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THE SOUTH INDIAN TEACHER

Vol. XX

MAY 1947

No. 5

THE XXXVII MADRAS PROVINCIAL EDUCATIONAL CONFERENCE

PRESIDENTIAL ADDRESS

SRI T. T. KRISHNAMACHARIAR

Ladies and Gentlemen,

Sometime last January when my friend, Sri T. P. Srinivasavaradan, wrote to me, that I have been elected to preside over the Provincial Educational Conference for 1947, I was somewhat surprised that the choice should fall on me. However, I had no hesitation in accepting the invitation because from the days when I was drawn into the discussions on the educational budget in the Madras Legislative Assembly, I have been closely associated with teachers' organisations in this Province and have as a result been familiar with the need for a radical change in the outlook on educational problems generally and the educational organisation in particular. I do not, therefore, offer any apology for standing before you and claiming your attention to some of the proposals concerning the future of education in this Province.

I have no desire to make the usual survey of world conditions, either to explain or to simplify the grave and serious issues that face us today in practically every sphere of our activity. But it does no good to refuse to face facts. The economy of the world is completely out of gear as a result of the last war, and that is as true of India as any other part of the world. In addition to this, we are now on the verge of a profound political transformation which, whether it is on the lines agreeable to us or not, makes the problem of re-settlement and reconstruction more difficult. Under these circumstances, all suggestions for

remedying the present state of affairs and ensuring orderly and even progress can have only a relative value and cannot be accepted as being the last word on the subject. This position is more true of education than of any other aspect of human activity.

Leaving generalisations alone, I would like to deal within the short time at my disposal, with some of the specific problems that await solution. In the first place, we have the immense problem of devising the machinery for educating the millions of youth who go without education. The duration of the educational course and the content of education are still matters of dispute, notwithstanding the fact that public opinion on this subject was focussed by the Sargent Report. The problem of how to provide higher education either for the purpose of qualifying for a vocation after the basic school course or for the purpose of going to a university or university technical colleges, not to speak of the further preparation needed for those who are entering life in administrative and similar services, also claims attention. An administrative organisation has to be provided, modern and flexible, in order to be able to control the vast machinery that is proposed to be created. Lastly apart from the problem of housing these educational institutions and the provision of the equipment necessary for them, there is the great problem of finding teachers to man this complex machinery, training them and keeping them up to scratch by refresher courses and above all, paying them adequately and providing them with

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the necessary amenities, all of which will make them devote the major part of their time and attention to their work instead of striving perpetually as they have to do now, to keep hunger, poverty and misery away from their doors. In order to assist your consideration of these problems, a committee of South Indian teachers have attempted to place before you a booklet giving a skeleton of their ideas in regard to the subjects mentioned above. With much of what they have said in that booklet I am in agreement, though in some respects, my ideas might be more radical than theirs. I, therefore, propose to follow the arrangement in that booklet in this short address of mine.

In the course of my rather cursory and limited familiarity with educational literature, I came across the studies of a committee appointed by President Hoover of U.S.A. in 1930 as a result of a conference of educationists at the White House convened to search for a basic programme to serve the educational need of the United States. The studies of that committee which was presided over by Dr. Willbur, the then Secretary of the Interior, have been summarised in 19 points called the "Children's Charter". Clause 10 therein might perhaps be applied appropriately to the problem we have on hand and it reads thus:

"For every child, an education which through the discovery and development of his individual abilities, prepares him for life; and through training and vocational guidance, prepares him for a living which will yield him the maximum satisfaction."

In my view, this clause covers the two aspects of education which we have to consider. Both are equally important, though the aspect of discovering and developing the individual abilities of a child and preparing him for life covers a much larger number of children in our country than the second aspect of giving the child vocational guidance to prepare him for a living which will yield him the maximum satisfaction. For nearly ten years past,

educationists have been battling against the generally accepted proposition that it is necessary to educate every child in the three 'R's' and thereafter the function of a high school is to prepare him for a college and not for life, though in reality the majority of pupils who pass through the high school stage do not enter a college. Notwithstanding the popularisation by the Sargent report of the idea of an eight-year course and compulsory schooling for this period it does not seem that either the profession or the Government is taking up this matter seriously, nor have any attempts been made to re-organise the higher, elementary and secondary schools to achieve this end. While we might express chagrin at the vacillating policy of the Government, we must also admit that the consequences of this transformation, viz., making the function of a new type of basic school to prepare the child for life and not principally for higher educational courses, are almost incalculable and to the extent of my knowledge, there does not seem to have been any systematic attempt to organise education on these lines in any country in the world. Reorganisation of education at this stage cannot be thought of except against a background of growth and change, recognising, at the same time, that all the issues concerning this problem are not before us, and it is like a mathematical problem in which new unknowns are constantly appearing. The safest method in approaching this question of determining what ought to be the content and duration of basic education which would prepare children for life and what must be the nature of further education therefrom which in the ultimate is to prepare the subject for earning a living, is the method of trial and error. Nor can the set-up of the educational organisation that has to deal with this problem be fixed and permanent; it is only its function that has any final or permanent form and the organisation must remain dynamic and able to meet and master problems as and when they appear and solve them as rapidly as the organisation can develop popular support for it.

I am personally a believer in a basic educational course of 8 years for children between the ages of 6 and 14 which ultimately ought to be compulsory for all and free for those who cannot afford to pay for it. With the acceptance of the medium of instruction being in the mother-tongue of the child concerned, it ought to be possible for experts to devise a curriculum by which general education in practically all the subjects necessary for a person to know, can be provided within these eight years. But even more difficult than the provision of a curriculum is to link the present higher elementary schools with the secondary schools and to condense the 11-years course into 8. But considering that the study of English might perhaps be relegated to the importance of the study of a second language, if it is at all in the school curriculum and that the specialisation similar to what is now obtaining at the fifth form stage providing specialised instruction in the subjects which the pupil chooses, will no longer exist, it ought not to be difficult within these eight years to provide an education for a boy or a girl equal, if not better, in quality in the matter of general subjects to what boys and girls passing out of the school final standard now possess. The changes necessary for this purpose are largely a matter of mechanics and must necessarily be spread over a period of time. In my view, if the conference accepts this proposal, the Government should set about making the change right from the next academic year.

The question might be asked whether there should be a public examination at the end of this period. Speaking for myself, I am against examinations generally, as, apart from its being an unreal test of the abilities of the examinee, the psychological effect on children of a tender age of the bugbear of examinations and the adverse results arising therefrom are so disastrous that even if we have no other yard-stick to separate the sheep from the goats, we should limit the use of this type of test to once only in the course of the educational career of a boy or girl.

That, in my view, should not be at the tender age of 14 or 15. I would suggest that, even though it might be a reversion to the S. S. L. C. idea conceived thirty-seven years back, certificates should be given on school record culminating in a school examination conducted in the presence of an assessor or assessors who might be a senior master or masters from some other school nominated for that purpose by the appropriate governmental agency. One more word about the curriculum to be followed in these basic schools. The curriculum used in this type of school where the majority of those who pass out will enter life, has to be determined and the question whether the interests of the minority who will go up for higher education will be adequately served if they are given the same type of preliminary education as those to whom no further education is to be vouchsafed, having in view the impracticability, if not the inadvisability, of deciding at a very early stage whether a boy or a girl shall have higher education or not—all point to a common school education and a further course to prepare the pupil before he takes up technical or university education, as the case may be. The concentration necessarily has to be focussed on providing, as early as possible, this complete and minimum education for all boys and girls of the school-going age. While anybody who wants to become an artisan or a skilled worker, can straightaway go to a poly-technic after finishing the basic school course, it would be necessary to provide facilities for further education for boys and girls who ultimately desire to enter vocational institutions or higher technical institutions or the university. My suggestion will be the same as that detailed in the booklet viz., that there should be a higher school course, call it by whatever name you like, of three years which will provide room for specialisation, side by side with a higher quantum of general education than that furnished in the basic schools, in order to prepare the pupils for getting into the vocational and technical institutions and the university. In fact, these schools ought to

take upon themselves the preliminary teaching done in certain technical colleges like the Medical and the Engineering, so that the duration of the course in such colleges might be cut down appropriately. Similarly the university should also be in a position to cut down the number of years for a degree course to three and abandon the intermediate course, taking advantage of the better type of education that would be provided by the preparatory schools. Again, the education furnished in these schools ought to make the pupils fit to go to a training institution for teachers in order to meet the demand for teachers from the first to sixth standards in the basic school. Those who seek to enter ministerial services either under Government or any business and industrial undertakings and qualify themselves to become accountants, secretaries, stenotypists, and so on, would have to complete the preparatory course before taking up to specialised training for their vocation. In fact, the curriculum for these preparatory schools has to be very varied and the atmosphere in which the pupils will be working has got to be carefully regulated. I would even suggest that pupils who pass through this stage should all be boarders eliminating day scholars, so as to inculcate in them the team spirit that such institutions create, but that may not perhaps be feasible. I would suggest that it ought to be so planned that there should be one preparatory school giving suitable training for entry into technical colleges and into the university, at least in every reasonably sized town, and the Government should maintain at least one model school in each district providing all the different courses.

I have no desire to deal here with the problems of higher education either in the vocational, technical or in the university field except to repeat that the provision of the preparatory school ought to help to cut down at least one year in the university course and similarly in other professional colleges. I would like to take this opportunity of addressing those sceptics who do not believe in a three-year university course

consequent on its failure in the Mysore University and what they consider to be the doubtful results obtained in the Delhi University. I have been told by responsible people that the bulk of the opposition to cutting down the number of years in the university course comes from the private institutions to whom the first year fee income is an important factor. But apart from that, people must realise that while the present school final standard does not completely equip a pupil to enter life even to serve in the ministerial services, the passing of the intermediate examination does not seem to be necessary for this purpose as the type of education provided in the intermediate course adds nothing materially to the equipment of the person who wishes to enter life thereafter. The only result is an inordinate strain which he or she has to undergo in passing the intermediate examination, all to no visible purpose. In fact, I would like that the only public examination which a boy or a girl would have to face, should be at the end of the preparatory school course, neither before nor thereafter. I have not attempted to say anything original in outlining to you in what manner the present educational set-up must be changed, as I have followed in the main modern thought on this subject, and I do not feel that emphasis on the need for a change on these lines suffers visibly by its lack of originality.

