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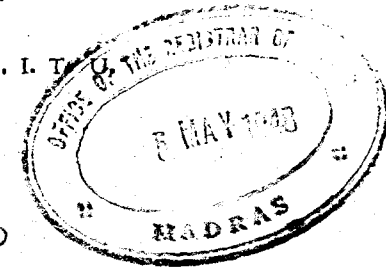
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The South Indian Teacher

THE OFFICIAL JOURNAL OF THE S. I. T.

APRIL 1948

300



उद्धरेदात्मनात्मानम्.—The Gita.

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THE SOUTH INDIAN TEACHER

Vol. XXI

APRIL 1948

No. 4

ADULT EDUCATION

A TALK GIVEN AT THE A. I. R. STATION, MADRAS ON 28-1-48*

UPADHYAYA SANGHA KARYA PRAVEENA S. K. YEGNANARAYANA IYER

The expression "Adult Education" is understood differently in different parts of the world. In some countries primary education has been universal for some decades and literacy is widespread among the masses; in such countries adult education means "giving the adults a belated opportunity to make up for the opportunities which were denied to them in their youth." The Folk High Schools of Denmark, the Extension Lectures organised by many Universities in England and above all the work carried on by such organisations like the Workers' Educational Association are instances of Adult Education in the relatively advanced countries of the West; but the term means quite a different thing in countries like ours where literacy, even according to the very liberal interpretation of the term by Census Authorities, is confined to less than 15% at the most leaving the masses completely illiterate.

Here we mean by Adult Education making the masses literate in the first place. When that has been accomplished and every man and woman has been enabled to read and write, we may plan to have adult education in the first sense of the term also. Education is a life long process and is not confined to schools and colleges. It is a spiritual *Yajna* and like another such *Yajna* mentioned in our holy books the period of *Deeksha* is whole life (यावत् जीवं).

दीक्षा). Let us, however, not make the mistake of equating illiteracy with ignorance. Many men and women may be highly educated and cultured and yet may be illiterate. Akbar the Great and Ramakrishna Paramahansa are two great examples of such persons. All of us have known dozens of old people, men and women, who have been able to lead a fairly full and useful life even though illiterate. I recall an old lady in our village who could sing well, was an expert in domestic management and was a specialist in children's diseases and yet she could neither read nor write.

Still, literacy is an effective aid to education and every civilised state should aim at cent-per-cent literacy amongst its citizens, men and women, old and young. Literacy among the masses and all schemes of adult education with a view to bring about that assume greater importance at the present juncture when our country is on the eve of great political changes. We may be almost sure that in the Constitution of the Indian Dominion now on the anvil, adult suffrage will be provided for and thus we have to educate our masters as the Englishman put it about a hundred years ago when the power to vote was given to a much larger section of the population than before. Viewed from this angle, adult education becomes a thing of paramount national importance, the very first thing to be attempt-

* By kind courtesy of A. I. R. Madras.

ed and achieved in all schemes of national reconstruction.

It is a matter of some gratification for us to note that when the Congress was in power about a decade ago, a drive was organised in many provinces, notably Bihar, towards abolishing the appalling illiteracy of the masses. Many enlightened States like Mysore and Corporations like Bombay had their own scheme and as a result of all these literacy has shown some improvement. The percentage of literacy above the age of five is now taken to be about 14. Even according to this generous estimate 86% of our population still remains illiterate. About 84 crores have still to be brought within the pale of literacy.

This is a staggering figure. Specialists give us some encouragement by reducing the figure somewhat. Who are the adults about whose education we are concerned? Children below the age of 5 have to be left out. Experts are of opinion that old persons beyond 40 may also be left out as these have become too old to undergo the course or to be profited by it; some would put the age limit at 50 instead of 40. We need not concern ourselves at present with the children of the school going age, i.e., 5 to 10, as their education forms another main national problem. We are left with people, men and women between the ages of 10 and 40. It is calculated that those who fall within this category come to about 12.5 crores. Personally I am not for setting any age limit; none is too old to learn. I have seen enthusiastic Christian missionaries attempting to make literate men and women of cheries, on the wrong side of 60. I am for imparting education to all adults who are more than 10 years old. It will be an under-estimate if we put the figure at 20 crores.

It is a truism to say that India lives in her seven lakhs of villages and almost every one of them is full of ignorance, debt, dirt, disease and death. Our ambition is to make these part of Ramarajya dreamt of by our great leader. Adult education is almost the first step to be taken towards this transformation.

Having stated the problem in its broad outlines, let us go into some details regarding the agency for teaching, the things to be taught, the accommodation and equipment necessary, the duration of training, the cost and the ultimate responsibility for the whole scheme.

First about the teachers necessary for imparting literacy to this 20 crores or 15 crores now that a portion of old India has gone to form Pakistan: At the rate of 3 teachers for 100 pupils we require 45 lakhs of teachers. There are three sources from which we may hope to get this colossal number. Existing teachers of schools can be induced to take up this additional work outside their school hours. Secondly volunteers attached to Social Service Organisations such as Boy Scouts and Girl Guides can be utilised for this great work of national uplift. Thirdly, conscription of matriculates and graduates, i.e., of those who have completed their school or college study may be resorted to. Each of these groups has its advantages and disadvantages. Teachers in the existing schools are already engaged in a similar task and are trained for it; but after a day's work they may not be fresh and enthusiastic enough to take up this extra task in the evening; moreover they would find it difficult to realise that they have to deal with adults and not children and to adjust their method and conduct to the psychology of the adult. Secondly volunteers attached to Social Service institutions cannot be expected to give us a steady supply and most of them would be quite raw and inexperienced in the art of teaching. The third source is thought of by persons of high authority like Abul Kalam Azad, the Minister of Education in the Central Government; but the matter is not so easy. Unless there be legislation, enforced recruitment may not be possible and everyone recruited may not be a successful teacher. Some there may be who will look upon this scheme as involving waste of talents as in their opinions, the talents of their young men can be put to better use from the national point of view. Yet we have to get our workers from all available sources, give them

some preliminary training and send them out in the country to tackle the problem of liquidating illiteracy.

The next important problem is the subjects to be taught. The minimum we should aim at is the proverbial three R's, reading and writing of the mother tongue and simple arithmetic. While we must subject the illiterate adults to the rigorous discipline of the school in imparting literacy, we can also take advantage of his knowledge acquired by experience to widen it by modern aids to study such as the Radio and the Educational films.

Each batch may have to be given at least 100 hours of teaching. The adult can learn in 3 months what the child learns in one year and the instruction imparted in school in four years can be compressed into about 100 lessons or 120 at the rate of 3 sessions a week. Making allowance for possible breaks, the course may take a year at the most.

Classes for the illiterate adults may be held in the existing schools and the furniture and appliances such as the blackboard, available in schools, may be utilised for adult education as well. As a matter of fact if the campaign be organised on a nation-wide scale we may have to go in for other places than schools to accommodate the adult schools. Panchayat offices, Cooperative Societies, Temples, Chatrams and Chavadies have to be pressed into service for accommodation and appliances have to be improvised as best as possible.

Coming to the question of cost, even if we pay just a subsistence allowance to the recruits secured by conscription and some nominal amount to the existing teachers to induce them to undertake the extra work, the cost of the scheme will run into crores. The Central Government will have to shoulder the ultimate responsibility with regard to the finance; but Provincial Governments and Local Bodies can be expected to shoulder a respectable portion of this heavy responsibility. Voluntary contributions can be expected not only from institutions like temples, mosques and

churches, but from philanthropic bodies and individuals. Every employer may be appealed to, to contribute for the education of adult illiterates in his service. Factories, workshops and mills should be induced to set apart a portion of their profits to this aspect of amelioration of the condition of their workmen.

Perhaps the work among illiterate women may be a little more difficult than among the illiterate men; but the enlightened women of our country, such as those who assembled in hundreds at the All-India Women's Conference recently held at Madras, can be expected to shoulder their portion of the responsibility.

The Central Government may have to undertake not merely the ultimate financial responsibility of the whole scheme; but also the heavier responsibility of planning the whole on a nation-wide scale, organising the work in all its aspects, guiding and supervising it at all stages and co-ordinating the activities of the various agencies engaged in this work.

It may not be too much if we say that the Hon'ble Minister in charge of Education at the Centre, must have a full time Secretary to be in charge of Adult Education to enable him to discharge his responsibility to the nation in the matter of liquidating illiteracy.

The Central Advisory Committee on Education contemplate a period of 25 years for the scheme to be completely worked out. It is too long a period. We must exorcise this devil of illiteracy from this land within 10 years at the most and it is not so Utopian either. In this connection we have much to learn from the U.S.S.R. who with their well co-ordinated five year plans have been able to accomplish much. If Russia can, why not India?

It is hoped that those in authority will set about this Himalayan task with missionary zeal and straining every nerve and availing themselves of every agency and every resource march steadily on towards the goal of Ramarajya. Jai Hind!

REORGANISATION OF SECONDARY EDUCATION

M. SANKARAYYA, B.A., L.T.

Headmaster, Sri Kasturi Devi Girls' High School, Nellore

Secondary education, as it is imparted to-day, differs much from what it was about four decades ago, both in form and content. In the pre-S. S. L. C. days, the aim was to attempt little but to achieve much, whereas nowadays much is attempted with little or no result. In other words, while education was more intensive and deep then, it is now more extensive and consequently shallow and that accounts for the "fall in standard" complained of everywhere. Another defect, noticeable by even the most casual observer, is the attempt to make the student a pandit at each and every stage and that is why so many subjects have been included in the curriculum and the concentric method is adopted with a vengeance.

The Madras Government has now appointed a Committee for the reorganisation of Secondary Education and it is at work now. Till now, education in our Presidency has been a subject for constant experiments. To try one method, find it defective and change it for another has been the policy all these years, since the S.S.L.C. system made its appearance. To give examples: (1) Non-detailed study was insisted on at a particular stage, given up in the middle and is reinstated now. (2) Two optionals were taught at first and now they have diminished to one. (3) Admission to colleges was left to the discretion of the Principals at one time and this system was superseded by the 'eligibility list.' (d) The 'moderation system' was tried for some years and given up in favour of the system of percentages in the various subjects. Now that the Government has seriously thought of reorganising the whole system of Secondary education, let these trials and experiments be given good-bye and a scheme with the maximum possible thoroughness be introduced now. The best thing that the Government can do at this stage is to publish the recommendations of the committee and invite

public criticism and suggestions, before they are approved in toto or in part.

The main problem facing the committee must be the problem of languages. Rightly, the regional language has been given the first place. But what about English, what about Sanskrit and what about Hindi? It is hoped that the committee will assess the real worth and utilitarian value of each language, before it is given a place in the curriculum. Coming to English first, we cannot set it aside so easily as we think we can. But for that language, we would surely not have been what we are today, either politically, industrially, commercially or otherwise. Though each of the western countries has its own language, English occupies a prominent position in every one of them. Whether one knows other languages or not, with a good knowledge of English, one can make a successful tour throughout the world. Further, these are days of science and scientific development and probably there are more books on sciences written in English than in other languages. Whether we require English hereafter as a court language or not, we do require it as a commercial and as a scientific language. Unlike other languages, whose use is limited to its own country, English is an international language and is used throughout the world. Thus the part which English has to play in this country for at least some years to come, must be prominent and it must be at least second to the regional language in the high school curriculum. Let me now discuss the comparative merits of the two remaining languages Sanskrit and Hindi. Sanskrit is the most ancient of all the Indian and classical languages and every South Indian language is, in one way or other, intertwined with it. Telugu, for example, is more than 50% Sanskrit; and as a proof thereof, I ask, what are the recently published Telugu equivalents for English Scientific terms if not pure Sanskrit samasams?

Is it possible for anybody to study Telugu literature, without a good knowledge of Sanskrit? Even in the ordinary language used in Telugu homes everyday, about 50% are Sanskrit words. Similarly, by the addition of Kanarese conjugations, Sanskrit words can be easily converted into Kanarese words. Again Sanskrit is a language which is respected in every country on account of its close relation to other classical languages. That is also a language which contains books of highest importance in the humanities and sciences and for which chairs have been established in a large number of Universities of Europe. What is the importance of Hindi or Hindustani compared with that of Sanskrit? If it is to replace English or any other language, it should do so purely for political purposes and what will be the need for it in South India, after the establishment of linguistic provinces? What is its value but for its patronage by the party in power? Let the committee, therefore, discuss the merits of these languages before they are assigned a place in the curriculum; but let them not, to please this party or that, thrust their burden on the young brains of the student population. It would be best, under the present circumstances, to give equal importance to English and Sanskrit, next to the regional language and make their study compulsory from forms I to VI. If Sanskrit is studied compulsorily and if students get the ability to talk in Sanskrit, there will be no need for a study of Hindi separately, for it is to some extent related with Sanskrit.

The next important point which the committee will have to consider is the position of other subjects like Mathematics, History, Geography and Science etc. The first principle, on which the inclusion of a subject in the curriculum is to be based, is its usefulness in daily life. Again, now that the study of three languages is to be insisted on, the syllabus in the other subjects will have to be considerably lightened. From time immemorial, prominence is given to the 3 R's in the framing of a School Syllabus. The first 2 R's (reading and writing) go with the language and the third 'R' goes

with Arithmetic. Thus, in the new curriculum greater prominence should be given for the languages and mathematics than for the rest. One way by which the curricula in History, Geography and Science can be lightened is to include lessons in those subjects in the language Readers.

