, Gingee, Devapanda, Kallakurichi, Anaicut, Tirukoilur, Kattumannarkoil, Panruti, Vridhachalam. 4. Bellary: Hospet, Ittigi, Bellary. Adoni, Narayanadevarka, Kamalapur. 5. Chittoor: Chittoor; Pullampet, Rishi Valley, Tiruttani, Kalahasti, Pakala. 6. Coimbatore: Anamalai, Perundurai, Bhavani, Kodumudi, Coimbatore. 7. East Godavari: Kothapeta, Amalapuram, Samalkot, Rajahmundry, Tuni, Peruru, Alamuru, Peddapuram, Ramachandrapuram, Mannepalai, Cocanada, Pithapuram. 8. West Godavari: Narsapur. 9. Guntur: Kollur, Thurumella. 10. South Kanara: Odavahobali, Puttur, Surathkal Nileshtar, Udipi, Kasaragad. 11. Kistna: Jaggayapeta, Nandigama, Masulipatam, Pamarru, Nuzvid, Punadi,

padu, Ghantasala, Kondapalle. 12. Kurnool: Kurnool, Chagalmarry. 13. Madurai: Uralpatty, Idayakottai, Usilampatty, Kilakarai, Melur, Madurai, Uthamapalayam, Tirumangalam. 14. Malabar: Alathur, Nilambur, Kutuparamba, Kallai, Cherplacherry, Arithikulam, Ponnani, Palghat, Purameri, Chalapuram. 15. Nellore: Buchireddipalayam, Kandukur, Atmakur, Nellore, Obulavaripalli, Kirlampudi, Kavali. 16. Nilgiris: Ootacamund. 17. Ramnad: Thirupachethi, Manamadurai, Tirupattur, Devakottai, Tiruvadanai, Rajapalayam, Sattur, Aruppukottai, Sivaganga, Karaikudy, Kondanoor, Pallathur, Kanadukathan, Abiramam. 18. Salem: Thalaivasal, Salem, Namakkal, Dharmapuri, Omalur, Harur, Trichengode, Velur, Jalakantapuram, Denkanikota, Kaueripatnam, Pallipalayam. 19. Tanjore: Tiruvizhimizhalai, Tanjore, Negapatam, Tirukattupalli, Kumbakonam, Mayavaram, Tiruvarur, Vedaranyam, Shiyali, Pattukottai, Nadukkaveri, Trivadi, Srirampuram. 20. Tinnevely: Kalakad, Ambasamudram, Adaikalapuram, Tenkasi, Tinnevely, Kallidaikurichi, Tiruchendur, Ettayapuram, Tuticorin, Palamcottah. 21. Trichinopoly: Trichinopoly, Ariyalur. 22. Vizagapatam: Ichapur, Chicacole, Sompeta, Vizagapatam, Vizianagaram, Gajapatnagar. 23. Coorg: Mercara.

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367	„ V. Vengubasubramanya Iyer	Caldwell High School, Tuticorin, Tinnevely District.	
368	„ G. Krishnamurthi Iyer	393	Mr. Samuel Muthiah
Board High School, Rajapalayam, Ramnad District.		394	„ P. S. Pandian
369	Mr. K. S. Subramanyan	395	„ A. Sundaresa Iyer
370	„ S. Tiruchitrambalam	396	„ S. Ramasubbier
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373	„ K. Ramaswamy Iyengar	399	„ A. D. Dorairaj
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The Christian Literature Society for India, Park Town, Madras.

EDITORIAL

The gathering discontent

Teachers all over the presidency are greatly agitated over the government's apparent unwillingness to do them justice. In the course of the month the education portfolio has changed four hands but there has not been any change in the attitude towards teachers' salaries. The teaching profession in the province ought to be very grateful to the members of the opposition for inviting the attention of the government to the demands of teachers and to the consequences of allowing the discontent to continue. But the government seem to be unmoved. Mr. Prakasam, the ex-Premier, characterised the request of teachers for a living wage as "a scramble for increased wages" and silenced the legislators by saying that inconvenient questions put on the floor of the house encouraged the teachers in their agitation. Was it ignorance of the teachers' suffering or the obstinacy of mind that would not allow him to hear the other side responsible for such a statement from such a popular leader, we fail to comprehend. Mr. Bashyam ruled out the possibility of reconsidering the question during the year as the budget had already been framed. Yet, after the budget was passed the government sanctioned increased scales of salaries to the City Police! Mr. Gopal Reddy was proud that Madras stood only next to the Central Government in regard to its education budget. Is that any consolation to the starving teachers? In spite of a volley of questions, none of the ministers would give any hope that the teachers' case would be considered. Instead, the impression is that in view of prohibition, government could not consider any further increase in education expenditure. Such an obstinate policy has only added to the resentment of teachers. They are forced to the conclusion that this government would understand only the language of strike. Teachers are getting restive and in several districts have organised councils