The next subject I would like to touch in this connection is the present educational organisation, beginning from the slowly dying single teacher school and passing on to the higher elementary school, from there to the incomplete secondary school and then to a full-blown secondary school and thereafter to the university, with different authorities in charge of this type of education, commencing from the teacher-manager institutions, the privately endowed and managed higher elementary and secondary schools which, in some cases, are run by Christian Missions, the local and municipal board schools and the few Government schools which complete the picture. From the point of view of the financial position of these schools, they

fall into three categories—the aided schools which come under the beneficent influence of the grant-in-aid code, the board schools and the government schools. How the present educational department works with the Minister at the head, with a permanent Secretary to assist him and the rest of the department acting under the Director of Public Instruction, is a matter of common knowledge to all of you. The administrative set-up has undergone several changes during the last four decades but viewing these changes from the resultant effect obtained on education, it seems that education in the Province would not have been any worse if no changes had taken place in the educational administration during all these years. The bureaucratic influence of the Director of Public Instruction and the vested interests created in preserving the system so far as the members of the Indian Educational Service were concerned, prevented even an enquiry whether the system was working efficiently or not. The Inspectorate with its three tiers combines the functions of an audit department of the Government in so far as the administration of the grant-in-aid code goes, together with a feeble attempt at inspecting the efficiency of the teaching institutions. In regard to aided institutions, more often than not, the tenor of the report of the inspecting authorities is dictated by the influence that the management commands with those in power. It might be said that since even this educational system has turned out some educated men, all could not be wrong with it. However, no enquiry and substantiation is needed for us to accept the fact that the bulk of the people who ought to have been educated still remain illiterate and many of them to whom some education has been vouchsafed, have lapsed back into illiteracy, and those who have profited by the education do not seem to be well-fitted to fill the difficult role of citizens in a nascent democracy with caste, communal and economic inequalities thrown into the bargain. It is a pity that this administrative

system has not even produced a few outstanding educationists in this Province which fact alone would serve as a justification for the whole system being scrapped. I would personally favour the creation of an Education Board analogous to the Central Advisory Council contemplated in Section 4 of the English Education Act of 1914 with the majority of its members being drawn from amongst people who have experience in teaching, together with some who, while they have not had actual experience in teaching, have as laymen been connected in some form or other with educational activities with powers not only to advise on matters referred to them by the Minister but also statutorily enjoined to offer advice on all matters connected with educational theory and practice as they think fit. In fact, I would even suggest the creation of three such boards, one for each linguistic area in this Province. The creation of these boards will eliminate the need for the Directorate of Public Instruction as the administrative officers that are needed by this department can very well be placed under the Education Secretariat. If the grant-in-aid code is to be continued (though I am suggesting later on the scrapping of this system), the audit side of the work now done by the education department may well be transferred to a provincial audit department with only a general supervision over the expenditure on Government grants being left with the education department's officers. The Inspectorate must be remodelled and put in charge of zonal commissions of experienced teachers with a headmaster being at the head of them assisted by a permanent servant of the Government. Such a commission should not merely inspect but also instruct. I would suggest the cutting up of the Province into several zones, each zone comprising of three to four districts with one such commission. The members to man these inspecting commissions may be drawn from the teaching profession to serve for a period of two years, their salaries and travelling expenses paid by the Government.

The mechanical work in so far as compulsory education is concerned and routine inspection can be done by the District Educational Officers and their assistants.

In regard to providing the physical facilities for a school, my own view is that the amount now spent on school buildings is out of all proportion to the existing needs. The modern art of construction provides means to simplify the design and reduce the cost of construction of public institutions like schools, and where adequate space is available, terraced buildings for schools can be avoided. Light structures with cement-asbestos sheet roofing suitably insulated ought to make a considerable difference in the matter of capital outlay on school buildings. No time should, therefore, be lost in investigating into the question of providing school buildings of this nature.

The lynch pin of any scheme of educational organisation is undoubtedly provided by the teaching profession and I feel the efforts of this Conference must be mainly directed to get the government and the public to fully realise this fact. All the world over, governments and educational authorities are now concerned with solving the urgent need for the recruitment of teachers and also to assuage the discontent amongst those who are already members of the profession.

It seems the first problem will, in some measure, be solved if the element of discontent is removed

- (a) by improving the status of the teacher,
- (b) by adequately increasing his emoluments so as to provide him with reasonable living conditions, and
- (c) by banishing the fear of insecurity for the future against which he cannot, as at present placed, build up any defences, as his income cannot, under the most liberally conceived scheme of salaries, leave a surplus for saving.

A report on the subject of "General Education" in a free Society drawn

up by leading educationists and publicists in the United States at the instance of the Harvard University is prefaced with a condemnation of the practice that now obtains in the United States of paying teachers less and less, the younger the class they teach, unrelated either to the importance of their work or to the difficulty that it entails. That the situation in the United Kingdom is even worse is revealed by the Nuffield College Report on the existing conditions of the profession and the paucity of new recruits. Apparently, the Burnham Committee's Report on teachers' salaries has had no more effect on the Government in U. K. than the Sargent Report has had on Indian Governments, Central and Provincial.

I am aware of the serious situation that the question of teachers' salaries has created in the Province. The problem has two aspects, the short-term and the long-term aspect. The intensification of distress amongst the bulk of the members of the profession is due to the economic conditions brought about principally by a war economy. The effect of the full force of these adverse conditions on a class of people whose income and living conditions were in normal times far below the minimum subsistence standards is similar to the effect of a blow dealt against the bony portion of the anatomy of a living individual who, by reason of being afflicted by pernicious anaemia has had the intervening muscles between the skin and the bone eaten away. If the profession feels raw about it all, they have ample justification for entertaining such feelings. The short-term remedy has to be of a two-fold nature. A substantial addition to the income of the teachers is needed whether it is in the shape of an addition to the basic salary or an increase of the dearness allowance. The prices of commodities essential for life have to be stabilised at a level much lower than that ruling today, no matter which Government, Central or Provincial, has to do it. The cry for more and more increases in salaries and allowances cannot be stopped unless inflation is

at least in part curbed by rigid price control. If members of professions like that of the teachers, not having the facilities of the day labourer to demand and obtain increase in wages periodically, keep silent over their troubles, it is unlikely that they would ever get any relief. Justice, however, demands that the onus of the investigation and the redress of their suffering must be placed squarely on the Provincial Government who will be failing in their elementary duty if they allow the voiceless people to suffer while helping those that are vociferous. In this instance, however, it does not appear that the Provincial Government denies the justice of the teachers' demands, but they seem to plead in justification of the non-fulfilment of these demands the usual slogan of want of funds. Today, when the technique of managed economy has been very nearly perfected, finance cannot be an insuperable obstacle. When prices and wages in urban areas have risen three-fold, there is no reason why there should not be a similar increase in governmental revenues and it is a fact that there has been though not a phenomenal, a substantial increase in the revenue resources of our Provincial Government in recent years. What stops the teachers will have to take in order to obtain help to tide over the present situation deserve careful consideration and I will revert to this subject before I close.

In regard to the long term plan, the authorities will have to realise that whatever grandiose schemes they might draw up for educational expansion, these schemes cannot be put into operation without the human element necessary for the purpose. The service conditions, being what they are, the teaching profession does not now attract new recruits even for the purpose of filling up current vacancies, not to speak of serving the needs of an expansionist programme. The meagre monetary remuneration offered, though a major factor in discouraging new entrants, is only one amongst several factors that operate to this end. Aided institutions and schools under the management of local bodies do not offer

ideal conditions of service. The control exercised and the treatment meted out to teachers in such institutions are not such as will tempt the new entrant into the profession. If, however, we raise the cry for the abolition of all such agencies, we are up against a vast and powerful body of vested interests who still command considerable influence with the authorities. My suggestion, therefore, is that while the present diversity in the types of school management might be allowed to continue, the teaching profession should be nationalised. All teachers must be made government servants and the responsibility for the payment of their salaries must rest with the Government. A teacher may, in the first instance, be appointed by the school management in non-governmental schools with due notice to the local treasury authority and the departmental officers controlling the school. Such appointments should be subject to the final confirmation of the inspecting commission and the interim sanction of the District Educational Officer. The teachers will be under the disciplinary control of the headmaster, whose certificate in regard to attendance will be necessary for their drawing their monthly salary. Such a scheme will do away with the three classes of teachers that now exist and will be subject only to such grades as may be prescribed by the department bearing some relation to the academic qualifications and the record of service of the individual teacher.

If this scheme is adopted then the grant-in-aid code will have to be substantially altered. The Government can claim the entire fee income of a school and demand its being paid into the treasury as and when collected. It might agree to pay a portion of the contingent expenses, leaving the other portion to be met from the income derived from the endowments belonging to aided institutions or in the alternative permit such institutions to retain a small percentage of the fee income, say 10 per cent, for such purposes, the Government agreeing to pay a contribution only in cases of substantial additions to the school equipment,

buildings and the like. The actual financial implications of this proposal have to be worked out; but if the Government and the public desire to keep the aided institutions going, while at the same time achieve in the shortest possible time the ideal of providing a reasonable education for the youth of this Province, for which purpose they require tens of thousands of new teachers, this scheme seems to be the only alternative to government taking over the entire responsibility for education and abolishing the aided institutions.

On the questions of grades in the teaching profession, I feel that there should not be more than two grades, viz. those who have graduated from the University and have obtained thereafter a degree in teaching and those who have completed the preparatory school course or its equivalent and have thereafter obtained a diploma in teaching at one of the schools provided for the purpose. I am not competent to discuss the duration of the degree and diploma courses and the nature of instruction to be given therein. I have, however, heard it said that as a result of the present scheme of training teachers the product that is turned out happens to be badly educated even in the subjects which the teacher is supposed to teach and much more so in other subjects. The reason given for this state of affairs is that the brief period of training is largely taken up with methods, psychology and perhaps administration, in short if anything except the subject to be taught, and these teacher training institutions appear to be sinking deeper into the habit of making teaching an elaborate and perhaps also incomprehensible pseudo-science. Be that as it may, I must confess it is outside my field. But, I feel that the two types of courses, each one of them, should in the aggregate cover two years. It might be useful to have a year's training in the first instance and the balance of the period after a period of time when the teacher had acquired some practical experience. My reference to these grades of teachers was mainly for the purpose of indicating that more than two grades in the profession are undesirable.