As regards these three subjects History, Geography and Science, the concentric system is too rigidly followed in the framing of their curricula. For example, in Indian History the very things that are taught in the lowest standards or classes are taught in the highest form of a Secondary School and are also prescribed for the Public Examination. Similarly, with Geography and Science also. The very topics that are taught in Geography and Science in the lower classes and Forms are taught in the higher Forms, with a few more details. Such of us as have passed through the old Matriculation learnt Physiology for the first time in the F. A. junior class and did not know anything of Botany, Zoology, Geology etc. unless we took them up as optionals in the B. A. class. But what is the position today? These subjects are taught from the lowest standards or classes to the highest Form of the Secondary School. With all these subjects included in the present day curriculum, how are the present day students more efficient or better fitted for life? It is no doubt true that some knowledge of these Natural Sciences is necessary for each and every person and a study of these subjects is also interesting to the young minds. Their study may therefore be limited up to and including Form III of a Secondary school and Physics and Chemistry whose study is essential in these days can be taken up in Forms IV to VI. *Similarly as regards History.* Replacement of English History by Modern or up-to-date World History in the S. S. L. C. course is a step in the right direction. Students now have a knowledge, at least in general outline, of the history of the world. The suggestion, so far as this subject is concerned, is to limit the study of Indian History up to and including Form IV and take up only Modern History in Form V and VI. *Even so in Geography.*

Of what use or interest is a study of the rivers or mountains or railways of European or other countries to the young students of Madras? India should be the centre of their Geographical study and glimpses of such other countries of the world, as are connected with India through trade or commerce, through airways or steamers and so on, may be imparted so that a study of this subject is not a burden to the young students of 14 or 15 years, as it is today.

Specialisation of studies.

This came into being with the S.S.L.C. scheme. Ever since the introduction of specialisation, there has been a lot of criticism against it, mainly that it is premature for students of 13 and 14 at which age they are not able to choose, for themselves, the subjects for special study in their future career. It need not be said that, in most cases, the choice had to be made by others, either parents or teachers, or at times by others still. In a large number of cases, the optional had to be changed in the college classes owing to the incapacity of the student to follow the subject of his choice. How many are there not who have failed continuously in the Intermediate Examination in optionals alone and then given up their college studies, unable to cope with the subjects?

Again, formerly, choice of subjects for special study came up only in the Degree course and not earlier. That is really the stage at which a student can by himself, select the subject for his special study; for, then the time for the choice of his profession is near and he knows what subject will suit him best. That is therefore the stage at which optionals are to be introduced and at any rate, it is not in the High School Forms.

One more anomaly about the so called optionals is, while the student takes up

only one optional in the High School course and studies that in his regional language and can secure eligibility with 25% marks, he has to study three optionals—sometimes of an unnatural combination like Physics, Chemistry and Logic—in the Intermediate class, all in English and get 85% marks to secure a pass. For the reasons given above, specialisation can, with great advantage be given up in the High School Studies.

Manual Training.

The last and most important question is the time devoted to and money spent on 'manual training.' The manual training that is now imparted in our Secondary Schools is a show and a farce. Is there any one student who, after leaving the school, could or did handle a chisel or a saw? The money that is now spent by the management or Government on these subjects in the Secondary Schools would be better spent, if separate industrial schools are started one in each District.

One more reason for omitting this subject in the Secondary school course is that the nature of our student-population is such that they pay no attention to non-examination subjects. Consequently these subjects, if they are included in the Secondary Education curriculum, will be more to waste the public funds than benefit the students.

The most important point that I wish to stress is to lighten the courses of studies of a Secondary school considerably. If that is done, the morale of examinations will be improved. When portions for the examination are within the reach of the average student, there will be no attempt at getting question papers, or copying in the Examination Hall or threatening the Superintendents or still worse crimes that are prevalent to-day.

TOWARDS EDUCATION FOR CHARACTER

V. S. VENKATANABAYANA, M.A., B.ED.,

Secretary, Nellore District Teachers' Guild 300

In the present system of education there is no emphasis on the importance of character-training with the result that a type of young men and women is produced having no obvious and fixed code of conduct and morals. Almost all parents seem to be content with providing food, clothing and school education for the children and getting them a start in life. They trouble themselves little or not at all with the bigger and more vital question of the education and development of each individual character. It is high time that this aspect of education is paid due attention so that the on-coming generation be of sterling character.

In this effort one important point must be grasped. It is meaningless and ridiculous to attempt at changing the character of others unless one is without blemish in character oneself. How can we seek to alter the character of others unless we have first learnt and appreciated to the full the defects of our own character and set ourselves with might and main and carry out the task of the education of ourselves with a view to building up just such a balanced and controlled character as we would fain help others to attain to? It is lack of appreciation of this fact that is responsible for the woeful debacle of the leader nations of the world. In the same way a sad want of cognisance of this fact is found on the part of the parents as well as teachers of the present day. As an illustration to the point, a parent who is addicted to smoking, to playing cards and going to races cannot very well compel his boy to be otherwise. So also a teacher who is lazy and is not neat and clear in the execution of his work cannot be expected to inspire industry and neatness in his pupils. There is no moral sanction behind them. Such examples are too numerous in all spheres of our life.

Hence the first and foremost need in any plan for education of children towards character is the education of oneself. Many are under the mistaken notion that a man's character is something beyond his control. They seem to think a man's character as something which he is born with and must carry with him to his grave unchanged. We frequently hear phrases like 'I am always passionate, I cannot help it', 'My nerves always get the better of me, I can't help it.' etc. This attitude must undergo a thorough overhauling. Nobody need think that there is no possibility of educating oneself so as to eradicate defects in character. What then is the meaning of this word 'character'? It is derived from the Greek word meaning 'to scratch'. It signifies a mark engraved or impressed as on a coin. Figuratively therefore it means the distinguishing traits of anything, and particularly the moral and mental qualities of an individual human being, the sum of those qualities which distinguish him as a personality. We can also say that character is an epitome of a man's past (not merely in this birth but also in the previous births) and a forecast of his future.

Thus we can infer that the visible mark which we set upon ourselves as a result of our reactions in times of storm and stress in life and the attitude with which we face the world constitutes our character. It is not a stationary thing. It changes from moment to moment. It is this fact that can inspire confidence in one that he can mould his character in the manner desired to suit the code of morality and right conduct set by society.

It can easily be understood that a man's character depends on his thoughts. Our thoughts are the mainspring of our lives. It is therefore absolutely essential

that we should make strong efforts to control our thoughts. This is the teaching of the Gita. Without 'niyama' or 'control' formation of a sane, healthy and happy life is well-nigh impossible. The Hindu Religion speaks of control in every direction—control of our bodies, of our desires, of our thoughts, of our emotions, of our acts and of everything pertaining to us. Our 'Yoga' is nothing but control of our bodies, our movements, our senses and our thoughts. This task appears on the face of it stupendous and unthinkable. But it is not so. A trial is necessary. There should be no faltering in the effort.

Hand in hand with enthusiasm for securing an absolute control over our character, there must be concentration of our will power in constant daily practice. 'Vyavasayatmika Buddhih' says the Gita. 'Vyavasaya' or exertion is necessary. Without conscious effort it is not possible to control our will and our thoughts. Without a regulated will there will be no regulated thought; without regulated thought, there is no internal peace and without internal peace there can be no real happiness.

The happiness which we presume we enjoy now consequent upon wordly success or material prosperity is not that of the unalloyed type. We are only 'merry' and not happy. With a turn of the wheel of fortune this merriness vanishes and we are assailed by bitterness and melancholy. Real happiness exists in the depths of ourselves and grows in fulness as our life grows and enables us to face the music in life's turmoil with equanimity. It manifests itself in a sane and controlled life. The Gita gives us proper prescription for the attainment of such happiness. It goes even to the extent of prescribing the proper food that should be taken for the development of mature qualities. It dictates the modes of development of these qualities and how a 'Sthithapragna' can be evolved. In short it leads us to secure the 'Charithra Kamchuka' or the protective armour of character. It declares 'Sraddha'—faith in oneself, faith in his character to be primarily necessary for him to develop to perfection. The 3rd verse of the 17th chapter

of the Gita proclaims this truth. Character is the man and a man is according as his character. We can find enumerated in the various chapters of the sacred Gita the ways and means of self-education for 'purushottama prapti.'

It is possible to achieve this end gradually. Thought control is to be acquired only by patient experiment. This experimental attitude is lacking in most of our countrymen. It is a characteristic trait to be found among Indians as a whole. There is no dearth of plans for the development of the country in the various spheres of activity but the pity of it is no plan is put into operation with all the requisite conditions being fulfilled as a consequence of personal prejudices and extreme distaste for anything new. Armchair criticisms kill the plan even in the offing. The result is a number of intellectual gyrations to no purpose. If the education of the rising generation towards character were to succeed, the education of oneself should proceed of necessity at a rapid pace.

We must realise that we cannot live as it were in a vacuum. During our progress from the cradle onwards to the grave we are every moment brought into contact with thousands of other lives. We are therefore responsible in an infinite degree for our thoughts to extended circle of people extending outwards. We have to discharge that responsibility conscientiously by taking particular account of every thought and act we do in the vortex of our daily round of duties. Thought control can be got at with a little effort. We can hold our fist in all stormy circumstances of adversity or temptation if only we change our view point and exercise rigid control over our reactionary thoughts. Suffering when met with boldly and in a spirit of equanimity has the power of effecting sweeping changes in ourselves and in our outlook on life. It releases unforeseen powers that we possess. We should develop good habits for habits form our character. Habits are in their turn the outcome of

(Continued on Page 113)

AUSTRALIAN EDUCATIONISTS HOLD SUMMER SCHOOL

Week's Round of Study and Relaxation for People From All Walks of Life

Betty Gill

A successful experiment in adult education was held in Australia recently when people from all walks of life gathered together for an informal holiday-cum-education summer camp not far from the heart of the city of Melbourne.

Wesley College, one of the many fine Australian public schools, fronting beautiful tree-lined St. Kilda Road, was the scene of the Summer School experiment, the first in Australia inaugurated by the Victorian Council of Adult Education.

Here, on the smooth green lawns, shaded by poplars, and on the sunny steps of the college, the homely housewife, clad in frock and cardigan, busily plying for knitting needles, exchanged ideas with the naval instructor, spic and span in gold-braided uniform, the trim nurse from the country, and the young engineer, sunning himself in sandles and open-neck shirt.

What was the best thing to do for community welfare was the main topic of conversation.

Should it be a community hotel? What about the necessity of the pre-school child kindergarten, aiding the children and relieving the mothers?

Should there be a community hospital? A mobile clinic for outback districts? Housing schemes? The pooling of agricultural implements to help needy farmers? Parent discussion groups to ascertain the best way to educate their children towards a healthy, social life... libraries, film centres, a mobile theatre, music tours, art groups, discussion groups on literature, and social studies.

These and a hundred and one other things occupied the attention of the School's 84 resident members and 130 non-resident members.

Many were students who had given up their holidays to attend the School.

Varied professions and occupations were represented and seventeen-year-olds to grandmothers were included.

Educational and Recreative

Mr. J. S. Maslin, headmaster of the Hagley Area School, Tasmania, which is also used for rural community activities as well as daily school work, was enthusiastic about the adult education school.

"In the future", he said, "adult education must be stimulated by the provision of a diversified programme of creative activities. It must be both educational and recreative, offering some pleasant stimulation after the routine in the work-a-day world.

"The adult education programme should not be limited by any policy or philosophy conceived outside the community in which it is instituted. It will differ from place to place. Whatever the needs of the people, and whatever development the community may wish to give to education will determine the programme.

"Two essentials are needed in this work: inspired leadership backed by a specialist staff and attractive, well planned and equipped buildings. The solution lies in the planning of future educational bases, so that they may serve the school child during the ordinary school hours, and can be at the service of youth movements and adults during the rest of the day," he added.

The majority of the School's resident members came from either well-populated country centres or isolated farming communities. Some were interstate and overseas visitors. They lived in at the school, sleeping in the dormitories.

Non-resident members came from Melbourne's metropolitan area. Children could be left in the care of the kindergarten organised by the Council for the week's duration of the school. Most of the students were women, some married and with families.

Variety of Topics

Casual students dropped in when a particular subject attracted them, attending music recitals, or to take part in the practical art and drama classes.

Varied subjects were covered by specialists in their own fields — psychology, the pre-school child in the community; the work of the UN Security Council, what it means and how it works; education for international understanding; the spiritual basis of the community; and what Australia's Federal Government is doing for community welfare.

The Victorian Council of Adult Education, which carries further the work of the University Extension Board and the Workers' Educational Association, was set up in 1946, with a yearly grant Rs. 2,70,000, to provide adult education for the citizens of Victoria. It reaches its public through discussion groups, tutorial classes, residential schools, public lectures, exhibitions, performances of plays, music and dancing, library services and visiting tutors.

It now has 60 clubs throughout the State, and it is from these that the Summer School drew its students.

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SRINIVASA VARADACHARI & CO.,

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Educational Publishers, 2-16, Mount Road, Madras 2.

HOW TO CURE EUROPE'S ILLNESS?

WALTER LEIFER

An objective observer of Europe finds in most of the peoples of this continent a spiritual hopelessness which reveals the symptoms of that crisis which the European culture is suffering from. The intellectual and spiritual Europe is indeed in a crisis and all what is done in actual Europe is a picture of Europe's path through moral darkness and ethical night. We saw years when naked and brutal violence reigned over Europe, and this violence seems to be lasting for the next generation over the countries where once philosophers, poets and scholars preached for individualism and personal responsibility and liberty.