of action for effectively mobilising the teachers and preparing them for a course of direct action. Several sectional organisations are being formed and this is a sign of the growing dissatisfaction. The teachers in the province feel that government should be notified that if their just request be not conceded, say by the 1st July 1947, the teachers should be called upon to abstain from work. They are getting impatient and are blaming the Executive of the S.I.T.U. at what they characterise as its slow pace. The Union Executive which met on the 29th March 1947, reaffirmed its view that direct action is a legitimate remedy open to teachers and is recommending to its general body the appointment of a Council of Action.

Members of the legislature, mostly of the congress party, have been advising teachers that they must do more vigorous and effective propaganda. We do not know what these legislators mean. Will the party take up the teachers' case only when the teachers bring about a crisis? Is it the intention of the legislators to exploit the patience of teachers? Are we to understand that the party will begin to move only when teachers press their demands in a less non-violent manner?

We warn the government and the party in power that the discontent among teachers has been growing and it will prove very disastrous to the future of the province, if government do not take up the question and fix the salaries on an equitable basis, taking due account of the responsibilities involved, the educational qualifications demanded and the high cost of living and at the same time ensuring equality of salary scales under all agencies. Any delay in taking action on these lines will cause great harm.

Why this insult?

We understand that Commissioners of several municipalities in the province and village panchayat officers are calling

upon teachers in their employ to do work in connection with rationing in their areas in addition to their normal work. We understand that these officers have been directed by government to do so. We fail to understand how government could have passed such orders. The normal work of the teacher is very exacting and it has been made even more taxing by the shortage of teachers in many schools. Teachers rightly feel insulted when they should be ordered to do such extra work not in any way connected with their legitimate duties. We learn that many teachers have declined to do such work. They may be assured that the teaching profession will stand by them.

We are happy that the government have ordered the commissioner of the Virudunagar Municipality to cancel his order of suspension and to restore to service the twenty-one teachers who refused to write ration cards. We urge government to rescind the obnoxious order by which these officers were empowered to call upon teachers to do such work.

School Buildings and Prohibition.

A press communique issued recently contained the information that government have appointed an expert committee to suggest suitable plans for buildings for use as hospitals, schools, etc., with a view to bringing down the expenditure on buildings. Too frequently we hear that school buildings are very costly and that there is considerable room for economy in that regard. It may be so. We are not for extravagance in school buildings. But we cannot subscribe to the view that buildings are not necessary for schools. A well-designed and well equipped school building is a great factor in education. We trust the committee which consists of engineers and architects will consult those in charge of schools and colleges regarding the requirement of these institutions. While all unnecessary expenditure should be avoided, school buildings must provide adequate facilities and must be strong and durable, airy and well lighted.

For the past six years there has been an embargo on building grants for schools for boys. But during this period the enrolment in secondary schools has increased to such an extent that even after increasing the permissible strength of a class to 45, schools are over-crowded. It will not be a wise policy to continue to refuse to entertain applications for aid for expansion of school buildings. Nor is it fair to say that because of prohibition, money could not be allotted to education. Prohibition of drink should not lead to prohibition of education. The demand for education must be met and we trust the government will relax their order and whenever the pressure on school accommodation justifies it, help managements with liberal aid for extension of school buildings.

The Examination Scandal.

We deeply deplore the scandalous leakage of the question papers relating to the S.S.L.C. examination and certain subjects of the Intermediate examination of the Madras University. In previous years it used to be said that candidates of particular localities obtained knowledge of questions in certain subjects. We have never had a leakage of such great magnitude as that of this year. We are glad that the authorities have cancelled the examination and notified a fresh examination. It is true the step would cause considerable hardship to many an innocent student. It cannot be helped. A thorough investigation must be held and the culprit or culprits responsible must be very severely dealt with.