In the matter of remuneration, I feel that there is room for considerable improvement over the suggestions contained in the Sargent's Report. I am not satisfied that the initial salary mentioned in the Sargent Report can be accepted without further investigation. Leaving the fixing of the exact amount out of consideration for the time being, I would suggest that the remuneration of a teacher should be made up of a basic pay, a cost of living allowance worked out for each district or zone as the authorities think it desirable, to provide for increases in the price of necessities of life over and above the level of prices on which the basic salary was computed, a family allowance for teachers with children allowing provision upto three children while taking the basic salary as covering the needs of a bachelor or a married couple, and a house rent allowance with varying rates for teachers in urban areas. The cost of living allowance can be varied once in three months, if necessary, if the prices alter, the determination of such variation being left with the Government's Statistical Department. It might appear that I am being extraordinarily liberal but I might at once say that I am not enamoured with the graded scales of pay outlined in page 19 of the Sargent's report. In fact, if all the above-mentioned subsidiary allowances are agreed upon, the disparity between the two grades need not be striking. Nor need there be the same difference between the starting and the finishing salaries. In any event, a variation need not be made in the salaries of headmasters on the basis of the strength of the school, such as is indicated in the Sargent's report.

I have made no mention about the contribution to the provident fund as, while I feel that the employer might very well contribute, the teacher has no surplus left out of his salary to enable him to make a contribution. On the question of merits a provident fund provides practically no safeguard against the needs of a teacher after he ceases to earn when he reaches the age of superannuation. Ideas of social security have now sufficiently advanced to enable us

to insist on a pension for the teacher which will also be available to his widow in case the teacher predeceases his wife whether while in service or after retirement. The amount of the pension should be not less than the initial basic salary of the grade to which the teacher belongs and as the intention is that the pension should provide a minimum living allowance, the ideas of relating the amount of the pension to the last salary drawn now obtained in government service need not be followed. It is time that a scheme of social security is started for the benefit of the teaching profession and since the liability of government under this scheme will not reach its maximum for a decade and more, financial considerations need not stand in the way of implementing a pension scheme for the teaching profession straightaway.

I have no doubt that some of the views I have ventured to ventilate in this address would be the target of attack from diehards in our public life, not to speak of those in authority. While I have no desire to voice empty platitudes about our duties to the youth of the country and the need for training them along sound lines to undertake the responsibility of citizenship in a future democracy and so on, I cannot help feeling that in many matters concerning our future, we have to make a clean break with the past. The educational field to my mind seems to be the best starting point for the creation of a new order of things. While I claim no infallibility for some of the ideas I have set forth in this address, I feel that the more these ideas are criticised, the better for us so long as criticism is followed by alternative suggestions, which will enable us to move on without remaining static.

I promised earlier to refer to your immediate problems before I close my address. I must, while disclaiming any trace of superiority complex, emphatically affirm that I am completely with the teaching profession in believing in the justice of their demands for better remuneration. Even the Adviser regime which formulated a post-war reconstruction development scheme for

a period of five years have stated in page 10 of their introductory note to the report containing those schemes, as follows:

"An essential preliminary to all educational schemes is the elevation of the status of the teaching profession which is now deplorably low. It is proposed to spend about Rs. 9 crores in bringing the pay of all teachers, by whatever agency they are employed, upto the minimum scales recommended by the Central Advisory Board."

An elaboration of this idea is contained in page 116 of this report where they have made provision for Rs. 8.91 lakhs for a period of five years on the basis of Rs. 1 crore and 75 lakhs and odd for each year for improving the scales of pay of establishments in schools and colleges, while at the same time provision had been made for the continuance of a war and dearness allowance at the rates they were paid in 1946 in the period of five years during which the scheme was to be operated. But apparently, the present Government had thought fit to abandon all ideas of implementing a scheme worked out by the Adviser regime. In the Madras Government's press note No. 45 dated 14th February 1947, the Government seem to have not merely no ideas of standardising the salaries on the basis of the Sargent's Report's recommendations as was contemplated by the Adviser regime but it has come out justifying the stratification of the existing classes with all the inequalities as between one class of teacher and another according to the nature of his employer. It is surprising that a difference in the matter of remuneration between the teacher employed in Government schools and the teacher employed in local bodies schools, can be justified on the plea that it was necessary "because of the administrative and executive work which those in Government schools have to perform and the large financial responsibility they have to bear from the very beginning". I wonder what the nature of the extra work is and where the

satisfaction of the profession with the views and deeds of our provincial government in this matter. The irresponsible bureaucracy is gone; gone is the rule under section 93 of the Government of India Act. The chosen representatives of ourselves, those who have toiled for us and have undergone great sufferings for the sake of principle; they held sacred are once more in seats of power and we looked for great things from them. But what was the result? The Minister in 1947 is obviously holding the views of his predecessor who in 1927 met us at a Provincial Conference like this at Vellore and told us of his varying degrees of responsibilities towards a new Traivarnya he had envisaged, i.e., teachers in government service who were the children of the government, those in municipal and local board service who were their step-children, and those working in schools and colleges under private management who were worse than step-children. Ministers evidently are like the Bourbons they learn nothing and they forget nothing. We hoped to see some trace of a change of heart, a new vision inspiring those in power, a realisation of the ultimate responsibility of the state in the matter of education and its duty to see that those who do same kind of work receive the same remuneration whatever be the agency which for historical reasons have come into existence under which they work. "Education of the children of the Community" observes Prof. K. T. Shah, "up to a minimum standard must be accepted as the absolute and unescapable obligation of civilised society and therefore of the state representing it. Inadequacy of the resources of the community, financial or otherwise, must not be an excuse to avoid or reduce this obligation." But our government does not think along these lines.

What is more exasperating is the homily preached to us. We are to be the Vasisthas and Vamadevas of today, practising the high ideals of service and self-sacrifice and not bemoan ourselves by discussing debasing problems connected with sordid pelf. The following passage from Ruskin describing the

attitude of his contemporaries towards labourers portrays these self-appointed advisers of ours:

"You hardly ever address a labouring man upon his prospects in life, without quietly assuming that he is to possess, at starting, as a small moral capital to begin with, the virtue of Socrates, the philosophy of Plato, and the heroism of Epaminondas. Be assured, my good man,"—you say to him,—"that if you work steadily for ten hours a day all your life long, and if you drink nothing but water, or the very mildest beer; and live on very plain food, and never lose your temper, and go to Church every Sunday, and always remain content in the position in which Providence has placed you and never grumble, nor swear; and always keep your clothes decent, and rise early, and use every opportunity of improving yourself, you will get on very well, and never come to the Parish."

I am prepared to admit that there is ample justification for the seething discontent amongst us about our present lot and our future prospects. The younger folk among us who are not yet hampered with heavy family responsibilities and the poorer amongst us who feel confident that the pittance they get now as their pay they can earn elsewhere at least as a soda and betel-leaf merchant, are naturally very restive and are waiting for the signal from the South India Teachers' Union to launch their campaign of strike. In fact about this very Conference there was a large volume of opinion that the Conference need be held for a day only and the one and only topic to be discussed is the strike to be launched.

My advice however to the profession would be, 'Festina lente.'

Hasten slowly. Look before you leap. Are you as well organised as the railway men and postal employees whose success in the use of this weapon dazzles and inspires you? Has my friend the present President of the South India Teachers' Union such a hold upon you all that you all to a man will down tools at his word and call off the strike if advised to do so by him? Have

you enough resources to fall back upon if as a result of your strike you are kept out of your job for a few months? Remember teaching is not as urgently necessary for society as scavenging or railway transport or postal service. Disturbed political conditions are making us reconciled to see our schools closed for long periods and if some examination is held at the end of the year and students are promoted things go on as usual and nobody is the worse for it. Your strike is not likely to create a situation radically different from what is now obtaining in Calcutta, Lahore and some other unfortunate towns and areas in North India.

Therefore I would plead with you most earnestly not to do anything as a result of impulse and in haste. Have confidence in your leaders, the men who run the South India Teachers' Union and follow their lead. Strengthen that organisation which has been slowly built up and whose stock is going up every day, thanks to the consideration shown to it by our popular minister. Do not develop dissipated tendencies and create separate provincial organisations for sections of our profession, for elementary school teachers, for teachers of Indian Languages etc. Even if you think that there is need for sectional organisations by all means have them, but also see that they are affiliated to the South India Teachers' Union and have a policy of action in consonance with that and not at variance with it.

Even in this dark hour there is one thing that cheers us; there is a silver lining to this cloud. When the South India Teachers' Union made an attempt to make public men realise that education is of national importance and not the exclusive field of teachers and requested them to make a public statement about the two fundamental points of equal pay for equal work and ultimate financial responsibility of the state for efficient education, there was a spontaneous response from all over the province. That shows that the thinking section of the public is with us. Cheered by this fact let us do our best to discharge our function to the best satisfac-

tion of our conscience of the public and try at the same time to improve our conditions of service in all legitimate ways.

Before I pass on to the next topic let me just mention one scheme some of us have in view for improving the lot of teachers. There are managers and managers. Many are actuated by high ideals of social service and give freely their time, service and even money for schools under their charge. But there are also managers, both individuals and committees who run the schools mainly with the fee income and try to appropriate the annual grants either as their personal perquisites or for building up reserves for the school. Any way they act as an intermediary between the teachers on the one hand and the sources of income for the school on the other, whether it be government grant or fee income. As one who has worked for over 30 years in the field of co-operation wherein we work for the elimination of the middlemen. I was thinking whether it may not be possible for us teachers to join together into a sort of Co-operative Society for the purpose of running schools. We ourselves will be the management and there will be no extraneous element in it. My friend the popular minister in charge of education has welcomed the idea and has assured me that such institutions can be worked even under the existing rules; but if the rules do not permit he has promised to modify them. Having secured his support I am endeavouring to find out whether the Registrar of Co-operative Society will welcome such a proposal. I have got for his perusal the byelaws of Co-operative Society elsewhere which runs a school and we are going to meet shortly and discuss the question. If he also agrees, as I hope he will, we shall start a few Co-operative Societies as an experimental measure and consisting purely of teachers who will give their services direct to the consumer, i.e., boys or their parents without the middleman of a manager butting in. I hope this scheme if it materialises, will go a long way towards the improvement of our conditions of service.