I doubt whether even a thoughtful minority of thinking people realises how grave this crisis is. The western central value is respect for personality. Goethe, Germany's world-famous poet of universal greatness, could say more than hundred years ago: "Hochates Glück der Erdenkinder Sai nur die Personlichkeit!"—"Highest luck for the children of the earth be only the personality!" But what has been the actual Europe's answer to this respect for personality? It was the pleasurable triumph to see when millions of Germans were expelled from their ancestral soil in Eastern Germany, when men were sentenced to a shameful and or when during the war lots of Jews had to go to a death the kind of which was a blasphemy. The atmosphere of Europe is full of hostility and contempt. The inhabitants of the mother continent of the Western and Occidental world have indeed lost all their respect to their fellow human beings in torment. And this Europe calls herself (this continent bears in spite of all a female name) a Christian continent. But where is Europe's Christianity? Is it dead or is it sleeping? Besides this loss of respect for personality we see other tendencies which are more widespread than ever. Intolerance, injustice, intensification of nationalism

in its racial form, expulsion of citizens from their homes, chauvinism, inhumanity, greed, self-interest are the neglects of personality. Europe gave to the world teachings the origin of which is this loss, and these teachings i.e. class-war, rationalism in its racial form, mechanisation of all the parts of life—seem to be the presents of Europe to the World. These teachings of hatred and intolerance, of greed and self-interest are the presents of Europe. Of that continent that once gave in spite of this fact liberty and freedom, the highest values of a personality, to her children I am sorry, I have to confess: It is right. But asking "Quo vadis, Europa?" we have, at the same time, to put the question: How is Europe, the European culture, to be saved? Europe has forgotten—this is the solution of what we could call the European problem—her origin. Europe is built up by Germanic-Romance cultural fusion on the basis of a Greek-Roman tradition. This amalgamation of different but genuine cultural influences is bound together by Christianity. Speaking of the Occident means very often speaking of Christianity. And Christianity came from the Orient: Ex orientis lux!—Light comes from East!

If we hope to solve Europe's problem we must go to the East. While Europe, this "Christian and civilised continent" gives the doctrines of hatred, Asia had presented teachings of love and humanity. Zoroaster belongs to the East as Buddha and Krishna and Rama. Moses was of Asian origin, born on the borders of the Nile. And Jesus, God's son from Israel sent his eternal message from Asia. Mohammed, prophet of Allah, preached in the Arabian deserts. Europe has forgotten this origin of the best she possesses: the teaching of love preached by Jesus Christ. She has forgotten Asia in her heritage. To-day, it is India that delivers a message to

the world—the gospel of non-violence, of ahimsa, of metta, of karuna, of mudita, of upekha, of sachchidananda. Do we hear in Europe this Asia? Did we listen to Rabindranath Tagore's warnings on nationalism in its worst form, did we know what the Aryan forefathers said in the eternal Vedas and Upanishads, what in our days Gandhiji sent as a message to the whole world?

In the little Sanskrit drama "Mala-vikagnimitra" the poet begins his play with a prayer: "Sanmarga lokanaya vyapanayatu sa nastamasim vrittimishah" (May God enlighten for us the path of Truth and may He efface our violent emotion, fruit of the darkness). This prayer is an invocation of God Shiva in whose existence Parvati, "das Ewig-Weibliche" ("the Eternal Feminine") is a part. This prayer of the poet is, at the same time, a message to unity of all the human beings. The two chief persons are the man Agnimitra "Friend of the Fire" and Dharini—what a beautiful name for a wife: it means patience, born in magnanimity. Agnimitra is a symbol of the destroying power, Dharini represents the self-abnegation of a pure love. Reading this Indian drama I often thought: Are not the two persons like symbols of the human characters, of the best values of Asia and of the worst of Europe? Is Agnimitra really the West, the Occident pining for wisdom, "Friend of the Fire" who seeks the multiplication of the atom bomb—and this means utter destruction not merely of the West but of the whole world as if the apocalypse is going to be fulfilled. Hiroshima and Nagasaki were high standings of Western inventive faculty, but also low standing of Occidental moral. Is Dharini, maternal element, picture of Asia prophetic of the peoples? While the nations in the Western world ask: Shall our children die in a new war, in a coming slaughter of mankind? India's Gandhi is a staunch believer in human dignity and brotherhood and in Truth: "I call the great power not by the name of Allah, not by the name of Khuda or God but by the name of Truth—this is to be found in the hearts and not in the

heads. This Truth is companion and friend of Love" Where could be a message more beautiful than this one which comes from India? Truth is not hypocritical, is not self-interested. Truth loves men and seeks men. "Veritas vos liberavit" — "The Truth shall make you free" we read in St. John's gospel. Truth could be the meeting-point between East and West. But—are we all ready to hear this truth without all philosophical speculations, only in the pure sense of simplicity? Amicus Plato, sed magis amica veritas:—I love Plato, I love philosophy, but more is Truth.—But India has not only made clear that the causes and nature of the crisis of the European culture is the collapse of the moral, India's teaching therefore seeks the man, the soul, the heart. But it does not neglect the head, the mind. It was an Indian economist and politician—that is to say—who felt the degradation in depriving the weak when they are down and out and are not in a position to protect their possessions. J.C.K. (Kumarappa) drew in Gandhiji's review "Harijan" attention to the moral aspect of dismantling the equipment of German industries by the 'Victors—the British and Americans—and selling them off and also to the greed involved in snatching away their patent right: "When we buy a stolen article knowing it to be such we become morally responsible for the stealing that had preceded transaction," says Kumarappa and ends: "There is a list (Please refer to the last two passages from the review "Harijan" February 1947, page 23 to the end: . . . property.)"

This is India's call to the makers of politics and it is a call to build up the art to bind relations between the peoples on the basis of understanding, of love, of moral dignity. Is the Christian form disfigured that it could not bring out such an appeal? India calls for the moral regeneration of mankind, for a future—I would it were a time of re-humanisation—where men meet "on shore of vast humanity" as is said by Rabindranath Tagore. The first stone of Humanity's Building will be laid down in India, home of all Asian races, religions and cultures which have been

sought to be synthesised into one people and one civilisation of universal significance. In India we could find the remedy against Europe's illness, against the crisis of Occidental culture: Truth and non-violence. India won her struggle by the means (but it is a tragedy that in Gandhiji's India that has struggled and won her goal with the weapons of Truth and Non-violence for her freedom in actual Punjab cruelties and inhumanities between Hindus and Moslems and Moslems and Hindus were witnessed.) But the fight of chauvinist and un-Indian elements will be a short time in India's history. This country overcame all her victors and conquerors

by ahimsa. May this land full of mysteries and secrets employ her last arcanum in order to complete the mental conquest of the West through her best values, may it preach that not the atom bomb will give us a time of hopelessness, but may it be ahimsa that calls a period of peace and luck, a time without hatred and vengeance, but only with Truth and this without all the thoughts on tanks, armies and sea armadas. India, central country of Asia, where mankind's teachers were born, teaches us this; Teach, India, mankind to do so. This will be useful to you, to the whole world, especially to the sick West.

(Continued from Page 108)

our thoughts. Many of us allow our habits to form themselves. They infiltrate as it were and are perceived only when they obtrude themselves pleasantly or unpleasantly into our daily life. We should of our own volition develop such habits as are conducive to the making of a perfect man. By exercise of our will power and by constantly drawing upon the spiritual forces in and around us we can eradicate the defects in our character and cultivate such traits as

are necessary to make us perfect. We expend so much of willed energy and effort in the acquisition of a new branch of science or a new sport. Why not such effort be made for self-education so as to be fully equipped for launching on the education of the on coming generation towards character? It is true that there are endless days of drudgery before us in this colossal task of re-educating ourselves. But the effort is worth the making.

STUDENT VOLUNTEERS*

Thousands of university students in Britain today are responding to their country's call for service by devoting their week-ends to the national recovery effort, doing all sorts of manual tasks such as the unloading of wagons and helping with excavation work.

Now, with hospitals desperately short of staff, an advance party of 23 girls and seven young men from London University has volunteered to work full-time in hospitals, instead of going on holiday.

Forty others have volunteered to work at week-ends, starting on January 21.

Ward Orderlies.

The student volunteers will do the work of ward orderlies including general cleaning tasks, polishing and dusting. They will also help in the preparation and serving of meals for the patients.

An official of the National Union of Students remarked the other day: "We are drawing volunteers from 25 colleges, schools of medicine and polytechnics. We want to get every one to play his part."

* By courtesy:—British Information Services, Eastern House, Mansingh Road, New Delhi.

THE MAGIC CIRCLE

SRI M. PARAMESWARA AIYAR, B.A., L.T.

Usilampatty, Madura Dt.

Mathematics throughout the ages has been cherished as a factor in the development of the human personality. It has stood for order, for regulation. Call it by whatever name you like, the rhythm of the 'Raga' the measure of the 'Thala' the tunes of Vedic chanting, the ticking of the clock or such like machine, the symmetry of figures are but expressions of one and the same urge for an orderly and regulated way of doing things. Higher up, the mathematical attitude is the frame of mind associated with clarity of thinking and reasoning now so badly needed as a solvent of all our political and other ills. It was a happy thought of Dr. S. Radhakrishnan that as Vice-Chancellor of the Andhra University, he is reported to have made it obligatory for every intermediate pupil to take up either mathematics or logic as a subject of study. Writing in the Indian Review, Dr. C. V. Raman mentions EUCLID'S Geometry as one of the three books that had influenced his thought and career.

2. Even as the Zero, of all numbers, the circle among geometrical figures, has had a magic all its own.

3. Beginning-less and endless with no bend or break, it stands for Eternity. Being a single line, it stands for the one Being (Advitiya). Even returning to where it is commenced (apparently), it represents the wheel of life—the unending cycle of births and deaths. As an object moving round and round the circle never reaches the centre except by a sharp 'Inward' turn even so the man wheeling (without an inward gaze) round the cycle of life cannot attain to the highest quality of the centre.

4. The circle is the symbol of peace and harmony. Curving stands for smoothness and the circle is the most perfect curve. Lack of restraint in life

leads to the abysmal depths of misery even as the innumerable tangents that send one far away from the centre, never to return. The Highest Reality worshipped by the Dhyanyogin as seated in the centre of Savitru Mandal is significant.

5. Lower down in its most practical form is the fascination that the subject of practical geometry holds out to the pupil in his early teens. The young pupil cheerfully turns from the boredom of calculations with big numbers to the joys of geometrical drawing involving mostly the use of the pair of compasses. Most of the truths of geometry he is made to 'Discover' by actual drawing—to be later confirmed and consolidated by theoretical reasoning. The contact of circles with straight lines and with each other, the construction of tangents to a circle and of the common tangents to two circles; of circles touching each other and of one or more circles touching two or more circles have all been fascinating work for the young pupil leading him on to further 'Discoveries.'

6. One such 'Intellectual Adventure of a Discovery' to quote Dr. Narasinga Rao, an eminent mathematician of the day, fell to the lot of the mathematics teacher and pupils of the Board High School, Usilampatty resulting in the neatly drawn 'Illustrative exposition of Feuerbach's Theorem' in a series of several triangles exhibited at the All-India Educational Exhibition held in Madras and in Trivandrum in 1945 and 1946 respectively. Each diagram contains a triangle with its incircle which touches the sides internally and the three excircles which touch from without. It also contains the 'Nine points' circle, so called because it passes through nine specified points the midpoints of the sides, the

feet of the altitudes and the midpoints of the lines joining the join of these altitudes to the angular points of the triangle. It seeks to demonstrate by accurate drawing the most famous property of the nine points circle, namely that it is the only circle that touches each of these 4 circles of the triangle. This property was first proved by the German mathematician Feuerbach (1800-1834) in his 22nd year and has been named after him. Ignorant of Feuerbach's work, Steiner stated the theorem in 1828. Dr. Hart of Dublin re-discovered the theorem in 1861. It is one of the theorems taught to honour students and now to a section of B. A. students. It was accidentally stumbled upon by the sheer accuracy of several drawings and known as such only after the Madras Conference and Exhibition were over.

(7) Prominent mathematicians like Dr. Vaidyanathaswami of Madras University, Prof. K. Ananda Rao, Dr. A. Narasinga Rao of Annamalai University and Sir Vepa Ramesam (who has done special research work in connection with the nine-points circle and who has collected over fifty proofs of this theorem) have hailed the exhibits as original and remarkable and hard to beat in point of accuracy. Dr. Vaidyanathaswami has recommended that the exhibit should be preserved for its interest and educational value! He adds "Mathematical exhibits from the high school have been rather a rare feature in educational conference in this country and should be welcomed and given special encouragement in the interest of high school education". Prof. R. Srinivasan of Travancore University says "The fact that a Harijan boy stumbled into the well-known Theorem of Feuerbach adds to the interest of the charts. Such interest is bound to lead them on to original

thinking and research which ought to be the ultimate aim of all true education." Prof. Ananda Rao commends the learning of Geometry "in the proper spirit arising from an unsullied love of learning." Of the accuracy of the drawing, Prof. Mahadeva Aiyar says "that the boy stumbled on the remarkable property discovered by Feuerbach emphasises the accuracy of the drawing which is well-nigh impossible . . . is a great geometrical feat. Only those at it will fully appreciate it."

(8) It has been kindly suggested by a few discerning critics that the diagrams (a new set of ten graded charts) might be of some use in the field of Geometrical and industrial research (a subject wholly beyond the equipment of the writer of this article but within the domain of research students). It is mentioned for example that the points of contact of the n. p. circle with the other four (Feuerbach's points—L, P, R, S, in the diagram) and their relation to the vertices of the triangle A.B.C. might be a subject of study.