This leakage of question papers when considered along with the reports of indiscipline in certain examination centres must make people think seriously of the causes underlying such conduct. While it may be easily said that such conduct is an expression of the protest against the dominance of examination in our educational system, we cannot ignore the influence of the growing amount of indiscipline among students and of the influence of indiscreet slogans by party leaders and public men on young minds. Interference

with the authority of the Headmasters in the matter of promotions and selection by leading public men and even Officials in high authority has become so common that examinations are losing much of their importance. It is high time that teachers and public seriously consider the baneful effects of indiscipline and disregard of authority and take prompt action.

Bifurcated Courses of Studies.

We understand that Government are insisting upon High Schools providing for one or more of the pre-vocation Courses in the new academic year so as to put into effect their Scheme of bifurcating the courses of studies. They have planned for seven courses, like the Secretarial, Agriculture, Mechanical Engineering, Painting, etc. While draft syllabuses for these courses have been published, schools have not been told definitely anything about the common core subjects for the preuniversity and the pre-vocation courses. Nor have the Government taken any step that we know of for securing the necessary teaching personnel for the new courses. Obviously they think, as the Minister cryptically remarked, that their new scales would attract qualified teachers! Managements have not been informed of the extent of financial assistance which the Government would give them. What with the embargo on building grants, the difficulty of obtaining equipment and of securing the teaching personnel, Managements are unable to make up their minds. But the Education Officers in their zeal are reported to be insisting upon some provision being made. We wish to invite the attention of the authorities of the possible consequence of hasty and ill conceived action. We are for providing different courses of studies. But we want that there should be proper planning so that there may be no avoidable waste and overlapping. It will be good if Educational Officers would consult the Managements of schools and in accordance with the needs of the locality and the ability of the Managements plan the opening of these

courses. Further Government should make up its mind to give up its old policy of a pie for a pie. It must act on the recommendations of the Post War Committee on Education Reconstruction and promise very liberal aid so as to enable the Managements to provide the additional courses. Otherwise the scheme will fail.

A good lead

We are glad to learn that certain aided secondary schools have revised their scales of salaries to be in accord with the scales applicable to teachers in government schools. (The London Mission High School, Gooty, the P. S. High School, Mylapore, the Thyagaraya Chettiar's High School, Washermanpet, the C. C. C. High School, Perambur, St. Gabriel's High School, Broadway, and the Hindu High School, Triplicane have informed us of such a revision. Names of other schools will be published in these columns as we get information.) We commend their action to other managements. We are not unaware of the difficulties of managements, but we do feel that managements have to see that their teachers are paid well, at least as much as teachers in government service doing similar work are paid. Managements must exert themselves a little and secure funds from the community which their schools serve and/or from the government. If managements would take timely action, they could allay the discontent among teachers. It will not be helpful if managements should repeat the old explanation of lack of finance and of illiberal aid from government. Teachers feel that if managements are really earnest, they could secure the funds required.

A great loss

We deeply regret to have to record the death of Sri D. Balasubramanya Iyer, proprietor of Messrs. B. G. Paul & Co., publishers. He was a good friend of teachers and a generous patron of education. It was his generous contribution of Rs. 1500 that made it possible

for the Madras Teachers' Guild to institute a Benevolent Fund for its members. In his death teachers of this



Our Provincial Educational Conference

The Executive Board at its meeting held on the 29th March decided to change the venue of the conference from Madura to Madras. After considering the letter received from the Secretary of the Reception Committee the Board came to this decision. The conference will be held on the 12th, 13th and 14th May 1947. The principal subject, for discussion will be 'Teachers' position and the Government Communique.'

Sri T. T. Krishnamachariar has very kindly agreed to preside over the conference.

The attention of the readers is invited to the Secretary's circular letter. Members desirous of attending the conference may enrol themselves as delegates and the time has been extended upto the 20th April. While all delegates who have already registered will be deemed delegates for the Madras Conference, it is open to any delegate to withdraw provided the Secretary of the Union is notified before the 20th April.

province have lost a good friend. We offer our heartfelt condolences to Mrs. Balasubramanya Iyer and to Messrs. B. G. Paul & Co.

The South Indian Teachers' Union

A General Body Meeting of the South Indian Teachers' Union will be held on Wednesday the 14th May, 1947 at Madras.