The only other topic on which I should like to make a few observations is Educational Planning. It is satisfying to note that even when the late war was on, those in power had begun to think about plans of post-war reconstruction. So far as our country is concerned there is a National Planning Committee with Pandit Nehru as Chairman. The Executive Council of the Viceroy had a Reconstruction Committee and there was a Member in charge of Planning. Every province or State had its own Committee and so far as Education is concerned many Universities took up the matter seriously and our own University has published an admirable Report. There is the famous Sargent Report as it is familiarly called. There is a good deal of literature on educational planning available to the administrator who wants to take the next step forward; but my submission is that all these reports are vitiated by two defects, one, that they were drawn up before the Prime Minister of G. B. announced in February last the intention of the British Government to withdraw finally from India by June, 1948. Independent India was then only a vision which we all hoped would soon materialise; but to-day the position is different. Hereafter we have to take up responsibility for everything and cannot enjoy the luxury of blaming another for defects in arrangement of our own affairs at home. The entire responsibility of our country's defence, by land, sea and air is on our shoulders and this is bound to have its inevitable repercussions on our Educational systems. Therefore, in the immortal words of Mrs. Poyser these plans have "to be hatched again and hatched different."

The second defect is that most schemes appear to be enlarged editions of our present educational system as it is, expanded quantitatively rather than qualitatively. With the exception of the scheme of bifurcation of studies in the secondary stage into academic and vocational, there is practically no departure from the present. Not that I consider the lack of revolutionary

changes a defect or their presence a merit by themselves. What I mean is that Education has been dealt with more as an isolated activity of Society than as the basic preparation for all the activities of the Society contributing towards a rich and full national life. Educational reconstruction has not been correlated with the other aspects of national reconstruction. Other Committees can afford to plough their lonely furrows. The Committee in charge of land-erosion may not have much to do direct with banking though even this is doubtful; but there is no aspect of national reconstruction with which education is not connected in a vital and fundamental way. I would therefore suggest we get reports from all Committees and get a fair idea of what we want our country to be, say 25 years hence; how our agriculture, transport, trade and commerce, banking, industries etc, are to develop each along its line to attain definite targets. Let our system of national education in all its stages and ramifications vertical and horizontal, primary, secondary, collegiate, technical and cultural, let this complex system be remodelled in such a way that depending on the existing personnel and those likely to join the various departments of national activities with the necessary equipment secured in schools and colleges the goal fixed may be reached without hitch and wastage and with the utmost economy of men and materials. Educational planning is a kind of super-planning and my submission is that it has not been viewed in this comprehensive way. This super-planning would mean the co-operation of all experts and not planning by teachers and educationists only. We of the education department shall do the secretariat work of this grand committee and not arrogate to ourselves the exclusive right of overhauling the tumble-down structure we are in. The best intellects of the nation Poets, Philosophers and other persons with a vision have as important a place in educational reconstruction as hard-boiled businessmen and successful industrialists who take a realistic view of things. I would

(Continued on Page 124)

No Schoolboy should be without a copy of

MARTIN'S A DICTIONARY OF ENGLISH USAGE

PAGES 181.

SECOND EDITION.

"It is inevitable that the name of Mr. Martin's book should invite a comparison with Fowler's classic on the subject. And while on account of its smaller scope, it is something less, it has special points of appeal for the Indian students. It is not discursive; it makes its points briefly and precisely; and it does not—and cannot afford to indulge in whimsical expressions of opinion. It is in fact a miracle of compression. It is astonishing to find how much information is gathered within the covers of this book. The phrase 'English Usage' is delightfully vague and covers points of Grammar, rhetoric, prosody and idiom. Mr. Martin has done ample Justice to all of them. And he has even attempted to clear a way through that tangled jungle, which is another name for English pronunciation and spelling. Words which are spelt or pronounced alike and which are frequently mistaken one for the other are carefully distinguished, and illustrative sentences are given to clinch the point of distinction."

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It is always dangerous to say that any particular thing in this solid-seeming world of ours is absolutely indispensable, but it looks as though Mr. Martin has written an indispensable work of reference for our students and teachers in schools and colleges. And with this handy and low priced volume available, there really is no excuse for our pupils manufacturing any more 'howlers' hereafter. Congratulations to Mr. Martin and the publishers."

—The Educational Review, Madras, April 1942

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

Sole Selling-Agents for the Madras Presidency:—

The Christian Literature Society for India, Park Town, Madras.

The South India Teachers' Union Protection Fund Ltd.

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(Estd. 1928)

	Rs.
Total Assets	4,35,000
Life Insurance Fund	4,20,000
No. of Policies	2,350
.. Units	5,000

To all Teachers

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

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

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

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

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

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

(vi) By joining the Fund you **benefit yourself**, members of your family and other members and help to build up the **Profession Fund** and thus help the consolidation and strengthening of the South India Teachers' Union.

(vii) The Fund is **secure** and investments are made according to the Insurance Act of 1938.

Even though you may have taken an Insurance Policy in any other Company, see that you take at least one unit and demonstrate your sympathy for the other members. If you have not insured your life with other Companies, you are advised to take the maximum number of Units you can. **DON'T POSTPONE CONSIDERATION. ACT AT ONCE**, and also persuade other Teachers to enrol themselves as members of the Fund.

ARISE, AWAKE and PROVIDE FOR YOUR OLD AGE AND FAMILY

TRIPPLICANE,
1-2-1947.

C. R. AIYENGAR,
Publicity Officer.

THE SOUTH INDIA TEACHERS' UNION

The 38th Annual Report for the year 1946—1947

The Executive Board of the South India Teachers' Union has great pleasure in presenting the 38th Annual Report of the Union for the period 1st April 1946 to 31st March 1947.

Strength:—There were 18 District Teachers' Guilds affiliated to the Union at the beginning of the year. There were three admissions during the year, Vizagapatam, Nellore and Cuddapah. The South Arcot and Chingleput District Guilds are in arrear of affiliation fee.

The number of affiliated Teachers' Associations at the beginning of the year was nine. Of these two are in arrear. Eleven associations were affiliated during the year.

Office-bearers:—At the annual meeting of the General Body held in the Municipal High School, Bellary, on the 16th May 1946, the following were elected:

Sri. M. S. Sabhesan—President; Sri. T. P. Srinivasavaradan—Secretary; Sri. C. A. Samuel—Joint Secretary; and Sri. V. Arunajatai—Treasurer.

Members of the Vigilance Committee:—Sri. E. N. Subramanyam (Convener), Sri. V. Ramunni, Sri. S. Mukunda Rao, Sri. E. H. Parameswaran and Sri. L. R. Madhusudanaprasad.

The Working Committee elected Mr. S. Natarajan as Journal Secretary. It further decided to appoint Mr. C. Ranganatha Iyengar as Additional Journal Secretary and resolved to invite him to attend the meetings of the Executive Board and Working Committee. He was also appointed as the Convener of the Central Public Relations Committee.

The Executive Board and Working Committee:—The Executive Board met as many as seven times in the year on 6th April, 15th May, 27th July, 2nd October, 28th October, 1st February and 29th March. The Working Committee met twice on the 6th April and 27th July. The important items of business transacted besides the routine items were:

1. Observance of 'All-Madras Teachers' Day' on the 27th July, 15th February and 15th March.
2. Representation to the Government on the salaries of teachers.
3. Formation of Public Relations Committee.
4. Formation of Central Education Week Committee.
5. Election of representatives to the All India Federation of Educational Associations.
6. Discussion on the questionnaire with the Hon'ble Minister for Education.
7. Issue of a statement expressing dissatisfaction at the recommendations of the salaries sub-committee and giving directions to all affiliated associations to express their dissatisfaction.

Provincial Educational Conference:—The 36th session of the Provincial Educational Conference was held in the Municipal High School, Bellary on 15th, 16th and 17th May under the distinguished presidentship of Sri. M. S. Ekambara Rao. The thanks of the Union are due to Bellary District Teachers' Guild for the excellent arrangements it had made for the Conference. This Conference discussed (1) Universal Free Compulsory Education and supply of teachers, (2) Teacher Training and (3) Managing Agency. It also passed a number of resolutions bearing on the grievances of teachers.

Propaganda:—During the year under report the president of the Union visited Trichinopoly, Erode, Coimbatore, Tirupur, Madura, Theni, Tinnevely and its environs; the Honorary Secretary of the Union visited Masulipatam, Salem and Tinnevely; Sri. C. Ranganatha Iyengar toured the districts of Tanjore and Anantapur.

Education Week:—The 16th Education Week was celebrated throughout the province from 14th to 19th October. The central theme for the week was "Education—State's First Charge". Sri. G. Harisarvotthama Rao was elected as the President of the Central Education Week Committee. His address was broadcast at the Madras Station of the All India Radio.

All India Educational Conference:—The XXII All India Educational Conference was held at Trivandrum from 27th to 30th December 1946. Dr. Sir A. L. Mudaliar presided over the Conference. Sri. M. S. Sabhesan, Sri. T. P. Srinivasavaradan, Sri. S. Natarajan and Sri. C. Ranganatha Iyengar, (members elected by the Union to the Council of the A. I. E. E. A) attended the Conference and the Council Meetings. The report of the Proceedings of the 21st All India Educational Conference held at Madras was published by the South Indian Teacher under the authority of the Madras Reception Committee.

Work of the Union:—The Resolutions passed at the Bellary Conference were communicated with a brief memorandum to the authorities concerned. As directed by one of the resolutions, a deputation consisting of the President and others waited on the Hon'ble Minister for Education in May 1946 and impressed on him the urgent necessity of compelling managements to give Dearness Allowance at Government rates from July 1944. The Executive Board felt that the Government had not realised the depth of feeling among teachers and in view of the inordinate delay in giving relief to the teachers directed its affiliated Associations throughout the Province to observe 27th July as "All Madras Teachers' Day" and pass resolutions bringing to the notice of the Government what they should immediately do to remove the grievances of teachers. The Union contacted a number of M. L. A's and M. L. C's and placed before them the case of teachers, and also issued a Memorandum setting forth in detail the demands of teachers. The Education Questionnaire issued by the Government was discussed at a special meeting of the representatives of the Union and Managements and the Education Minister attended the meeting and placed his views. The Executive Board issued a statement expressing its dissatisfaction at the salary schedules proposed by the government and issued directions to its affiliated associations as to how to express its dissatisfaction and resentment at those proposals. The statement and the resolutions passed by the Executive Board were communicated to all Teachers' Associations directing them to observe 15th February and 15th March as "All Madras Teachers' Day" and pass the resolutions and send copies of those resolutions to the government.