(9) It has also been suggested that the diagrams be elliptically projected (by camera or otherwise) and the new figures studied for possible application in the glass industry. While these are only mentioned as possibilities, the task of the school-master is but 'to stimulate the spirit of such adventure' in pupils. This article cannot be better concluded than in the concluding sentences of the closing speech of Sri C. P. Ramaswami Aiyar, President of the All-India Educational Conference, 1945. "The production of the best type of research worker, the man who creates new things as well as new ideas is the foremost *sine-qua-non* to the State."

“ TRAINING IN BASIC EDUCATION ”

R. SRINIVASA IYENGAR.

The February issue of “ The South Indian Teacher ” has published the proceedings of the Legislative Council relating to education. Mr. R. Suryanarayana Rao questioned the need for converting the existing schools to basic schools. The Education Minister replied that he was surprised to hear Mr. Suryanarayana Rao say that H.E. Mr. C. Rajagopalachariar, while Premier of Madras in 1938 had contended that the system of elementary education in this province was equal to or about the best system and had the best aspects of basic education also. He did not know where Mr. Rao got this information from, because, the Minister claimed, Mr. Rajagopalachariar is one of the greatest protagonists of basic education, himself. It is therefore advisable for us to know exactly Mr. C. R.’s views on the subject.

In presenting the budget of March 1938, Mr. C. R. said : “ The general policy in respect of elementary education as outlined in the Press Communique dated 26th June 1937 is in the main being carried out. The report of the Curriculum Committee appointed in accordance with that policy which has just been received and is under the consideration of the Government seems to make recommendations to some extent on the same lines as the reorganisation of elementary education contemplated in the Wardha scheme. But whether the proposals of the Wardha scheme taken as a whole will reduce or increase Provincial expenditure on education it is not possible as yet to say. The Government have the whole question under their consideration; and meanwhile budget provision is being made in accordance with existing arrangements.”

In his concluding speech on the budget criticisms, Mr. C. R. said, “ The Wardha scheme would be a cheaper way of giving education in the long run. It does not mean that we will necessarily

succeed in making it cheaper at the outset. The transitional stage will be difficult and costly. In the beginning it would be costlier ”.

In the budget speech of 1939, the Premier remarked that the Wardha scheme is a simple system of education based on the commonsense point of view of the sound pedagogical principle of learning by doing and that it is an improved edition of the Dalton Plan and the Montessori system. The Government was even then not ready with any plans for basic education. Though Rajaji appreciated the value of building up the structure of education and culture round an occupation instead of round a printed book, he has expressed the opinion that children should be taught more than one craft.

In the budget speech of 1939, Rajaji unfortunately expressed the view that “ in view of the financial implications, the introduction of universal elementary education was not a practical proposition at any rate for some years to come.” It has been conveniently forgotten that the basic education was conceived by Gandhiji, the disciple of Gokhale, in order to make universal elementary education practicable. Schemes of Basic education cannot be divorced, in my opinion, from universal education. The following quotations from Gandhiji’s articles in Harijan will make my contention clear. “ In no other way can Primary education be made free compulsory and effective.” “ I am a firm believer in the principle of free and compulsory primary education for India. I also hold that we shall realize this only by teaching the children a useful vocation and utilising it as a means for cultivating their mental, physical and spiritual faculties.” “ I am convinced that there is no other way to carry education to crores of our children. We cannot wait until we have the necessary revenue and until the Viceroy reduces the Military expend-

iture.” It is to be deplored that administrators who are keen on basic education do not associate it with universal education, as Gandhiji did.

The Tamil Nad Political Conference held recently in Coimbatore resolved to request the starting of basic education training schools in each district; but the problem of universal elementary education did not engage their attention. The Madras Government have now decided to start ten new basic education training centres during the ensuing academic year, and have provided in the budget ten lakhs of rupees for the training schools and their accompaniments, viz., hostel, model school, and teachers’ quarters. The sincerity of the Government is to be commended.

But a new problem has presented itself, and a new light has been thrown on the basic education scheme. Dev Prakash Nayyar’s article on “ The Intellectual Content of the Takli ” in Harijan of the 21st December is avowedly frank and explains how every bit of knowledge under the sun, every subject, viz., algebra, geometry, physics, chemistry, geography, economics, sociology, physiology, psychology, nay, even the highest education in any subject can be traced to the magic potentialities of the takli, and traced to the iron rod, the brass disc and cotton! In another article of his under the title, “ Danger Signals,” in Harijan of the 25th January he attributes ignorance and prejudice to the “ so-called man of education ” who is unable to see eye to eye with him. He concludes, “ It shows the colossal ignorance which prevails about the richest gift “Nayee Talim” has given the country. Books containing instructions in the manner suggested in my article in question should be written out in full. Things will have to be made fool-proof, it seems, before we can carry the country with us.” Hence it seems to me perfectly clear that education through craft is yet an experiment, has not been fully explored even in the highest research institute for basic education in Wardha and that education through craft can be conceived and worked out by the genius and application

of the individual teacher who has faith in the ideology of basic education. Commenting on Nayyar’s article, in Harijan of January 11th, Gandhiji wrote that “ education does not reside in the takli, but that it resides in an educationist who, having tested the possibilities of the takli is entitled to make his claim.”

The Madras Government would be well-advised to provide for training in the craft in the existing training schools, instil faith in the ideology of basic education so that the trained teachers may carry on the experiment of learning through craft in their institutions after their training and adopt the principle of education-cum craft instead of education through craft. The existing trained teachers may also be directed to qualify themselves for prescribed standards in the crafts in question, study the literature on basic education, and carry on the work in craft and in education. One or two research institutions might be organised; but to achieve success, this could not be attempted in Government Training schools. Aided institutions are more fitted to conduct research in investigations of this kind; and these ought to be helped by the Government. It would be helpful to note that Gandhiji in defining the fundamentals of basic education in Harijan of November 2, 1947, does not say that education should be imparted through craft, but is satisfied that the “ hands of pupils will be skilfully working at some industry for some period during the day.” It is unfair to the children of the country who should be educated on proper lines, if we assume that education through craft has passed through the stage of experiment, is an accomplished reality, satisfactory enough to be pursued in the training schools to be started.

The Government should not postpone the introduction of universal elementary education till we get basically trained teachers. Universal basic education can never be inaugurated till a loan of a few crores is floated in the hope of realising a part of it after some years of its introduction. Rajaji’s article in

(Continued on Page 120)

WE! THE TEACHERS

K. NARASIMHA RAO, B. SC., M. ED.

Let us first try to answer the question, "Who is the right Teacher?" before we discuss about ourselves, our present attitude and our actual state of affairs.

'The predominant factor in education is the quality of the teacher.' It is the teacher who can make or mar any system of education. Did not a great thinker remark: "It does not matter what you study but it matters a great deal who your teachers are." Thus the entire future of the child rests on the teacher. What should be the quality of such a person? He should possess physical and mental fitness, good-humour, tact, genuine interest, courage and above all 'faith in the young.' He must be a man of social and philosophical stability. He must have an open-minded scientific attitude. In short, he should think the institution as his own and students as his own children. The factory idea of the employer and employee, the idea of so much out-turn for so much wages, and so much time for so much money is the least fitted for a school and a teacher.

But, are we like that? What is our present attitude? If we classify ourselves from a common sense point of view, it occurs to my mind, every one of us may be one of the following types, namely.

(i) The Ten-to-Five type:—This teacher is least worried about what is going on in the school. He simply comes at 10 a. m. just before the first bell rings and goes away at 5 p. m. hearing the last bell. He signs in the attendance register somehow spends his time till 5 p. m. and goes home. He is not an active participant. Many of us come under this type, I believe.

(ii) The 'Yes' type:—This teacher simply dances to the tune of the head of the institution. This man never differs from the head in any

thing. He always says 'Yes, Sir!' giving full effect to the phrase 'your most obedient servant' and carries the words of his master, putting aside all his individuality and scruples. Nowadays, it is this teacher who is taken to be the most efficient, the most tactful, worthy of promotions and what not.

(iii) The Convincing type:—This teacher exhibits individuality to a certain extent, hears the other man, gives his suggestions in the matter, weighs both the views and attempts at some constructive programme of work. Such men are very few among us.

(iv) The Incurable or the Pig-headed type:—This teacher never hears what the other man says. He talks and acts with presettled notions, the result being the head fears to give him any responsible work.

(v) The Nagging type:—This teacher fears the head unlike the pig-headed type. He does not have guts to oppose him but carries on his duties always grumbling directly or indirectly that he is over-burdened with work and so on.

(vi) The Political type:—This teacher tries to split the staff into parties and enjoys the fun. He is the most dangerous and I am sure every institution may be having at least one of this type.

I think most of us are not having the attitude of an ideal teacher. The reason is most of us have taken to this profession as a last resort. Suppose we are put questions like

(1) Did you join this profession without trying in any other department?

(2) Did you get into this profession for the love of it?

(3) Are you prepared to stick on to this profession?

Most of us will readily reply 'No'. Even those who have joined this profession, like to kick it off if any better opportunity offers itself. Under these conditions a good number of us are square pegs in round holes. I can even give you the statistical evidence to this effect. I collected the data for my thesis regarding the strength in Training Classes from 1910 to 1947. Up to 1941-1942, there was tremendous rush for these seats, nearly 400 to 500 graduates applying though the seats were limited to about a hundred. The College authorities were compelled to refuse admission to a number of applicants. But during the war period, i. e., between 1944-46, the number of applicants did not exceed even the number of seats available. In 1944-45, there were only 55 applicants, a surprisingly low figure, compared to the number 500 of the previous years. The fall in strength in Secondary Training classes was much more conspicuous during this period; the reason being most of the graduates and S.S.L.C. holders could solve their unemployment problem by getting war jobs, such as K.C. Os., V. C. Os. War-technicians, military accountants and the like. This is nothing but a sure indication that the profession is not attracting the right type of people.

Generally, if we take to a teachers' profession after we fail in the rest of our trials, how can we have the right attitude? In addition, we are ill-paid. Under these circumstances, we cannot put our heart and soul into the work as we feel absolutely discontented. It is only when we are kept above want, we feel that our chief concern is with the work in the school for which we are paid. Then alone we feel that the school is our 'own world' of which we are 'the masters and the creators'. At present, we are not having the right attitude and confidence in our own profession, the result being we are experiencing an inferiority complex. We are meek, diffident, and shy in the public. We are cutting a sorry figure, the result being, we are neglected.

What is the public opinion about us? We and our profession are taken in a

light-hearted vein even by our leading men and the public. No teacher with any self-respect can brook such a kind of treatment! Some sample remarks of the public which humiliate us, I like to give you in this connection:—'After all what is he? He is a wage-earner worse than a cooly!' 'Why should a teacher be paid more? Even what he is paid he does not deserve? He works only for six months in the year. I am not a teacher to loaf about' 'Any honorary work is shoved on this poor teacher on the pretext that he will be having ample leisure. Nothing is more degrading than asking teachers to sell sugar in ration depots, to dust the record rooms in offices and so on during their leisure times. Such is the kind of opinion the public are having about us and our leisure.

Who is responsible for this? Are they perfectly justified in thinking like that? Are we worse than those in the ministerial department. Is the Teachers' profession such an easy and dull one? Is the work of a teacher worse than the work turned out by the so-called officers of other departments? After all what is it they are doing? Their work is with papers. Their work is nothing but mechanical which does not require any original thinking. Of course, it requires a bit of a tact to draft out a note, which every man will develop as a matter of course. But, they pose themselves to be doing a lot of brain work and that none else can do it. Whenever you find them you will see them with record bundles and talking about this return and that return. It is on account of this parading of work that they are considered to be more pains taking, to be the most indispensable and the most essential to the country.

On the other hand, a teacher has to deal with living beings, ever active. For this, every moment he has to think originally, adapt himself to the environment, adjust his methods and behaviour to suit the needs and changing situations, if he has to do full justice to his profession. He must be mentally alert and creative. This requires ample

* This article refers only to the common teacher groups in our present day schools.

leisure to think and contemplate, to experiment and set forth new ideas and methods. We must try to emphasise on the minds of the public that our holidays and leisure are intended for that, and not for doing honorary or other extra-work unconnected with our profession. We must try to convince the public on this point by putting before them, the original work we are doing, the experiments we are conducting and the results of our work. Then, we will not be giving any room for such a type of callous remark. Then, we can reject boldly any extra duties unconnected with our life-mission even when forced on us. If we succeed in doing this, I am sure we get what we really deserve. Then alone, we receive the proper status in society. Till then, there will be no improvement in our lot.

Therefore, what I wish to impress on my friends is that unless we get thoroughly reformed on the lines suggested above, and take our profession as a life-mission and unless we rise to the level of expert knowledge and all round knowingness, we are not fit for any work in our country's educational reconstruction. In almost all the democratic countries, the teacher is the deciding factor in matters of syllabus, curriculum, methods, text-books and the like. The Central Government issues only general principles the local authority adds local requirements, the school elaborates the individual features and the last details are left to the teachers themselves. Whereas, in our country, everything is practically prescribed from above and if at all there is some freedom existing, it is only a free gift which might be withdrawn at any moment. Till now, our Educational Policy is being determined and governed by mere tradition or the accidents of political life. It should no more be dictated by men addicted to official ego, and political trend of thought, with no firm convictions and above all with no expert knowledge. Saying it more emphatically in the words of Armstrong, "Something must be done to crush out the spirit of insufferable conceit, rampant in our leaders who pay a deaf

ear and a blind eye to the suggestions of experts. We have to substitute for this conceit some measure of reflective power together with the desire for efficiency and real respect for theory as the basis for practice." Our policy should no more suffer from the fact that it is in the hands of men brought in by political and family influences, criteria other than educational. It must be governed only by educational experts who are all-knowing men and who are scrupulously fair, disinterested and upright.