Agenda :

1. Consideration and Adoption of the Annual Report.
2. Election of Office Bearers.
3. Amendments to Rules.

Rule 5. Add the words 'Two Vice-Presidents, one of whom shall be from the Mofussil' between the words 'President' and 'a Secretary.'

520, High Road,
Triplicane,
4-4-47.

T. P. Srinivasavaradan,
Secretary.

C. A. Samuel,
Joint Secretary.

SOUTH INDIAN TEACHERS' UNION

520, HIGH ROAD, TRIPPLICANE,

Madras 5, 3rd April 1947.

To

THE SECRETARY,
'TEACHERS' ASSOCIATION,

SIR MADAM,

You are aware that at the invitation of the Madura District Teachers' Guild, the Executive Board agreed to hold the Provincial Educational Conference in Madura this year. But a few days back a letter was received from the Managing Committee of the Guild that it would be prepared to make arrangements for holding the Conference, if the Conference were to be held only for one day and the only subject to be discussed were 'direct action.'

It is well known that our Educational Conference meets once in a year and teachers come from different parts of the province. The Executive Board has put down as symposium for the Conference "Teachers' position and the Government Communique." Under this all aspects can be discussed. The members are all aware that the resolutions given notice of by certain associations have to be brought before the Conference. The following draft resolutions will be placed before the Conference

and one of the resolutions touches upon the future line of action. Further the General Body Meeting of the S. I. T. U. has to be held. Hence one day is quite insufficient for holding the Conference. As the Management Committee agrees to make arrangements for the Conference provided the Conference is held only for one day and direct action by teachers alone is discussed, the Board reluctantly decided to change the venue to Madras, and the Conference will be held on the 12th, 13th and 14th May 1947. The exact place and programme will be announced later.

As a special case the registration of delegates has been extended up to 20th April 1947. Such of the already registered delegates as plead inability to attend the Conference on account of the change of the venue may claim refund of their delegation fee on or before the 20th April 1947.

Yours in the case of the profession,

T. P. SRINIVASAVARADAN,
Hony. Secretary.

DRAFT RESOLUTIONS FOR THE XXXVII PROVINCIAL EDUCATIONAL CONFERENCE, MADRAS

1. The Conference is of opinion that the Cabinet Committee appointed to go into the question of the revision of the salaries of teachers have failed to translate into action the principles which they have enunciated for the revision of scales, in their recommendations regarding salaries for teachers. The recommendations are thoroughly inadequate and unsatisfactory.

2. The Conference regrets to bring to the notice of the government and the public that the continued neglect of the salary problem and the perpetuation of the invidious distinction in respect of salaries and conditions of service of teachers have been adversely affecting the progress of education in our province. It, therefore, urges the public to impress upon the Ministry that the problem should be solved in consultation with the Provincial Advisory Board of Education or preferably through a committee constituted on the lines of the Burnham Committee as early as possible. It further urges the public to make it clear to the Ministry that services in any recognised educational institution is national service, that the interests of teachers should be safeguarded, no matter where they happen to work, and that all schools whether government, or Local Bodies or private are to be equal in the eye of the government and entitled to their liberal support.

3. In view of the attitude of the government in regard to the question of the teachers' salaries and service conditions, this Conference is compelled to come to the conclusion that direct action is the only remedy open to

teachers. It therefore appoints a Council of Action

- (i) to secure cent per cent enrolment in every local and district association and prepare a registry of all members.
- (ii) to organise a special fund to which every member shall contribute at the rate of Rs. 5 for teachers drawing Rs. 50 and above and Rs. 2 for those drawing below Rs. 50, the fund being utilised for the purpose of organising propaganda, and relief under the direction of the Working Committee of the Union.
- (iii) to get a committee like the Burnham Committee appointed to make an award regarding the scales of salaries for different grades of teachers.
- (iv) to take from every member a declaration regarding his willingness to extend whole-hearted co-operation and readiness to carry out the directions of the Council of Action.
- (v) to take, with the approval of the Working Committee, either in a local area or throughout the province such steps as may be necessary, as indicated in the Executive Board's resolution of 1st February 1947, to secure the demands of teachers.

4. The Conference views with grave concern the increasing amount of extraneous duties that teachers are being called upon to perform and it considers that if such work is to be done, it should be adequately paid for.

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