Throughout this year by propaganda, by holding meetings, by contacting the Public and the Members of the Legislature, the Union has been concentrating its attention on the conditions of service of teachers and pressing upon the attention of the government the need for immediate action. There has been some response but the government are slow to move or do not go far enough.

The Government have agreed to pay their half-portion of the Dearness Allowance irrespective of the fact whether the management pays the other half or not. They have yet to realise that the expenditure on Dearness Allowance should be treated as an emergency expenditure and that the entire expenditure should be met by a special grant.

The Work of the Guilds: The Guilds have reported that they held their Annual Conference during the year under report.

Addition to the Library: Miss J. M. Gernard presented the Union with 38 volumes and furniture. The Union places on record its gratitude to her.

The Official Journals: The difficulties in respect of paper and printing still continued in the year under report. As the number of subscribers has not increased, members and associations are requested to do their best in enrolling more subscribers for both the Journals, The South Indian Teacher and Balar Kalvi.

These are times when the Union should be in a position to educate the public then and there in regard to educational questions including the conditions of service. A suggestion that the Union may acquire a printing press and arrange for the running of a daily or weekly has been made. How far this suggestion is practicable has to be considered in the coming year.

S. I. T. U. Protection Fund Ltd.: The total assets of the Fund as on 31-12-'46 amounted to Rs. 4,37,000 as against Rs. 3,74,500 on 31-12-'45. Rs. 436-1-6 was contributed to the S. I. T. U. Profession Trust Fund. The total number of policies as on 31-12-'46 was 2343 with 4946 units as against 2188 policies with 4295 units in 1945.

The S. I. T. U. Profession Trust Fund: The expenditure for the year ending 31-12-'46 was Rs. 216-9-9. The total assets of the Fund on that date was Rs. 2,992-12-6.

Finance: The financial statements of the Union are appended.

Conclusion: Throughout the year under report the Executive Board has taken steps (1) to bring to the notice of the government the urgent necessity of liberally revising the scales of salaries, to introduce parity of conditions of service to teachers under whatever agency they serve, (2) to represent to all M. L. A's and M. L. C's the grievances and the just demands of the teachers (3) to bring about unity among teachers (4) to enlist the sympathy of the public to our cause and (5) to direct our action in a concerted way to get justice to our demands. It is hoped that in the coming year the teachers will move as a united body, gathering strength at every stage. Our cause is just and we are sure to succeed.

(By order of the Board)

(Sd.) T. P. SRINIVASA VARADAN

Secretary.

(Sd.) C. A. SAMUEL.

Jt. Secretary.

THE SOUTH INDIA TEACHERS' UNION

Statement of receipts and charges for the year from 1st April 1946 to 31st March 1947

RECEIPTS

CHARGES

	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Opening Balances:—									
Fixed Deposits with the Madras Teachers' Guild Co-operative Society, Ltd.	1,250	0	0						
(Earmarked Rs. 1150 for Silver Jubilee Fund and Rs. 100 for Defence Fund).	800	0	0						
National Savings Certificates	228	14	0						
(Earmarked for Silver Jubilee Fund)	1,775	13	2*						
Current Account	26	7	5						
Savings Bank Account	4	14	6						
Cash on hand									
Stamps									
Affiliation fee:—									
District Guilds	4,087	1	1						
Teachers' Associations	906	6	0						
Individual subscriptions	75	0	0						
Certification fee for 1945	21	14	0						
Delegation fee:—	239	12	0						
36th Provl. Educational Conference	144	6	0						
37th do.	190	0	0						
Interest:—									
From Bank S.R. a/c.	30	10	9						
From Fixed Deposits	28	2	0						
Mis. receipts (sale of cardboards)									
Union Press Fund									
Education week (16th S. I.)									
Suspense of last year (adjusted)									
* Includes:—									
(i) Rs. 400/- to meet the T.A. of members attending Council meeting of A.I.F.E.A.									
(ii) Rs. 300/- stenographic charges for editing conference report.									
(iii) Rs. 60/- special conveyance charges for work in connection with Conference to Secretary and Publicity Officer.									
Salary									
Postage									
Contingencies and Stationery									
Conveyance charges									
Travelling allowances									
Contributions to:—									
S. T. Ramanuja Iyengar memorial fund	100	0	0						
Farwell to Miss Gerrard	15	0	0						
Subscriptions to Gazette and Journal									
Mis. Printing charges									
Bank and M.O. Commissions									
Books for Library									
Rent and Lighting charges									
Affiliation fee to A.I.F.E.A. (1946)									
Audit fee									
Advertisement charges									
Furniture purchased									
Education Week									
Suspense (Railway fare to R. Venkatraman)									
T.A. to attend Council Meeting of A.I.F.E.A.									
Special conveyance charges in connection with All-India Educational Conference work by Secretary and Publicity Officer	1,250	0	0						
Stenographic charges transferred to the South Indian Teacher	800	0	0						
Closing balances:—									
Fixed deposits with the Madras Teachers' Guild Co-operative Society, Ltd.									
(Earmarked for Silver Jubilee Fund)									
Rs. 1150/- and for Defence Fund Rs. 100)									
National Savings Certificates									
(Earmarked for Silver Jubilee Fund)									
Indian Bank, Ltd., Triplicane:									
Current account	66	5	0						
Savings Bank account	1,273	7	11						
Cash on hand	18	3	8						
Stamps on hand	11	9	9						
Total	3,419	10	4						
	5,858	9	10						

THE SOUTH INDIAN TEACHER

Statement of receipts and charges for the year 1-4-1946 to 31-3-1947

RECEIPTS				CHARGES			
Rs. a. p.				Rs. a. p.			
Opening Balance:				Journal Printing ... 1,253 1 0			
Indian Bank Ltd.:				Paper purchased ... 1,209 10 6			
Current a/c	...	161	4 0	Salary ... 183 0 0			
S. B. a/c	...	2,123	14 5	Postage ... 178 6 9			
Cash on hand	...	201	15 0	Contingencies and stationery ... 67 8 6			
Stamps	...	0	12 3	Conveyance charges ... 53 7 9			
				Conveyance allowance to Journal			
				Secretaries ... 70 0 0			
Subscriptions	...	1,598	12 0	Miscellaneous Printing charges ... 14 0 0			
Advertisements	...	1,041	0 0	Travelling allowance ... 50 0 0			
Sale of Publications	...	142	2 0	Honorarium to Journal Secretary ... 100 0 0			
Mis. Receipts	...	10	0 0	Advertisement commission ... 4 0 0			
Interest from Bank	...	38	12 8	Bank and M. O. Commission ... 3 1 0			
Contribution from Madras Teachers' Guild				Special envelopes ... 266 6 0			
				Loan repaid:			
Cost of special envelopes recovered				Principal ... 250 0 0			
Paper supplied and cost recovered				Interest ... 15 0 0			
from Balar Kalvi and Central							
Education Week Committee ... 270 11 0				Security deposit in Post Office ... 20 0 0			
All-India Educational Conference				All-India Educational Conference			
Report a/c:				Report Publishing charges ... 1,610 11 0			
Cash transferred				Closing Balances:			
from Reception				Indian Bank Ltd.:			
Committee a/c 1,708 10 5				Current a/c ... 310 8 2			
Stenographic				S. B. a/c ... 1,868 0 1			
charges trans-				Cash on hand ... 173 2 0			
ferred from				Stamps ... 15 4 0			
Union a/c ... 300 0 0							
Sales of copies							
of report ... 29 0 0							
				2,366 14 3			
2,087 10 5							
7,715 2 9							
Total ...				Total ... 7,715 2 9			

BALAR KALVI

Statement of receipts and charges for the year 1-4-1946 to 31-3-1947

RECEIPTS	Rs.	a.	p.	Rs.	a.	p.	CHARGES	Rs.	a.	p.	Rs.	a.	p.
Opening Balance:—							Journal Printing	...	...	517	8	0	
Indo-Commercial							Paper purchased	...	...	345	6	0	
Bank, Ltd.,							Postage	...	...	157	7	6	
S. B. a/c	1,720	1	7				Salary	...	...	183	0	0	
Cash on hand	8	6	0				Contingencies and stationery	...	...	53	9	3	
Stamps	6	15	0				Conveyance charges	...	...	42	9	6	
				1,735	6	7	Conveyance allowance to Journal	...	...				
Subscriptions...	...	...	...	1,108	8	0	Secretary	...	...	70	0	0	
Advertisements	...	...	...	264	0	0	Honorarium to Journal Secretary	...	...	75	0	0	
Interest from Bank	...	...	...	39	7	0	Bonus to clerk	...	...	38	0	0	
							Miscellaneous Printing charges	...	...	6	8	0	
							Special envelopes	...	...	184	5	0	
							Advertisement commission	...	...	4	0	0	
							Bank and M. O. commission	...	...	1	0	0	
							Closing Balances:						
							Indo-Commercial						
							Bank, Ltd., Tri-						
							plicane S. B. a/c	1,450	1	7			
							Cash on hand	...	...	8	8	3	
							Stamps	...	...	10	6	6	
													1,469 0 4
Total	...			3,147	5	7	Total	...			3,147	5	7

THE XVI SOUTH INDIAN EDUCATION WEEK—1946-1947

Statement of receipts and charges for the year 1946-47

Statement of Receipts and Charges for 1900													
RECEIPTS			Rs. a. p.		CHARGES			Rs. a. p.					
Donations	...	...	40	0	0	Printing charges	...	...	46	0	0		
Orders for handbooks	...	...	39	7	0	Postage	...	...	31	15	3		
From the Union funds	...	...	12	0	3	Paper purchased	...	...	10	0	0		
						Conveyance charges	...	...	3	8	0		
Total			...	91	7	3	Total			...	91	7	3

SILVER JUBILEE FUND ACCOUNT

	Rs.	a.	p.		Rs.	a.	p.
Balance as on 31-3-1946	...	2,041	12	6	Details:		
Add interest	...	28	2	0	Fixed Deposits with M. I. G.		
					Co-operative Society, Ltd.	...	1,150 0 0
					National Savings Certificates	...	800 0 0
					With the Union	...	119 14 6
Total	...	2,069	14	6	Total	...	2,069 14 6

DEFENCE FUND

Fixed Deposit with the Madras Teachers' Guild Co-operative Society, Ltd., Triplicane ...	...	...	...	...	100	0	0
--	-----	-----	-----	-----	-----	---	---

Bhimesena Gardens,
Mylapore, Madras,
30th April, 1947.