Finally, I close this article by appealing to my friends that it is up to us to make our leaders realise our importance, and it is up to us to make our major role in our Educational Organization. For this, We! the Teachers! must make it a legitimate part of our work to carry on educational research, produce some original papers and put before the public the results of our work in addition to our routine work in the school. We, the Teachers, must try to be ever-growing in knowledge and rich in experience instead of becoming stereotyped and stagnant, if we wish to give the full benefit of our existence to our Nation.

(Continued from Page 117)

Modern Review in 1914 is pregnant with suggestions for recruiting teachers. Gandhiji said, "I submit that teachers will have to be trained on a wholesale scale during the shortest term possible." An attitude of realism to basic education is necessary if the Government is to put into action the first resolution of the Conference of 1937 regarding free and compulsory education for seven years on a nation-wide scale. I am anxious that our enthusiastic Education Minister should take up the mantle of Gokhale and serve as the guardian and champion of the elementary educational rights of the children of our Province.

EDUCATION IN DANGER

SIR CYRIL NORWOOD

The appointment of a man who has never taught in school to be the new Headmaster of Rugby must have been of late the topic of many conversations and some doubts, but all will wish Sir Arthur Hordde well. The Rugby staff which has provided so many headmasters for other schools, can doubtless be relied on to do the teaching part of the business for him, though this used once to be thought rather important, in fact the headmaster's special business.

But the appointment has a Gilbertian flavour all the same: the old advice to "stick fast to your desk, and never go to sea" may be now paralleled by a newer version, taken from real life, "stick fast to your law, and never teach a class." For what is wanted in these difficult times, if we are to believe the chairman of the Governors, is the grasp on reality, the larger view, which may be found in the modern administrator, but is not to be expected in the modern schoolmaster. It is a heresy which needs exposure, for it is capable of doing great harm.

It is argued that neither Arnold nor Temple had never "taught" in the narrow sense of the term. Yet both had prepared themselves to undertake "a cure of souls," and in that spirit both went to Rugby. It is argued again that modern masters are lacking in vision and range, a statement for which there are no grounds. When a new foundation for university work in Africa was sought, the Master of Marlborough was sent, and succeeded in the task. When those engaged in the task of re-educating Germany were flagging, the Headmaster of Charterhouse was sent and he has already created a new spirit. When the studies of the new Sandhurst had to be planned, the retiring Headmaster of Shrewsbury was invited to direct. All these had laid sound foundations in their work in the classroom, and so had the present Archbishop of Canterbury, the Bishop of Durham, the

Dean of Durham, and many others throughout the Church.

A Headmaster's Duty

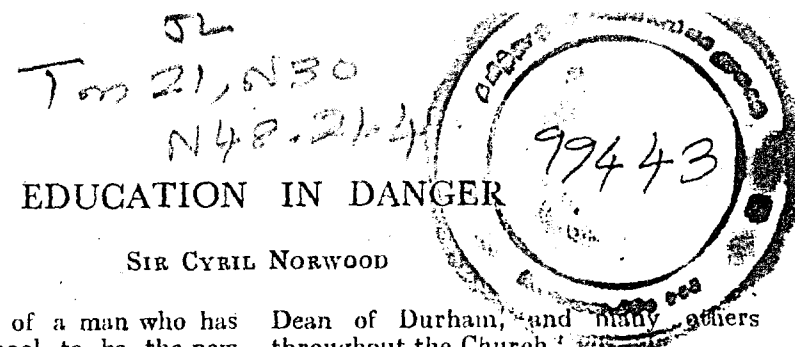
There is no evidence at all for the allegation that schoolmasters as such cannot deal with the complexity of modern problems. For what are these problems? Is it the admission of elementary pupils to the boarding schools? That has been done in the best day schools for the past forty years, and there is nothing new to be learned about a very simple procedure, save that it is much easier now than it used to be. Is it the incessant rise of costs of all kinds? There is no problem here. When all the reserves are exhausted, the increased cost is passed on to the parents, and the Rugby Governors have already discovered this solution. Is it the problem of feeding the pupils? This is a real problem, but a housemaster's wife or a good cook will be better at it than even a lawyer.

And, after all, what are Governors for? Are they not supposed to contribute practical experience, professional insight, administrative ability? Used it not to be said that headmasters should not concern themselves with the serving of tables, but devote their full selves to their real job, viz., teaching?

However, the purpose of this article is not to expose the flimsiness of grounds put forward by the Rugby Governors, but rather to state bluntly what appears to be the hard truth, which is that the Governors could not find among headmasters, housemasters and teachers of all types anyone with guts enough for the place which they had to fill. And they are not the first Board of Governors in quite recent times who think that they have found themselves in this predicament. Here is the real problem.

The Teachers' Exodus

Why is it that the quality of the teaching profession is going down? There is



evidence that this is the case through the whole range of our schools. I believe that those who know the schools today will agree that it is definitely harder to find competent teachers of sixth forms; that teachers of personality, ability and the right sort of ambition are not entering the profession in anything like their former numbers; and that the younger headmasters as well as their ablest assistants are continuously seeking, and frequently finding, their way to more satisfactory careers.

This movement away from teaching will, of course, be encouraged by the bold action of the Rugby Governors, but a much more potent influence is the present practice of enforcing democratic equality by underpaying the abler and overpaying the less qualified. Authority may lay it down that for all practical purposes one teacher is as good as another, but such a regulation merely brings into force the old economic law that the worse drives out the better currency, as is happening increasingly today.

It is, in addition, not sufficiently observed that women teachers of high qualifications have begun to disappear from the girls' schools, to the growing detriment of their teaching standards and their pupils' progress. There are now many alternative openings for women with brains and personality which did not exist forty years ago.

Finally, in the vastly important field of the teaching of science, it is not too much to say that the teaching position is already very grave, and in some schools desperate, since the pupils are not taught at all, because teachers cannot be found. Yet the elements of science well and properly taught are an essential part of any modern education.

Quality in Teaching

Two facts stand out. This country cannot regain and maintain a place

among the leaders of the world unless its people as a whole are well educated, and able children can enter upon the careers for which they are fitted, well taught by teachers equal to their task. In the last resort, quality is more important than quantity, but there is no reason why we should not have both. It all depends upon the quality of teachers. We are not going to fulfil the hopes of the Butler Act by laying it down that two years at a training college are nearly as good as four years at a university, or by ruling that a weak School Certificate is as good as a Higher as a proof of educational standard.

Secondly, the future depends upon all schools of all types not only being open to all classes, but also being places in which team work is so taught as to become instinctive, and class hatred is banished as not only malicious but irrational. We can come through as a nation if we work hard and pull together, but only on these terms.

Is it nobody's business to observe, and to attempt to deal with, these weaknesses before it is too late? Cannot the central authority be changed and removed from the sphere of politics altogether? Very many politicians, but few of the first order, have appeared to direct our national education since 1870, and most of them have been transient and embarrassed phantoms. Could there not be created a Board or Corporation under Treasury control which should rule and direct, observe and foresee, employing the best educational brains in the country, and regarding its work as essentially outside and above party, as it ought to be? Or are we regretfully to draw the conclusion that the great vision of the Butler Act dawned upon the nation twenty-five years too late?

(*London, Sunday Times 18-1-48*)

ON TEACHING PROFESSION

THE TEACHER AND HIS STATUS IN SOCIETY

K. SUBBA RAO, B. A., B. Ed.,

*History Assistant, St. Paul's High School, Phirangipuram (Guntur Dt.)
& Secretary, Teachers' Association, St. Paul's High School, Phirangipuram.*

"The teaching profession though a noble one is the poorest trade" goes the saying. The reason is—that most of the teachers are paid badly. Every one knows that education is an essential thing which should not be neglected but at the same time the people are less sympathetic towards teachers. A nation's greatness depends upon its standard of education and a good standard of education can well be achieved only if it maintains efficient teachers. But how to get efficient teachers?

In order to make the teaching profession more attractive the salaries of the teachers should be raised and men and women of the first class type only should be allowed to enter the Training Colleges. The present Grant-in-aid Code should completely be abolished and no private body allowed to control the destinies of eminent educationists. There should be no bargaining with an educationist and no difference should exist between a teacher in a Government School and a Private Institution. The Government considers that the educational and public health departments are expensive departments since their receipts are less than their charges. This conception is entirely wrong. Wealth does not mean

money and the production of further Capital—but the meaning of the word wealth should be taken in a broad sense—that is—a Nation's wealth! A Nation's Wealth should be built by improving the standard of education only. Just as motor and petrol are joint products, that is, a demand for the one is a demand for the other—education and sanitation are two inseparable things. If all men and women are educated there will be less crime and the maintenance charges of other Government Departments will be considerably reduced. "If all men are truthful, honest, and fairminded, there is no use of Lawyers, Jailors, Judges and Policemen" says the famous economist Briggs.

In order to bring the people to a higher status, the Government should take up first to educate all its people. Education enables an individual to lead a better life and it fosters a spirit of tolerance. Hence I finally appeal to Government to consider the case of teachers and the value of Public Service they do and request that the profession may please be made more attractive by increasing the salaries of teachers still further.

WITH CLOSED LIPS

D. KRISHNAYYA

Hindupur

Enjoying the rich contents of the Library with closed lips and in perfect silence, is an art which School children—the future citizens, should practise with very great care. The useful enjoyment of time, is really an art which even elders do not ordinarily observe, as we see them in the public libraries.

The Madras Mail dated the 22nd Feb. '48 in its editorial entitled 'Libraries for All', stresses the need of special libraries for children attending schools so that they may be given fullest possible

facilities to expand their knowledge and increase their command of reading and writing. Education, without adequate library facilities to cement class instruction, is a waste of money, of interest and worst of all, of young potential and so realising the right need of children's libraries, let us run for our children, such libraries as are found for them in Great Britain and America, so that our children may be on a par with children all the World over.

THE 38th MADRAS PROVINCIAL EDUCATIONAL CONFERENCE

MAY 1948, THIRUCHIRAPPALLI (TRICHINOPOLY)

The 38th Madras Provincial Educational Conference will be held on 13th, 14th and 15th May, 1948, under the distinguished presidentship of **Sri R. Suryanarayana Rao**, M. L. C. Educational Institutions and Teachers' Associations are requested to depute a large number of delegates, so as to make this First Conference in Free India fully representative and thus enhance its usefulness.

Such of the delegates as are desirous of availing themselves of the Reception Committee's arrangements for the comfortable stay of the delegates are requested to write to the Joint Secretaries before the 25th April, 1948, so that necessary arrangements may be made for their boarding and lodging. (Mess Charges for three days will be about Rs. 7 for two meals,—breakfast and lunch).

Educational Institutions are also requested to send Exhibits for the Educational Exhibition that is being

organized, and the exhibits will be received from the 15th April, 1948. Excursions to places of interest in the District will be arranged and the cost of the excursion should be met by the delegates.

Affiliated Associations are requested to concentrate their attention on the following topics which will be taken up for discussion at the Conference:

1. Discipline in Schools and Colleges.
2. Teachers and Public Relations.
3. Teacher-Training and Teacher-Supply.
4. Education in Free India.

S. S. NARAYANASWAMI,
R. BHUVARAHAN,

NATIONAL COLLEGE, } Joint Secretaries.
THIRUCHIRAPPALLI }
22-3-1948 }

WORLD TEACHER

D. KRISHNAYYA,
Teacher, High School, Hindupur.

'Mankind has lost its teacher, in the tragic death of Mahatma Gandhi', says Ceylon's Senate and this is entirely true and so the teaching profession has a very grave responsibility in moulding the character of the children in our charge, now that the master is dead and there is no captain to steer successfully this ship of National Freedom through the very very dangerous waters which she is passing now.

We have to combat against hatred and violence and root them out and implant Love in its place by our undaunted efforts.

'Saint and prophet is dead', and the true symbol of Aryan culture is laid low at the hands of an assassin and so it is our duty now in this hour of country's critical juncture, to sow the seeds of love and tolerance by all the methods of resourcefulness at our command and transform the children into walking monuments of peace and culture.

Let us start our day's work by a common prayer class, reciting from the Koran, the Bible, the Gita and other sacred works and observing a minute's solemn silence.

The South Indian Teachers' Union Protection Fund, Limited.

NOTICE TO MEMBERS

Notice is hereby given that the Twentieth Annual Ordinary General Meeting of the Fund will be held at the National College, Trichinopoly, on Friday the 14th of May, 1948 at 3 P.M. to transact the following business:—

1. To receive, consider and adopt the Directors' Report and the Audited Statement of Accounts for the year ended 31-12-1947.

2. To elect the President, the Vice-President, the Secretary and six other Directors under Article 25.

The retiring Directors are eligible for re-election.

3. To elect an Auditor or Auditors for the year 1948 and fix his or their remuneration.

The retiring Auditors Messrs. V. Soundarajan & Co. are eligible for re-election.

4. To consider and pass, if deemed fit, the following which is intended to be proposed as a Special Resolution by the Board through the Secretary:—

Resolved that the following additions and alterations be made in the Articles of Association of the Fund:—

i. Article 2—Interpretations: Delete the existing definition of 'Unit' on page 7 and substitute the following:—

"Unit means and denotes the contribution by a member of the prescribed premium to the Life Insurance Fund according to the period of membership."

ii. Article 4—Para 2: Delete para 2 and substitute the following:—

"Provided that the Board may admit a person between 30 and 45 years of age as a member of the Fund on payment by such person in addition to the prescribed premium of an over-age fee and subject to such other restrictions as set out below:—

Age	Over-age Fee	Restrictions
(a) Between 30 & 40	Re. One per year or part of a year over 30.	...
(b) Between 40 & 45	Rs. 2 per year or part of a year over 40 in addition to the fee payable under clause (a)	Limited to Table I Only

iii. Article 4—Last Paragraph: Delete '40' and substitute '45' in the 5th line.

iv. Article 32—Add at the end of the first paragraph the following:—

"Provided that the rate of Rs. 1-2-0 per unit under Table IV shall apply in the case of members joining the Fund on or after 15-5-48."

v. Article 32: Table IV of Tables of Benefits:—

Delete 'Re. 1-0-0 (per unit)' and substitute 'Rs. 1-2-0 (per unit)' in its place.

Members who intend to ask for information at the General Meeting regarding any matter in the Directors' Report or in the Statement of Accounts, are requested to give notice of the same to the office on or before Friday the 7th day of May, 1948.

520, High Road, }
Triplicane, }
1st April, 1948. }

(By Order of the Board)
V. B. MURTHI,
Secretary.

The South Indian Teachers' Union Protection Fund, Ltd. TWENTIETH ANNUAL REPORT

The Directors have great pleasure in presenting to the Members the Twentieth Annual Report for the year ended 31st December, 1947 together with the audited Revenue Account and Balance Sheet and other prescribed Statements for their adoption.

Strength: The number of policies at the end of the year stood at 2767 for 6036 units. As many as 516 policies (comprising 1261 units) were issued during the year as against 356 policies (828 units) in 1946. There were 12 deaths and 35 surrenders.

Annual Meeting: The Nineteenth Annual Meeting of the General Body was held at Madras on 14.5.1947 to consider the Annual Report and to elect the Directors and the Auditor.

Progress: The Fund has made rapid progress this year as well. The Life Insurance Fund has increased by Rs. 76,394 against Rs. 61,553 in 1946. The value of policies issued during the year amounted to Rs. 3,15,250/- against Rs. 2,07,000 in 1946.

Claims: Claims were settled very expeditiously as usual. Claims by mortality amounted to Rs. 5,840-6-0 out of which a sum of Rs. 5,241-10-0 was paid during the year. An amount of Rs. 3,375/- outstanding from previous years was also paid during this year.

Memorandum of Association: The change in the Memorandum as passed by the General Body on 14.5.1947 on the advice of the Superintendent of Insurance has been confirmed by the High Court and necessary exemption was granted by the Superintendent of Insurance in the matter of issue of policies for any amount.

Amendments to Articles: Consequent on the advice of the Actuary, it has become necessary to enhance the rate by annas 2 per unit under Table IV applicable to future entrants.

The Actuary was approached in the matter of admission of persons between 40—45, as there has been a persistent demand for such a provision, and the matter is under consideration.

Valuation: The Third Quinquennial Actuarial Valuation by Prof. K. B. Madhava, M.A., A.I.A., for the period ending 31st December '47 reveals a decent surplus. The mortality experience has been very favourable and the expenses of management have been much below the amount that can be spent as per the Act. The attention of members is invited to the Actuary's letter printed as an Appendix. The Board was somewhat worried about the low interest yield owing to general market conditions. It is a matter for satisfaction that the Actuary has recommended a Bonus of Two Annas per month per unit for the period 1943-1947. The Directors agree with the Actuary and resolve to declare the bonus, subject to the approval of the Superintendent of Insurance.

Propaganda: Sri C. Ranganatha Aiyengar, M.A., L.T., our Honorary Publicity Officer, has been doing very good work and the progress during the year under review is in no small measure due to his earnestness. The Board express their thanks to Sri C. R. Aiyengar for the services rendered by him in the cause of the Fund and the profession.

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

Madras,
15th March, 1948.

By order of the Board
M. S. SATHESAN (President) V. B. MURTHI (Secretary).

GLEANINGS

Keep Fighting on

There is no doubt that the Association is bitterly disappointed with the meagre recognition that has been given to its demands for adequate remuneration for the highly qualified teachers who comprise the bulk of its membership. We have now to turn afresh to the uphill task of persuading the local authorities and the public that we have not been fairly treated. It is still true, in spite of assertions to the contrary, that head masters are finding difficulty in securing the men they want. If parents would only realize it, the future prospects of children whose ability is above the average are being endangered because so little inducement is offered to teachers to qualify themselves, by taking a university degree, to attain the knowledge and the cultural background which would make them worthier and more efficient members of the profession. Thus, in spite of this setback, and in spite of the present bleak prospects, we have to fight on until our demands, which are part of the claim for adequate public support of higher education in this country, are acceptably met.

(The AMA, Dec. 1947)

The Great Depression of 1947— for Teachers only

Teachers are now in the very depths of a depression—a depression much greater than the one of 1933. So argues Dr. Herald F. Clark, Teachers College, Columbia University. Here is his evidence:

In 1929 teachers' salaries were \$1392. In 1932 they were \$1407. That is, teachers' salaries had increased 1%. During the same period prices had dropped 21%. The combination of the two produced a rise of 27% in the real income of teachers. By 1934, teachers' salaries had dropped in dollars, but prices had dropped even further and at the very bottom of the depression, teachers' salaries were 18% higher

than they had been at the top of the boom.

The 1940's, however, produced one of the worst depressions for teachers known in history. In 1939, teachers' salaries were \$1401. In 1947, they were \$2100. Salaries have gone up in dollars. Prices have risen more and teachers were actually getting less than they were in 1939. The result is that teachers are worse off today than they were at any time during the so-called depression of the 1930's.

In addition, incomes of other groups had more than doubled and the teacher's relative position has dropped catastrophically. In 1932, teachers were getting 1½ times as much as the average worker. In 1947, they were receiving as much as the average worker. In the 1930's we were able to choose teachers from the top third of the population. If we continue the policy of the 1940's, we will be choosing them from the bottom third.

The serious part of the matter is not the effect it may have on the teachers, but the fact that unless the situation is remedied, it will prevent people of high ability who should be in teaching from entering the field.

That is the tragedy of the great depression of the 1940's, concludes Dr. Clark.

(How apt these are to Indian Conditions!)

Teaching of English

Our schools are turning out pupils who cannot express themselves intelligently in English. When criticism arises it is always somebody else's fault. The blame for this state of affairs must be put fairly and squarely at the doors of university departments of education and teacher-training colleges. Until teachers are equipped with a sound method for teaching grammar, syntax and punctuation, there is no hope at all for the children. Children can only learn what the teacher knows; teachers

can only teach if they have acquired sound methods. That is the job of the universities and training colleges.

Demands of Sixth Form

The removal of almost all power and of direction and freedom of action within the school from the headmaster and the placing of it in the hands of officers of local education authorities is disastrous to true education. The way to get the best out of a man is to give him a responsible job and let him go on with it.

The imposition of a lower age limit upon pupils taking an external examination is supported by no educational agreement. Any arbitrary fixing of an age limit is bound to be bad and will adversely affect the general course of school work. To have to tell a boy who has held his own with boys five and six months older than himself through four or five years that he could not take an external examination because he was not old enough, would arouse in him a sense of frustration.

If he never specialised at a school a boy tended to become a prey to professional catchwords and slogans and would never develop any real critical faculties, would become self-satisfied and think he knew everything that there was to be known.

Best education could not be given to every child. Equal educational opportunities was a popular catchword that could not be realised. Any one who believed in heredity would see that every child had not equal opportunities. Environment alone must make a difference. Apart from that, however, the best education was very expensive and furthermore the supply of really good teachers was always limited.

Shortage of suitable sixth form masters would lead to a progressive deterioration of every 'learned' profession. The trouble was largely traceable to the present shortage demand of

industry for men with high qualifications. Seeing the competition, education authorities and the man in the street were not inclined to compete and run the price still higher. Their problem was how to convince people that they must have those highly qualified graduates. They needed the graduates in those subjects because the subjects had to be taught at a level to bright boys and in a way that could only be taught by advanced, distinguished scholars which merely meant that that sort of teaching could not be available for all boys.

(Times Educational Supplement
dated 3-1-1948).

Education in Ramnad District

Once an educationally backward district, Ramnad is now fast developing in the provision of educational facilities both for boys and girls. Of late a number of high schools and three colleges has sprung up, started and endowed by philanthropic citizens. In the Chettinad alone (the northern half of the district), almost every large major union village or town can boast of a high school where the boys and girls of the Chettiar Community are receiving modern education. Wealthy members of the community are diverting their wealth to this form of charity rather than in old traditional channels of temple and choultry buildings. One such typical example is the High School at Kondanoor about eight miles from Karaikudi. This is called C. A. M. High School, or Chittal Achi Memorial High School instituted and endowed by Sri V. T. Veerappa Chettiar, the correspondent, in memory of his mother Sri Chittal Achi. It was founded on 24-11-1941. The building costs nearly three lakhs of rupees and is a grand beautiful structure with a first floor situated on an extensive area of twelve acres inclusive of playgrounds.

There is an endowment of Rs. 25,000/ The present strength of the school is 535 (both boys and girls). The teachers (numbering 20) are paid Government scales of salaries as per recent orders.

The annual deficit to the management is about Rs. 10,000/-. There are a weaving section and a Fine Arts Association. Interschool competition on English elocution and Tamil impromptu speaking are held during every December, in connection with the Chittal Achi Memorial Day celebration and silver shields are presented to the winners on behalf of that school.

Study periods of 15 minutes before every session and an association of prefects to maintain discipline in these periods are noteworthy features of the school activities.

The High School has a young and energetic Headmaster in the person of

Sri S. Raghavachary, M.A., L.T., Dip. Geog. who is also President of the School Teachers' Association. The Teachers' Association is an active organisation affiliated to the Ramnad District Teachers' Guild and co-operates loyally with the S. I. T. U. activities. Sri M. R. Sundaresan B.A., L.T., is its Secretary. This school is also the headquarters of the Ramnad District Teachers' Guild.

[There are other institutions in the Chettinad of the type mentioned here, like Pallathur, Karaikudi, etc. which are not described here for want of detailed information.]

AN OBSERVER.

LETTERS TO THE EDITOR

Weightage for Teachers

Sir,

The orders of the Government restricting the weightage only to four advance increments do not benefit Trained Matriculates or S. S. L. Cs. to an appreciable extent. This category of teachers was hard hit when G. O. No. 4619 of 34 came into force. On 1-11-34 not even a single teacher of this grade who entered service as early as 1915 or earlier reached the maximum in the then existing scale of Rs. 35-1½-50-1-60 and only very few exceeded Rs. 50. As per the revised scale from 1-1-47, these teachers can hope to get only a rupee or two more than what they were getting from 1-11-34. With the addition of four advance increments they can hope to get only Rs. 68 or so.

Some of these will have to retire in a year or two after serving for more than 30 years and they can never dream of the maximum. The President of the Provincial Secondary Grade Teachers has rightly suggested a formula for sanctioning weightage. A teacher should be paid the minimum pay of the post plus N 30 of the difference between the maximum and the minimum of the revised scale, where N represents the number of years of service in the grade. This will certainly benefit all teachers. I understand that the Mysore Government also has followed this plan. It is earnestly hoped that the S. I. T. U. will impress upon the Government the reasonableness of the proposal and get it sanctioned.

A SECONDARY GRADE TEACHER.

EDUCATION IN THE MADRAS LEGISLATURE (FEBRUARY)

BUDGET FOR 1948-49

"Provision has been made in the Budget Estimate for the development of basic education. The new schemes of the Education Department include schemes for the conversion of seven ordinary training schools into basic training schools, the bringing under Government management of 17 elementary schools in the Coimbatore belt area for conversion into basic elementary schools, the deputation of teachers to Sevagram, Wardha, for training in basic education, the employment of additional staff in some Government basic training schools, the employment of staff for supervision of basic schools, the supply of equipment to basic schools and the extension of basic education generally. The cost of these schemes in the budget year is estimated at nearly Rs. 11.5 lakhs. Grants to local bodies and aided managements in connection with the scheme of compulsory elementary education are estimated at over Rs. 59 lakhs. Attendance officers are to be appointed in 8 districts, that is for one-third of the area in which compulsory elementary education is in force, at a cost in the year of about Rs. 0.8 lakh. Provision is made for the introduction of the teaching of Hindustani in middle schools in which this language is not now taught (Rs. 0.13 lakh), grants to public libraries (Rs. 2 lakhs) and a grant to the Saraswati Mahal Library, Tanjore (Rs. 0.20 lakh). A special provision of Rs. 0.55 lakh has also been made for the extension of facilities for the education of deaf and dumb children and blind children.

"Our regional languages have to be given full impetus and books must be written making the world's culture available in our languages. Hon. Members of this House are aware that we have inaugurated a scheme of honouring our national poets and giving prizes to the best books dealing with all aspects of literature and science. A reference book on the lines of the *Encyclopaedia Britannica* is also a great necessity and it is a great pity that while the North Indian languages have had a reference book of that type, our South Indian

languages have not had one so far. For rendering help to the non-official attempt to get the work of that magnitude taken up and completed, we mean to give a half-grant contribution of a lakh of rupees a year for each of the two languages for five years. Provision has been made in the Budget accordingly. I am sure that this help from the Government will be appreciated on all sides and that the work taken up in Telugu and Tamil so far will gain momentum and achieve our objective. The Government also fully realise the need for the development of higher research. Any proposals that our Universities may bring forward for the purpose will receive careful consideration.