T. P. SRINIVASAVARADAN,
Secretary

Examined and found correct.
V. SUNDARARAJAN & Co.,
Registered Accountants.

V. ARUNAJATAL,
Treasurer.

THE SOUTH INDIA TEACHERS' UNION

Executive Board for 1946-47

*1. President:

Mr. M. S. Sabhesan, M.A., 11, Masilamani Mudaly Street, Thyagarayanagar, Madras.

*2. Secretary:

" T. P. Srinivasavaradan, B.A., L.T., Hindu High School, Triplicane, Madras,

*3. Joint Secretary:

" C. A. Samuel, B.A., L.T., Voorhees High School, Vellore, North Arcot District.

*4. Treasurer:

" V. Arunajatal, M.A., L.T., St. Gabriel's High School, G.T., Madras.

*5. Journal Secretary:

" S. Natarajan, B.A., L.T., St. Gabriel's High School, G.T., Madras.

*6. Secretary. Protection Fund:

" V. Bhuvaramurthi Rao, M.A., P. S. High School, Mylapore, Madras.

7. Anantapur:

" V. Koprachariar, B.A., L.T., London Mission High School, Gooty.

*8. North Arcot:

" S. Srinivasa Iyer, Board High School, Cheyyar.

9. South Arcot:

" V. Jayarama Iyer, B.A., L.T., Municipal High School, Villupuram.

10. Bellary:

" J. P. Bhaskar, B.A. L.T., Wardlaw High School, Bellary.

11. Chingleput:

" V. S. Krishnaswamy, D. R. Secondary School, Conjeevaram.

*12. Chittoor:

" S. V. Subramanya Sarma, B.A., L.T., Board High School, Chittoor.

*13. Coimbatore:

" S. Venkataramanan, B.A., L.T., Sarvajana High School, Peelamedu.

14. South Kanara:

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

15. Kistna:

" A. Satyanarayana, B.A., B.ED., Board High School, Gudivada.

16. Kurnool:

" K. N. Pasupathi Iyer, B.A., L.T., Municipal High School, Kurnool.

17. Madras:

" P. Doraikannoo Mudaliar, M.A., L.T., The High School, Chindadripet, Madras.

*18. Madura:

" V. Aravamuda Iyengar, B.A., L.T., 51-A, West Avani-mula Street, Madura.

*19. Malabar:

" S. E. Selvam, B.A., L.T., V. H. M. High School, Muraiyur, Kondotti, S. Malabar.

20. Ramnad:

" S. Devairakkam, M.A., L.T., S. B. K. High School, Aruppukottai.

21. Salem:

" N. S. Periaswamy, B.A., L.T., Board High School, Namakkal.

22. Tanjore:

" S. Sundaresa Iyer, B.A., L.T., Board High School, Kuttalam.

23. Tinnevely:

" E. H. Parameswaran, M.A., L.T., Thirthapathi High School, Ambasamudram.

24. Trichinopoly: „ G. Krishnamurthy, B.A., L.T., E.R. High School, Teppakulam Post, Trichinopoly.
25. Ex-President: Rao Bahadur S. K. Yegnanarayana Iyer, M.A., 'Kumari', Teynampet Post, Madras.
25. Vig. Com.: Mr. E. N. Subramanyam, M.A., B.L., Theosophical College, Madanapalle, Chittoor Dt.
27. Addl. Journal Secretary: „ C. Ranganatha Iyengar, M.A., L.T., Bhimasena Gardens, Mylapore, Madras.
- Co-opted Members:*
28. Vizagapatam: Mr. N. R. Raghunathachariar, M.A., Maharajah's College, Vizianagaram.
29. West Godavari: „ L. Venkatrama Sastry, B. H. S., Tanuku.
30. East Godavari: „ C. B. Jagannatha Rao, P. R. College, Cocanada.
31. Guntur: „ T. S. Narayanamurthi, Taluk High School, Tenali.
32. Cuddapah: „ T. Sethuramiah, Municipal High School, Proddatur.
33. Nellore: „ V. S. Venkatanarayana, M.A., B.E.D., St Peter's High School, Nellore.
- W.C. Members.*

*List of District Guilds and Associations affiliated to the S. I. T. U.
as on 31-3-1947.*

District Guild or Association.	Number of Secondary T. A.	Elementary T. A.	Indivi- duals.	Total strength.
District Guilds				
1. Anantapur	11	...	...	248
2. North Arcot	25	...	...	Over 400
3. South Arcot	...	No information available.	...	
4. Bellary	14	20	...	256
5. Chingleput	11	(Latest figure not available).	...	201
6. Chittoor	14	10	2	259
7. Coimbatore	32	11	...	770
8. Cuddapah	9	1	...	144
9. South Kanara	15	6	8	352
10. Kistna	14	...	...	284
11. Kurnool	16	3	1	257
12. Madras	...	...	1082	1082
13. Madura	13	6	...	564
14. Malabar	45	18	...	Over 400
15. Nellore	7	1	4	134
16. Ramnad	21	7	5	Over 400
17. Salem	16	11	1	353
18. Tanjore	28	7	4	987
19. Tinnevely	29	6	...	Over 400
20. Trichinopoly	27	7	629	1228
21. Vizagapatam	24	...	2	Over 400

Teachers' Associations

1. Hindu Theological High School, Madras	...	64
2. Board Middle School, Atmakur, Nellore	...	No information.
3. Board High School, Kollur, Guntur	...	No information
4. do. , Bapatla, Guntur	...	No information
5. do. , Chirala, Guntur	...	37
6. Lady Sivaswamy Iyer Girls' High School, Mylapore	...	40
7. Municipal High School, Proddatur, Cuddapah	...	25
8. Board High School, Duggirala, Guntur	...	23
9. Sarada Vidyalaya Girls High School, Madurantakam	...	8
10. Sri Dandayuthapani Higher Ely. School, Kandramanikkam	...	18
11. Hindu College High School, Masulipatam, Kistna	...	77
12. Board High School, Tekkali, Vizagapatam	...	40
13. Board High School, Kollipara, Guntur	...	19
14. G. C. B. High School, Thurumella, Guntur	...	27
15. S. V. G. High School, Marutern, West Godavari	...	21
16. S. N. High School, Chebrole, Guntur	...	12
17. Taylor High School, Narsapur, West Godavari	...	35
18. Taylor High School (Branch), Narsapur, West Godavari	...	11
19. Taluk High School, Tenali, Guntur	...	65
20. Board High School, Sulerpet, Nellore	...	24

THE SOUTH INDIA TEACHERS' UNION

Presidents and Secretaries of the District Guilds affiliated to the S. I. T. U.

Dist. Guild.	President	Secretary
1. Anantapur.	Mr. P. Raghavendrachar, B.A., L.T., Sri Sai Baba National High School, Anantapur.	Mr. V. Koprachar, B.A., L.T., London Mission High School, Gooty, Anantapur.
2. North Arcot.	Mr. C. A. Samuel, B.A., L.T., Voorhees College High School, Vellore.	Mr. M. Rangachari, Asst. Sri Mahant High School, Vellore.
3. South Arcot.	Mr. C. S. Srinivasachariar, M.A., Annamalai University, Annamalainagar.	Mr. C. S. Ranganatha Iyengar, B.A., L.T., 174, West Car St., Chidambaram.
4. Bellary.	Mr. B. Gururaja Rao, B.A., L.T., Board High School, Yemmiganur.	Mr. J. P. Bhaskar, Wardlaw High School, Bellary.
5. Chingleput.	Mr. A. S. Johnson, M.A., L.T., Anderson High School, Conjeevaram.	Mr. V. S. Krishnaswamy D. R. Secondary School, Conjeevaram.
6. Chittoor.	Mr. A. V. Subramanyam, Board High School, Pakala.	Mr. P. Balakrishna Reddy, Board High School, Chittoor.

7. Coimbatore. Mr. M. R. Perumal Mudaliar, Mr. S. Venkataramanan,
M.A., L.T., H. M. Mahajana B.A., L.T., Sarvajana High
High School, Erode. School, Peelamedu.
8. South Kanara. Mr. K. Krishna Rao, B.A., L.T., Mr. M. Vasudeva Bhat, Ganapet
Board High School, High School, Mangalore.
Kasaragod.
9. Kistna. Mr. S. Seshacharyulu, B.A., L.T., Mr. Achanta Satyanarayana
Board High School, Board H. S., Gudivada.
Gudivada.
10. Kurnool. Mr. G. Siva Rao, B.A., L.T., Mr. K. N. Pasupathi, B.A., L.T.,
Municipal H. S., Kurnool. Municipal High School,
Kurnool.
11. Madras. Mr. P. Doraikannu Mudaliar, Mr. M. Ethiraja Nayagar and
M.A., L.T., Headmaster, Mr. N. Rajarathnam.
Chintadripet H. S., Madras.
12. Madura. Mr. V. Kumaraswami, Mr. V. Aravamuda Iyengar
B.A., L.T., Sowrashtta H. S., B.A., L.T., 51-A, West
Madura. Avanimula St., Madura.
13. Malabar. Mr. P. R. Subramanya Iyer, Mr. M. N. Kini, B.A., L.T.,
M.A., L.T., Rajah's H. S., Ganapat H. S., Calicut.
Kollengode. (Chalapuram).
14. Ramnad. Mr. S. Raghavachariar, Mr. M. G. Ramachandran,
M.A., L.T., C. A. M. High B.A., L.T., C. A. M. High
School, Kondanoor. School, Kondanoor.
15. Salem. Mr. V. Vedanayagam, B.A., L.T., Mr. K. Subramanya Chetty,
London Mission H. S., Salem. B.A., L.T., Board H. S.,
Dharmapuri.
16. Tanjore. Mr. V. Guruswamy Sastrigal, Mr. V. Ramanujam, B.A., L.T.,
B.A., L.T., 799, East Main St. Tanjore. Kalyanasundaram H. S.,
Tanjore.
17. Tinnevely. Mr. T. N. Sequeira, M.A., S.J., Mr. V. Antoniswamy,
St. Xavier's College, M.A., L.T., St. Xavier's
Palameotta, H. S., Tuticorin.
18. Trichinopoly. Mr. A. Rama Iyer, M.A. Mr. G. Krishnamurthy,
National College, B.A., L.T., E. R. High School,
Trichinopoly. Trichinopoly.
19. Nellore. Mr. M. S. Raghavan, M.A., Mr. V. S. Venkatanarayana
(Hons) M.A., B. Ed., St. Peter's
St. Peter's H. S. Nellore. High School, Nellore.
20. Vizagapatam. Rao Sahab Dr. K. R. Subra- Mr. N. R. Raghunathachariar,
manyam, M. A. Ph. D., M.A., Maharajah's College,
Maharajah's College, Vizianagaram.
Vizianagaram.
21. Cuddapah. Mr. Y. V. Subbayya, Mr. B. Gopalayah, Sri Sarada
B.A., B. Ed., Municipal High Nilayam Higher Ele. School,
School, Cuddapah. Cuddapah.