"The policy of the Government is that every taluk in the Presidency must have a high school and every district a college. In pursuance of this policy, we are starting a college at Cuddapah. Provision is also made for introducing new courses of study in various Government Colleges. Steps are also being taken for the raising to the first-grade of the Government College at Mangalore at an early date.

Adult Schools

"The provision made for the opening of adult education classes and night schools (Rs. 1.55 lakhs), and the development of elementary education in the Agency tracts (Rs. 0.21 lakh) may also be noted. The Budget also includes a lump-sum allotment of Rs. 1 lakh for playgrounds for secondary and elementary schools. Details of all new schemes of the Education Department (as well as of other departments) will be found in Appendix I to the Budget Memorandum."

Some Criticisms

Mr. Hameed Khan pointed out that the Education Department had been starved in the budget. He urged that the Minister for Education should take a more liberal and universal view of culture than he was taking at present and must stop interfering with the autonomy of universities.

FROM OUR ASSOCIATIONS

Coondapur Taluk, Board Elementary School Teachers' Union.

On 8-2-48 there was a special General Body Meeting. Sri H. Vittal Bhat presided. The President and some members present spoke eulogising the precious life and the invaluable services of Mahatma Gandhi. All members stood silent for two minutes as a mark of humble respect to the memory of Mahatmaji.

As a humble means of perpetuating and honouring Mahatmaji's memory it was resolved

1. that each member shall religiously observe partial fast on every succeeding Friday and engage himself in prayer, spinning and/or such other constructive work; and

2. to make a humble suggestion to the authorities concerned to observe Friday as a weekly holiday in the place of Sunday.

AMBUR

Under the auspices of the Ambur Teachers' Association, Play Festival and Sports were held for the 17 schools in the Ambur Panchayat area on Sunday the 22nd February 1948 and the Hon'ble Mr. A. B. Shetty, Minister for Health distributed the prizes.

Mr. C. Subramania Mudaliar, Headmaster, Hindu High School and President took the salute march past organised by the joint efforts of the Physical Training Instructors of the three local

high schools—Messrs. Phillip, M. Meshac, Jacob, Chandramouli and S. A. Rahim. At the conclusion of Sports, there was a fine display of Physical Exercises by the three high schools and group games and shows by the 14 elementary schools.

Mr. S. Abdul Hamid Saheb, Secretary of the Teachers' Association welcomed the Minister and Mr. Krishnamachari garlanded the Minister.

Mr. A. B. Shetty in his address said, "Children are the greatest asset of any nation. Teachers mould and make the future hopes of our country.

I am glad to find that Physical Education is receiving great attention as is evident from the Play Festival organised to-day. Every school must have sufficient playground and Trained Physical Instructors. Teachers must take interest in the physical culture of the children. In Western countries great importance is given to physical exercises, games and other activities.

I am glad you have arranged Group Games of interesting sorts. Games and sports give exercises in open air and give recreation to the mind and Team Games are of great value in building character. I congratulate the teachers for organising this sort of games and team events on an annual day."

Mr. R. Parthasarathy Iyengar translated the Minister's speech into Tamil for the benefit of boys and girls that had assembled in thousands.

OUR BOOK SHELF

General Science BY WHITEHOUSE AND PITCHARD PART I. (*Oxford University Press*). Price 4 sh. 6d.

The book is designed to cover a four or five years' course up to the standard of School Certificate. Many experiments have been included so that the pupils are guided in finding out for themselves. Laboratory directions for the pupils are given as also assistance to teachers who, because of their lack of training in one branch of science, are not familiar with the conduct of experiments in that branch. As the authors themselves observe "the main aim has been to write a book which treats General Science as a whole subject and at the same time, so to stress the importance of accurate observation and logical discussion that if the pupils specialise later in one particular branch, they will be able, from their training in General Science, to approach new problems in a proper scientific manner."

The get-up and binding of the book and the numerous illustrative plates are bound to make it very popular.

Chemistry for Matriculation, BY BAILEY AND BANSUR. (*Oxford University Press*). Price 1 sh. 6d.

Revised and rewritten by Dudley Ridge.

The book with over 490 pages designed for London University Matriculation and similar examinations has been brought in line with modern ideas and teaching methods and present day examination requirements.

Classified questions at the end (which include questions from London Matriculation and Special University Entrance Examinations) greatly help the student preparing for these examinations.

Matriculation English Course, BY LOW AND HOLLINGWORTH. (*London University Press*). Price 5 sh. 6d.

A suitable grammar and composition book for the School Certificate course. A special chapter devoted to common errors and a section on precis writing and comprehension test are the distinguishing features of this volume. Covering over 500 pages, the printing, binding and the general get-up are very attractive.

First English Course, BY MENEZEES AND LALGAONKAR. (*Macmillan and Co. Ltd.*). Price Rs. 8/6.

This is a book of grammar and composition first published in 1938. The new edition 1948 is a revised one in which the first and second stages (first English Course and Matriculation English) are planned together as a single course and intimately correlated.

We should have liked to see chapters on precis-writing and comprehension included so that the needs of students of modern School Certificate examinations might be completely met.

Thorndike Junior Dictionary—Longmans, Green and Co. (*London University Press*). Price 15 sh.

This dictionary is a revision of the Thorndike Centenary Junior Dictionary, printed in 1947 and is intended for use of children studying English. Twenty-five thousand words are explained in the easiest and the most popular way, with illustrative pictures which at once eliminate long and descriptive wordy sentences. Often they are used in sentences. For example, the word 'alive' is used in four sentences to illustrate its different meanings.

1. Was the snake alive or dead? (living) 2. Active or lively. Look alive; 3. Full of people or things in motion. Swarming. The streets were

alive with people. 4 Are you alive to what is going on (taking notice of).

Again the word alligator means, according to another dictionary, an animal of the crocodile group found in America. Here it is defined as 'a large crawling animal with a long body, four short legs, a thick skin and a long tail. A picture is given. Additional information also thus: "Alligators live in the rivers and marshes of the warm parts of America."

Given a choice between the two dictionaries, children would certainly prefer the latter (this dictionary). The

psychological needs of children are kept in view in the preparation of this book. It covers over 1080 pages. The printing, binding and the get-up are excellent. I recommend it for use in Indian High Schools and in Children's libraries.

Tirukkural Virundhu (in Tamil) for Fifth class and Second form. (*Srinivasa Varadachari & Co.* Price 3½ annas and 4 annas respectively).

These contain notes written by Sri Suddhananda Bharati.

C.R.

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THOUGHTS ON CURRENT EVENTS

"THINKER"

MR. IRVIN R. KUENZLI

Mr. Irvin R. Kuenzli, National Secretary, American Federation of Teachers, who is on a visit by air to important places in the world to have a first hand knowledge of teachers' organisations, was good enough to include Madras (the only place in South India) in his four day programme of itinerary in this country. From Shanghai he arrived in Madras by air at 2 p.m. on the 7th March 1948 after staying in Calcutta enroute for a day. Mr. M. P. Rajagopal, Secretary of the Madras Teachers' Guild received him at the Aerodrome. The South India Teachers' Union and the Madras Teachers' Guild got up a tea-party in his honour at 4 p.m. and a public meeting of teachers of Madras and the districts at 5 p.m. in the Christian College High School Hall, George Town.

After introduction by Mr. M. S. Sabhesan, the President of the Union and garlanding by Mr. P. Doraikanno Mudaliar, President of the Madras Teachers' Guild, Mr. Kuenzli spoke to the teachers on the places so far visited, and on the Teachers' Union in Japan. He stated that the Japanese Teachers' Union was a new force—a labour union actually associated with other union movements in Japan. Referring to the American Federation of Teachers, he said, it was associated with the American Federation of Labour which is a non-political organisation and that the teacher members of the Federation were able to solve many of their difficulties through no-strike programme mainly by the strength due to association with labour and the sympathy of labour for education.

He also explained to the audience the methods adopted by the Federation in the expansion of education, in improving its quality and in fighting for equality of opportunities to all children for all kinds of education. The A. F. T. fought for and succeeded in getting larger

allocation of Federal money for education even during the worst years of the war, when money was lavishly spent on purposes connected with defence.



In concluding, he appealed to all teachers to work for the happiness of children whose education was entrusted to them. He presented to the President of the Union an AFT pin as a symbol of goodwill and understanding between the two Associations.

A number of questions were answered by him—mostly relating to one-room school.

The President in his winding up speech referred to the S.I.T.U. as a body unconnected with any other organisation and said that the Trade Union movements in this country were in their infancy piloted by outsiders who happened to be politicians. Mr. S. Natarajan, Secretary of the Union, proposed a vote of thanks.

Earlier, after Tea, group photos of the prominent members of the Union and of the Guild, were taken by Mr. Kuenzli.

Look at this picture and that

The Report of the National Union of Teachers for 1947 has its lessons for us. India which is several times bigger than Britain and is a sub-continent is very insignificant when compared with that country in the matter of professional organisation of teachers. The income of the Union during the year was £ 1,31,343 as against at 1,24,947 in 1946. The membership rose by 11,000 standing at 1,67,000 at the end of the year 1947. The total funds reached £ 18,10,812.

Here in India we have the All-India Federation of Educational Associations. Though it has wide membership extending over the entire country including states, the annual income by way of affiliation fees and from individual members hardly exceeds a couple of thousands and the funds accumulating mostly by life-membership fees are in the neighbourhood of Rs. 15,000. Every year at the annual meeting of the Council of the Federation, there is always a deficit and the Secretary goes about with a begging bowl to the delegates at the conference for donations and to the Reception Committee of the conference for a handsome contribution to close the deficit. When the Secretary of the Federation presented his annual report at the meeting of the Council, at Rewa, in December 1947, Dr. Sayiddin, Educational Adviser to the Government of Bombay, commented upon the poor finance and other members joined him in their sympathy. They remarked that no substantial work could be done with such slender financial resources. The only way to raise the income is by making the levy of fees based on individual basis. If there are, say, ten thousand members whether individually or through affiliated associations, the annual income from this source alone should be at least Rs. 20,000 calculated at Rs. 2 per member. Of course some concession may be shown in the fees of members through associa-

tions, say, it may be Re. 1-8-0 per member against Rs. 2 for individual membership. A teacher should pay much more than what he does now for membership, if the professional organisation could do some substantial work for the profession. In free India the need for a great, strong and powerful organisation of teachers is imperative in order that the voice of the teaching profession may count in the councils of the nation and that the status of the teacher may be enhanced worthy of his place in the national activities. I hope both the teachers and those in the Executive of the Federation will seriously think of this question and see that the financial position of the Federation is considerably improved and strengthened if this national organisation of teachers is to be a real entity in the national life of the country.

How about our own provincial organisation, the S. I. T. U.? Though the strength may be said to have improved, since there are 21 District Teachers' Guilds affiliated to the Union, and thus almost the entire province is covered by the Union, the income from affiliation fees is still in three digits, and has barely reached Rs. 1,000. With an establishment alone costing Rs. 1,200 per annum, it has become a problem for those in charge of the office to run the day to day work of the office. No efficient work is possible unless there are enough funds. Members are now paying two annas per annum—the same as a decade ago—and this should be considerably raised, say to Re. 1/- at least per annum if the office work should be maintained at a level sufficient and efficient to meet the increasing demands on it. In spite of this great handicap it should be said to the credit of the Union that it has done excellent work for its members. Would the teachers and the Executive seriously consider this aspect as well as other connected questions of making the Union a great dynamic force?

The XXXVIII Madras Provincial Educational Conference
Trichinopoly—13, 14 & 15th May 1948

PROGRAMME

13th May 1948.	Flag Hoisting at Guild House and unveiling of Mahatma's Portrait.
7-30 a.m.	Opening of the Conference.
9 a.m. to 11 a.m.	Address of Welcome by the Chairman, Reception Committee.
	Presidential Address.
3 p.m.	Opening of the Exhibition.
	The Conference of the Trichy. District Parents' Association.
5 p.m.	Subjects Committee Meeting.
8 p.m.	Entertainments—Educational films.
14th May 1948	
8-30 a.m. to 11 a.m.	Discussions:
	(a) Teacher-Training and Supply.
	(b) Education in Free India.
3 p.m.	General Body Meeting of the S. I. T. U. Protection Fund, Ltd.
4-30 p.m.	Discussions:
	(a) Discipline in schools and colleges.
	(b) Teachers and Public Relations.
6 p.m.	Public Lecture.
8-30 p.m.	Educational Film Show.
15th May 1948	
8-30 a.m. to 9-30 a.m.	Resolutions.
9-30 a.m.	General Body Meeting of the S. I. T. Union.
3 p.m.	Resolutions.
	Concluding Session of the Conference.
16th May 1948	
	Excursions to Workshop at Golden Rock, Grand Anicut.
	Dalmia Cement Works, etc.

THE SOUTH INDIA TEACHERS' UNION

Annual General Body Meeting Notice

The General Body Meeting of the South India Teachers' Union will be held at 9-30 a.m. on Saturday, the 15th May 1948 in the Conference Hall at Trichinopoly

- (1) to consider and adopt the annual report,
- (2) to elect the office-bearers, and
- (3) to transact any other business that the Executive may bring.

The members are requested to attend.