RESOLUTIONS OF THE XXXVII MADRAS PROVINCIAL EDUCATIONAL CONFERENCE

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, unsatisfactory and disappointing.

2. The Conference is compelled to bring to the notice of the public that the continued neglect of the salary problem and the perpetuation of the invidious distinctions in respect of salaries and conditions of service of teachers which have adversely affected the progress of education in our province. It therefore urges the public to impress upon the ministry that the problem should be solved without any delay. It is of opinion that the appointment of a representative committee on the lines of the Burnham Committee in England is essential. It urges upon the public to impress upon the government that Education is a service of the highest

national importance and therefore it is the primary duty of the state to safeguard the interests of teachers whatever may be the agency under which they are discharging their duties.

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 its members should be called upon to desist from work. It therefore resolves to resort to direct action and form a Council of Action with two members from each district to launch a strike on or before 1st July 1947 and continue the same until the demands of the teachers, in respect of the government guaranteeing decent salaries, free education at all stages for teachers' children, old age provision and other service conditions, are met by the government to the satisfaction of the Council of Action. This Council of Action is empowered to form a Directorate of nine members to work out details and carry on the work expeditiously.

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

Admissions during April 1947

Madras	—	—	1	Tanjore	—	—	1
Bellary	—	—	2	Madura	—	—	1
North Arcot	—	—	8	Ramnad	—	—	1
South Arcot	—	—	9	Other provinces	—	—	—
Salem	—	—	4	(Bombay)	—	—	8
				Total	—	—	80

THE SOUTH INDIA TEACHERS' UNION

ANNUAL GENERAL BODY MEETING

The Annual Meeting of the General Body of the South India Teachers' Union was held on Wednesday the 14th May, 1947 at 10 a.m. at the Hindu High School, Triplicane, Madras with Sri M. S. Sabhesan, President, in the chair.

Sri T. P. Srinivasavaradan, Hony. Secretary read the notice of the Meeting and the Agenda. The Minutes of the previous meeting were read and approved.

Duly proposed and seconded, the Report for 1946-47 was taken as read. There was a discussion in which Messrs. E. N. Subramanyam, A. Sundaresa Iyer, V. Ramunni and others took part. After the Secretary had replied to the points raised by the members, the Report and Accounts were adopted unanimously.

It was suggested that the election of office bearers may be taken up after item No. 3 of the agenda in the matter of amendment to Rule 5, was disposed of. The President after feeling the sense of the house, agreed to the change.

Proposed by Sri E. H. Parameswaran on behalf of the Tinnevely Dt. Guild and seconded by Sri A. Sunderesa Iyer, the amendment to the change in the agenda was unanimously passed. As the sense of the house was for giving immediate effect to the amendment, the president agreed to put the motion to the house. It was resolved that the amendment should come into force with effect from July '47 and that in future amendments to rules, should specify the date from which they become operative.

Before taking up the question of the election of office bearers the President explained how the amendment to the resolution on Direct Action as passed by Conference could not be given effect to

in an effective manner without the co-operation of every one. After some discussion it was finally resolved that the President, the Secretary and Members of the working committee of the Union shall be ex officio members of the Council of Action and that the Secretary be the convener and be authorised to take immediate steps to convene a meeting of the Committee to elect its own convener to carry on the work of the Council of Action. It resolved further that the working Committee of the S. I. T. U. shall direct and control the Council of Action.

The election of office bearers for 1947-48 was next taken up.

Sri M. S. Sabhesan was unanimously elected President.

As there were more nominations than the required number for the posts of the Vice Presidents, Secretary, and Jt. Secretary there was voting by ballot and the following were declared elected for the respective offices mentioned hereunder:

1. Vice Presidents:

Sri A. Srinivasaraghavan (Tinnevely)

„ A. Satyanarayana (Kistna).

2. Secretary:

Sri S. Natarajan.

3. Joint Secretary:

Sri V. Ramunni (Malabar).

„ V. Arunajatai was elected Treasurer unanimously.

With a vote of thanks to the Chair, the Hindu High School authorities and the retiring office bearers, the meeting came to a close.

(Sd.) T. P. SRINIVASAVARADAN.

THE SOUTH INDIA TEACHERS' UNION PROTECTION FUND, LTD.

Proceedings of the Nineteenth Ordinary General Body Meeting held on 14-5-1947.

The Nineteenth Annual Meeting of the General Body of the South Indian Teachers' Union Protection Fund, Ltd. was held at the Hindu High School, Triplicane, Madras on Wednesday the 14th May, 1947 with Sri M. S. Sabhesan in the chair.

Eighty members were present.

Sri V. B. Murthi the Honorary Secretary read the notice and agenda of the Meeting.

The Secretary presented the Annual Report and the statement of Accounts for the year ended 31-12-1946. On the motion of Sri T. P. Srinivasavaradan and seconded by Sri C. Ranganatha Iyengar, the Report and statements were taken as read.

Sri E. H. Parameswaran proposed that the Report be adopted. The proposition was seconded by Sri C. A. Samuel. There was a discussion on the Report. The Secretary made a statement in regard to the progress made by the Fund by giving comparative figures for the last five years. Messrs. N. Krishnamachari, E. N. Subramanyam, S. Subramanyam, M. K. Ramamurti, C. Ranganatha Aiyengar, A. Sundaresa Iyer, S. Srinivasan and others took part in the discussion, and made suggestions in the matter of further improvement of the Fund. After the Secretary had replied to the points raised by the members, the Report was adopted unanimously.

The election of Office-bearers was next proceeded with. The following were elected unanimously.

- (i) Sri M. S. Sabhesan as President.
- (ii) „ D. Thambuswami as Vice-President.
- (iii) „ V. B. Murthi as Secretary.

Ten names were proposed and seconded for the membership of the Board of

Directors. A ballot was held and the following were declared elected:—

1. Sri E. H. Parameswaran of Ambasamudram.
2. „ E. N. Subramanyam of Madanapalli.
3. „ V. Jayarama Iyer of Villupuram.
4. „ S. Subramanyam of Ambur.
5. „ B. R. Ebenezer of Shiyali.
6. „ V. S. Venkatanarayana of Nellore.

The Meeting placed on record its appreciation of the services to the Fund by the retiring Directors Messrs. K. S. Chengalroyan, K. N. Pasupathi and A. Sundaresa Iyer.

Election of Auditor: Proposed by Sri N. Krishnamachari and seconded by Sri M. K. Ramamurti, M. S. V. Soundarajan & Co. were elected Auditors unanimously for 1947.

Remuneration of Auditor: Sri V. B. Murthi moved and Sri R. Narayana Iyer seconded that the Auditors' remuneration for the year 1947 be fixed at Rs. 200. The proposition was unanimously carried.

Amendment to the Memorandum and Articles of Association: Proposed by the Secretary and duly seconded it was resolved unanimously that the following additions and alterations be made in the Memorandum and Articles of Association of the Fund:—

M Memorandum of Association—Para 4: Delete paragraph 4 and substitute the following:—

- (i) "The membership of the Fund shall be open to persons who are Teachers or Educational Officers. Each member shall contribute to the Life Insurance Fund, and all contributors to the Life Insurance Fund shall be members and none others."

(Continued on Page 143)

FROM OUR ASSOCIATIONS

The Tanjore District Teachers' Guild Annual Conference, Kuttalam.

The Annual Conference of the Tanjore District Teachers' Guild was held at the Board High School, Kuttalam on 3rd May 1947 with Sri R. Suryanarayana Rao, M.L.C. in the chair, when the following resolutions were passed.

The Guild affirms its loyalty to the S.I.T.U. and pledges to stand by it and carry out all its directions even to the extreme step on a province-wide basis so as to get all our grievances redressed.

The Guild hopes that Government will be wise enough not to drive the teachers to take the extremest step.

The Guild believes that only action initiated by the Central Organisation can produce any tangible result.

The Guild notes with deep regret the tendency of the present Congress Government to abandon the five-year plan of post-war educational reconstruction adopted by the Advisor Government and presumably accepted by the Central Government and reversed the order of priorities in which the teachers' salaries occupied the first place in the programme and requests the Government to give again the first place to this important problem.

This meeting notes that in revising the scales of salaries of Government servants the Cabinet Salaries Committee state that prices would not fall below 60 to 80 per cent above the pre-war levels and propose to bridge the gap between this and the existing levels by the payment of temporary allowances to be adjusted to suit the price levels and regrets that in suggesting various salaries to teachers especially under local bodies and aided managements the Government have deliberately abandoned those principles. This meeting requests the S.I.T.U. to press on the attention of the Government the need for raising the salaries of teachers in accordance with the principles enunciated by them and in the case of institutions under local bodies and aided managements this meeting requests the

Government that they should make good the deficit incurred by them in giving effect to the revision of salaries on the principles indicated above subject to such conditions as the Government deem necessary.

The Guild welcomes the prospect of the S.I.T.U. starting a Printing Press of its own with a capital of Rs. 25,000/- divided into 2,500 shares of Rs. 10/- each and calls upon the affiliated associations and Unions and members to make a generous response by taking at least 200 shares.

The Guild resolves to request the S.I.T.U. to appoint a full-time paid Secretary to cope with the increasing volume of work.

The Guild requests the S.I.T.U. to revise the salary scales recommended by it in the Memorandum submitted by it to the Cabinet Sub-Committee and published in the September issue of the South Indian Teacher as the recommendations made therein do not seem to give satisfaction to the different grades and categories of teachers mentioned therein.

The Guild welcomes the prospect of the revival of the Tanjore District Secondary School Managers' Association.

The Guild resolves to re-iterate Resolution 10 of the meeting held at Tirukkattupalli on December 21, in regard to the revision of the Grant-in-aid code and requests the Government to take immediate steps for the revision of the code—on the lines of the recommendations of the Madras Secondary School Managers' Association.

Amendment to Rule VII 2 a, b.

Existing Rule: "The Council shall consist of (a) The Presidents of affiliated associations and Unions; (b) The Secretaries (only one from each) of affiliated association and Unions.

Delete VII 2 a, b and substitute the following:—

(a) Two representatives from each association or Union elected by each association or Union.

Change c, d, e, into b, c, d.

The Malabar District Teachers' Guild

Proceedings of the meeting of the Executive of the Malabar District Teachers' Guild, held at the Ganapat High School, Calicut, on Saturday, the 24th May 1947, with Sri. P. R. Subramania Ayyar, M.A., L.T., in the Chair.

1. Account of the Provincial Conference at Madras and the results of the General Election of the South India Teachers' Union, Madras, was given by the General Secretary.

2. Read: Letter from the Secretary of the South India Teachers' Union, Madras, regarding the formation of a Central Council of Action, as per resolution 3 of the Provincial Conference regarding a province wide teachers' strike on or before 1-7-47 and elected Messrs. P. R. Subramania Ayyar, M.A., L.T., and P. M. Kunhiraman Nambiar, to represent the Guild on the Council of Action.

3. With a view to intensify the organisational work in respect of the Secondary School Associations of the District and finish the same by the 12th June 1947, the whole area was divided into three Zones—North Malabar, Central Malabar and South Malabar, with Tellicherry, Calicut and Palghat respectively as Headquarters, appointing Messrs. M. Padmanabhan Nair, M. N. Kini, and A. S. Narayana Ayyar as conveners at those places. Sanctioned a maximum expenditure of Rs. 100 for each centre to meet the travelling expenses of the organisers.

4. Authorised the Joint Secretary, Sri. C. C. Nair, to ascertain from the 21 affiliated Elementary School Teachers' Unions, by the 15th June 1947, details regarding the Fund, if any, collected by the various Unions, and report about the same to the Guild Office.

5. Authorised the General Secretary to renew the appeal to the Secondary School Teachers' Associations for half a day's salary, to augment the Funds of the Guild.

6. As Sri. N. P. Narayanan Nair who undertook to place before the Executive meeting a tentative programme for the Council of Action of the Guild was not present, authorised the permanent President of the Guild, now elected to the Council of Action of the S.I.T.U., to ascertain immediately from the representatives of the different sections of the Guild the line of action planned by them and present the consolidated view at the ensuing meeting of the Council of Action formed by the South India Teachers' Union, Madras, on behalf of the Guild.

7. A Committee consisting of the following members—Messrs. M. N. Kini, S. E. Selvam and E. Gopalankutty Panikkar (Secretary), was appointed to investigate into the possibility of starting a High School under the auspices of the Malabar District Teachers' Guild on a Co-operative basis, at Ramanatkara and report before 1st August 1947.

8. Resolved that the decision regarding the date of launching Direct Action on 15th June 1947 or 1st July 1947 be taken on the return of our representatives after attending the first meeting of the Council of action formed by the South India Teachers' Union, Madras.

9. Resolved that the next Executive Meeting and the Annual General Body meeting of the Guild be held on Saturday, the 14th June 1947, at Calicut.

KINI,

General Secretary,

Malabar District Teachers' Guild,
25-5-47. Calicut.

(Continued from Page 141)

- (ii) (a) Article 4—Paragraph 1: Delete the words 'or other employee' in the first line.
(b) Article 4—Paragraph 3: Add after 'teachers' in the first line 'or Educational Officers' and delete 'and others' after 'teachers' in the first line.

- (iii) Article 6: Delete the words 'or any member who is directly or indirectly' in the lines 10 and 11.

The Secretary proposed a vote of thanks to the Chair and the authorities of the Hindu High School.

M. S. SABHESAN, V. B. MURTHI,
Chairman of the Meeting. Secretary.

POETRY BOOKS.

1. MARTIN'S STORIES IN VERSE--OLD AND NEW-- Books I & II.

Book I contains 30 Story Poems of which 7 are copyright. Book II contains 25 Story Poems of which 9 are copyright. These Books are the cheapest offered at the price, and contain by far the best and the most carefully graded collection of Stories in Verse.

They contain a large number of poems with Oriental flavour. Copious Notes, Questions, Exercises in Grammar and Composition, form a unique feature of these books. There are 8 full page illustrations.

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EDITORIAL

The Conference

The 37th Madras Provincial Educational Conference is an epoch making conference. It demonstrated in an unmistakable manner the very strong resentment of teachers all over the province at the exploitation of their helpless position. It also recorded their determination to secure the status and emoluments which they justly deserve. Sri T. T. Krishnamachariar, the President, laid stress on the need for the Government being fair and just to teachers and warned the authorities of the danger of drift. He rightly laid the responsibility on the shoulders of the Provincial Government for investigation and redress of the grievances of members of a profession like that of teaching. They could not, like day labourers demand and obtain increase in wages periodically. He assured them that their cause was just. "The service you do to the public and to the youth of this country is a service of the highest quality and the need for such service is increasing day after day. An honourable position is assured for you in any decent democracy." He advised the teachers to ponder well before deciding upon a suspension of activities. But the delegates were determined as could be seen from the prolonged discussion at the subjects committee meeting. The Subjects Committee resolution regarding strike was a well-worded resolution which, while expressing in a dignified manner their determination to stand no delay, outlined a plan of action for effectively organising the teachers and mobilising public support to their cause. But the strong feeling of a section of the conference was responsible for an amendment being carried which

resolved on a strike on or before 1st July 1947. The General Body which met on the following day took steps to make the amended resolution operative. We trust the authorities will note the strong feeling among teachers and take early steps to avert a great crisis.

The conference is also important in as much as it has placed before the public a programme of educational expansion with special reference to the province. Sri T. T. Krishnamachariar, the President, in his thoughtful address outlined a scheme of education and expounded a plan for efficient educational administration. His plan was more or less what was recommended by a committee of educationists of the province. We trust the authorities who have the responsibility for the education of the children of this province will give their careful consideration to this plan.

Salaries of Teachers.

A report in the 'Mail' dated 19th May 1947 under the heading "Salaries" of Teachers Government consider new proposals "runs as follows :—

"The Madras Ministers have considered the question of raising the salaries of teachers, and some tentative proposals in that connection, which, if approved, will cost the Government an extra expenditure of Rs. 1.43 crores per annum.

They feel that teachers, who have been agitating to raise their status have been entirely wrong in passing a vote of no-confidence in the Ministry and disciplinary action should be taken against them. They also feel in some quarters that if teachers were to implement their decision to go on strike, schools should be closed for some months.

Unlike other labourers, they will not be fit for any other work with the result that they will come back to work as early as possible.

The Ministers also consider that the quality of teachers is not satisfactory.

Some of them, particularly in rural areas were generally found sleeping in class rooms and fail to command the respect of parents. Their political persuasion also has made them swerve from their duty. Due to other kinds of work in the mornings including private tuitions they came tired into class rooms and therefore were unable to attend to their legitimate work.

In spite of these drawbacks it is stated that teachers stand to gain much from the present discussions by the Ministers. The proposals have not been finalised and when this is done they will come in for consideration at the beginning of June to be ratified by a Cabinet Meeting as early as possible thereafter.

The Madras Government which has been contending that their present finances will not permit the revision of the teachers' pay was encouraged to revise their standpoint obviously by the windfall of Rs. 1 crore from the Central Government under Income Tax.

If it is true as is alleged in the above report that responsible Ministers gave expression to such views when they met to consider an increase in the teachers' salary from 10 as. 8 pias a day to 13 as 4 pias a day, we can only characterise it as utterly lacking in grace and fairness. If teachers in rural parts were sleeping, what were the Inspecting Officers doing? How many teachers were found sleeping in the class rooms? Was any action taken against them? Or was any investigation carried out as to why those teachers were sleeping in the class rooms? Is it because of hunger?

It is said that the Hon. Ministers considered teachers to be inefficient. We hold no brief for inefficient teachers. But we want the Government to realise that they cannot expect efficient men to take to teaching when Government are so indifferent to their well-being. Is it not surprising that slackness and indifference are mentioned every time a representation for an increase of salaries is made by teachers? It is no use feeling pricked when tea-

chers express in strong language their lack of confidence in the Ministry. They expected that a popular Government would have a sense of humour and examine the reason. Teachers find themselves in cold storage while all others who agitate get what they want and even more. To hold the big stick against the teachers by telling them they are governed by rules of public service and threatening them with disciplinary action does no credit to those who hold high office. What is needed is a just appreciation of the teachers' cause and a sympathetic approach to their problem. We trust the Madras Cabinet will act in a wise and dignified manner. Will it not be good if the government, instead of thinking of disciplinary action, study the recommendations of the Central Pay Commission and satisfy themselves of the justice of the reasonable and modest demands of teachers of this Province.

Council of Action

A meeting of the Council of Action was held in the office of the Union on Saturday the 7th June 1947. Representatives from twelve district teachers' guilds and the members of the Working Committee of the S.I.T.U. were present. Sri M. S. Sabhesan presided. Sri A. Srinivasa Raghavan, Vice President of the Union, was elected leader and Sri S. Natarajan, Convener of the Council of Action. It appointed sub-committees for rules, finance, publicity, and negotiation. It also appointed a Directorate of action consisting of nine members.

The terms of reference contained in the resolution of the Conference were considered and a general discussion took place on the question of a province wide strike on or before 1st July 1947. The reaction of teachers to the government communique on Teachers' salaries

issued on 5-6-1947 was also brought before the Council of Action. There was a feeling that the proposals were still very disappointing, though they appreciated the desire of the authorities to understand the teachers' case for better salaries. After a lengthy discussion it authorised the negotiating committee to prepare a memorandum setting forth the points for immediate consideration and adoption in regard to the scales of salaries of elementary school teachers and also stressing the importance of considering at the earliest opportunity the revision of the salary scales of all grades on the basis of the report of the Central Pay Commission.

The negotiating committee has been further authorised to meet the Hon'ble

Minister for Education at an early date in this connection.

The Council then considered the request of Malabar District Teachers' Guild for special permission to call a strike from the 16th June. It authorised the leader and the convener to visit Malabar and meet the representatives of the Guild and make a report to the Directorate.

The negotiating committee met immediately after and drafted the memorandum. It will take steps to meet the Hon'ble Minister as early as possible.

The Council of Action now constituted appeals to all members of the Union not to be carried away by rumours of strike but await specific instruction from the Directorate.

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