S. NATARAJAN,
Secretary.
V. RAMUNNY,
Jt. Secretary.

Madras, }
5th April, 1948. }

XXXVIII MADRAS PROVINCIAL
EDUCATIONAL CONFERENCE

LIST OF DELEGATES

Municipal High School, Bimlipatam (Viz.)	Board High School, Kaveripatnam (Salem)
1 Sri E. Prasada Rao	27 Sri K. S. Chengalroya Iyer
Hindu High School, Ambur (N. A.)	Ponani Taluk Teachers' Union, Valancheri (Malabar)
2 Sri C. Subramania Mudaliar	28 Sri P. Ravunny
3 „ K. Rajagopala Iyer	29 „ M. Madhavan Nair
St. Peter's High School, Nellore	30 „ V. Balachandran
4 Sri V. S. Venkatanarayana	31 „ M. P. Das
Chirakkal Taluk Aided Ely. Teachers' Union, Taliparamba (Mal.)	Board High School, Melur (Madura)
5 Sri K. Kunhi Krishnan Nambiar	32 Sri A. Venkatanarayana Iyer
6 „ K. O. Raman Nambiar	33 „ M. Ganesan
7 „ Palakal Ananda Nambiar	34 „ A. C. Sellaraj
8 „ N. V. Krishnan Nair	35 „ V. Y. Ratnaswamy
9 Janab K. V. Moossan Kutty	36 Sri R. Srinivasa Iyengar, Head- master, Sarvajana High School, Peelamedu, Coimbatore Dt.
V. R. College High School, Nellore	37 Sri C. Ranganatha Iyengar, Bhima- sena Gardens, Mylapore, Madras-1.
10 Sri K. S. Sundararaju Rao	38 Sri N. Kuppaswamy Iyengar, Vaduvur Post, Tanjore Dt.
11 „ C. Sampathkumaran	Coondapur Taluk Board Teachers' Union, Koteswar, (S.K.)
12 „ V. S. Raghavan	39 Mr. K. Janardana Hebbar, Bd. Hr. Ely. School, Koteswar.
13 „ J. Krishnaiah	40 Mr. Kenchanur Sheenappa Shetty, Bd. Ely. School, Voderahobelli.
Rajah's Secondary School, Ettiyapuram (Tin.)	Pope Memorial High School, Sawyerpuram (Tin.)
14 Sri M. S. Venkatasubbu	41 Mr. I. Samuel Thangiah
15 „ S. Kulathu Iyer	42 „ T. Vincent Abraham
16 „ V. Kuppaswamy Iyengar	43 „ N. John Samuel
17 „ V. Srinivasa Iyer	44 „ K. John Raj Nayagam
18 „ K. P. Sankaranarayanan	45 „ A. Devadawson
19 „ S. Veeraperumal Doss	S. M. High School, Woriyur (Tri.)
20 „ P. S. Sudhakaran	46 Sri L. R. Natesa Iyer
21 „ S. Gurunatha Iyer	47 „ S. Krishna Rao
Concordia High School, Ambur (N.A.)	48 „ R. Bhuvanarhan
22 Sri N. D. Susainathan	49 „ T. S. Paramasivan
23 „ S. Subramanyam	50 „ P. K. Annamalai Pillai
24 „ D. Dorairaj	51 „ A. Krishnamurthi Iyer
25 „ A. M. Sivagnanam	52 „ P. S. Krishnaswamy
Kasaragad Taluk Board Ely. Teachers' Union, Kanhangad (S.K.)	
26 Sri K. Dasappa	

- London Mission High School,
Gooty (An.)
- 53 Mr. Yesudass Neal
54 „ Y. Peter
- S. J. D. High School, Tiruppur,
(Co.)
- 55 Sri S. Mahalingam
56 „ V. Ramachandra Iyer
- Palghat Taluq Aided Ely. Teachers
Union, Kannady Post (Mal.)
- 57 Sri P. Achuthan Nair
58 „ V. Kumara Menon
59 „ C. H. Gangadhara Iyer
60 „ C. Krishna Menon
- Board High School, Kaveripauk
(N. A.)
- 61 Sri S. Venkatasubba Rao
62 „ K. S. Pasupathi Sarma
63 „ P. Srinivasan
64 „ S. Ramanujachari
- O. V. C. High School, Manamadurai
(Rd.)
- 65 Sri C. Viswanathan
66 „ S. T. Srinivasan
67 „ L. Venkataraman
68 „ N. S. Ramachandran
69 „ R. Sivagnanasundaram
70 „ D. Vengadagiriraja Iyengar
71 „ P. Subramania Iyer
72 „ T. Raghavan
73 „ J. Ramaswamy
74 „ M. A. Srinivasan
75 „ A. Sundaram
76 „ S. Devarajan
- C. A. M. High School, Kondanoor.
(Rd.)
- 77 Sri T. Kasturi
78 „ N. Vridhagiri
- S. B. K. High School, Aruppukottai
(Rd.)
- 79 Sri S. Krishnamurthy
80 „ S. Soundara Pandiya Nadar
81 „ N. Mahadevan
82 „ R. Radhakrishnan
- Board High School, Pattikonda
(Kur.)
- 83 Sri A. Gopalakrishna Rao
- Municipal High School, Mayavaram
(Tan.)
- 84 Sri N. S. Krishnamurthy Iyer
85 „ S. Seshagiri Iyer

- 86 Sri V. Krishna Iyer
87 „ R. Mahadeva Iyer
88 „ S. Narayanaswami
89 „ S. Thangavelu Pillai
90 „ T. P. Purushothaman
91 „ R. Krishna Rao
92 „ N. Sethurama Iyer
93 „ N. Krishnamurthy Iyer
94 „ T. S. Srinivasan
95 „ T. S. Ramachandra Sastrigal
- Urumbu Dhanalakshmi Vidyalayam,
Trichinopoly
- 96 Sri S. Sundaresan
97 „ V. S. Lakshminarasimhan
98 „ M. N. Lakshmana Iyer
99 „ P. Krishnamurthy Iyer

MADRAS

- 99-A Prof. A. Srinivasa Raghavan, M.A.

St. Gabriel's High School, G.T.

- 100 Sri S. Natarajan
100A Sri V. Arunajatai

Hindu High School, Triplicane

- 101 Sri T. P. Srinivasavaradan
102 „ S. Swaminathan
103 „ K. Ramaswami Sastri
104 „ N. Ramachandra Iyer
105 „ T. M. Kuppu Rao
106 „ R. Krishnamurthy
107 „ T. V. Subramanya Iyer
108 „ T. Krishnaswamy Rao
109 „ K. S. Varadachary

C. C. C. High School, Perambur

- 110 Sri K. Hanumantha Rao
111 „ S. Sampath Iyengar
112 „ V. Narasimha Iyengar
113 „ P. Jayarama Iyer
114 „ A. Venugopala Iyer
115 „ K. S. Ramiah
116 „ A. Alavandar
117 „ A. C. Rangaswamy Iyengar
118 „ V. Krishnaswamy
119 „ C. Srinivasachary
120 „ C. Srinivasavaradan
121 „ T. K. Ramanatha Iyer
122 „ N. Venkatanarayana
123 „ S. V. Sarma
124 „ G. Satyanarayanamurthy

Christian College High School, G. T.

- 125 Sri S. V. Purushotham
126 „ E. Dhanaraj

- 127 Sri V. M. Subramaniam
128 „ A. T. Daniel
129 „ R. Chelliah
130 „ C. Bahaj
- Kellett High School, Triplicane
- 131 Rev. D. Thambuswamy
132 Sri S. Sankaran
133 „ J. D. Muthiah
134 „ Vidwan S. Krishnaswami
134A „ Vidwan P. D. Kannappa Mudaliar
- Lady Willingdon Training College
High School, Triplicane
- 135 Sry. R. C. Subbalakshmi, 7, Thope
Street, Triplicane
136 Sri M. S. Sabhesan, 29, Halls Road,
Egmore, Madras

Lady Sivaswami Iyer Girls High
School, Mylapore, Madras

- 137 Sry. R. Saraswathi Bai
138 „ T. Kalpakam
139 „ I. Ephraim
140 „ T. M. Janakiammal
141 „ A. Vijayalakshmi
142 „ K. Dhanalakshmi
143 „ R. Visalakshi
144 „ P. Mangayarkarasi
145 „ R. Vajreswari
146 „ V. Sarojini
147 „ V. Meenakshi
148 „ T. Savithri

Hindu Theological High School

- 149 Sri S. Balakrishna Joshi
150 „ P. A. Ramachandra Iyer
151 „ C. V. Subramanya Iyer
152 „ N. Viswanathiah
153 „ D. Narasimbachariar
154 „ G. Srinivasa Iyer
155 „ M. S. Venkatachariar
156 „ V. S. Raghavachariar
157 „ N. Srinivasa Iyer
158 „ S. Kandaswamy Mudaliar
159 „ T. S. Ramaswamy
160 „ T. K. Padmanabha Sarma
161 „ G. Sundaram Iyer
162 „ A. R. Srinivasa Iyer
163 „ C. S. Ramiah
164 „ V. Natesa Iyer

Sir M. C. T. M. C. High School

- 165 Sri V. S. Gopalakrishna Iyer
166 „ A. Thirumalai Iyengar
167 „ S. Ramachandran

- 168 Sri M. P. Rajagopal
168 „ T. Kothandaramiah
170 „ M. Bashyam Iyengar
171 „ S. Natesan
172 „ R. Devaraja Iyengar
173 „ V. Raghavacharya
174 „ B. S. Sethumadhavan
175 „ S. R. Narayana Iyengar
176 „ P. Subramanyam
177 „ T. V. Kailasam
178 „ P. S. Venkatesan
179 „ S. A. Subbaramayya
180 „ P. Suryanarayana Sarma
181 „ C. K. Margabandhu
182 „ T. R. Kuppuswami Sastri
183 „ P. S. Shanmugam Pillai
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Z. P. H. G. Kanysala, Madras

- 185 Sry. K. Vaman

Sri R. M. High School,
Thyagarayanagar

- 186 Sri J. Vaidyanathan
187 „ G. V. Gopalan

Lady Muthiah Chettiar Girls' High
School, Vepery, Madras

- 188 Sry. Mrs. Rajalakshmi Rajagopal
189 Sri V. K. K. Sarma

Hindu High School, Triplicane

- 190 Sri C. R. Narasimha Raghava
Iyengar
191 „ T. S. Vaidyanatha Iyer
192 „ R. Vanchinatha Iyer
193 „ T. P. Raghothama Rao

P. S. High School, Mylapore

- 194 Sri V. A. Ramachandra Iyer
195 „ C. S. Rajagopal Iyer
196 „ A. K. Sitarama Iyer
197 „ V. G. Gokulapala Sarma
198 „ K. P. Amritham
199 „ N. Subramanyam
200 „ V. Venkatasubramanyam
201 „ P. V. Ramaswamy
202 „ C. Srinivasan
203 „ E. Srinivasachary
204 „ N. Krishnamachary
205 „ S. T. Srinivasan
206 „ E. Ramabhadrachari
207 „ N. R. Athmanathan
208 „ V. Bhuvaramurthi Rao
209 „ K. Lakshminarayana Iyengar

Board High School, Cheyyar, (N. A.)

210 Sri S. Srinivasan

Tiruttani Taluq Teachers'**Federation, Tiruttani Post (Chittoor)**

211 Sri V. Hanumantha Rao

Dharmapuri Taluq Teachers' Union, Dharmapuri (Salem)

212

213

214

215

Municipal Teachers' Union, Muthupatnam, Karaikudi (Rd.)

216 Sri S. Krishnamurthi

217 „ D. Sebastian

Municipal High School, (Kurnool)

218 Sri K. N. Pasupathi

219 „ S. Vaidyanatha Iyer

220 „ S. Srinivasamurthi

221 „ P. Venkoba Rao

222 „ I. C. Sarma

Mahajana High School, Erode, (Coimbatore)

223 Sri M. Parameswaran

Board High School, Kodavasal, (Tan.)

224 Sri M. Govindaswamy Pillai

225 „ A. Nagarathnam Pillai

226 „ S. Ramiah Iyer

227 „ P. Murugiah Pillai

228 Mr. S. Md. Peer Sahib

Board High School, Kamuthi, (Rd.)

229

230 Sri S. Chellam Pillai.

231 „ S. Koormavathara Kone.

232 „ Karuppasami

233 „ S. Krishnaswamy

Indian Railway School, Guntakal (An)

234 Sri A. K. Jayaram

Municipal High School, Proddatur (Cud.)

235 Sri S. Jagannadha Rao

Town High School, Kumbakonam, (Tan.)

236 Sri K. Raghava Iyengar

237 „ R. Viswanatha Iyer

238 „ K. S. Venkatrama Iyer

239 „ K. V. Rajagopala Iyer

240 „ B. Viswanatha Iyer

241 Sri S. Ramamurthi Iyer

242 „ N. Paramasiva Iyer

243 „ T. Srinivasaraghava Iyengar

244 „ V. Rajagopala Iyengar

245 „ M. Govindarajulu Chettiar

246 „ S. Aravamuda Iyengar

247 „ V. Padmanabha Rao

248 „ R. Natesa Sarma

S. M. Hindu High School, Shiyali (Tan.)

249 Sri C. S. Pichu Iyer

250 „ T. S. Gopalachariar

251 „ R. Chockalinga Mudaliar

252 „ K. Krishnamurthi

253 „ J. Ranganatham

254 „ R. Venkatram

255 „ S. V. Kalyanasundaram

256 „ K. Subramanya Iyer

257 „ S. Madhan

258 „ K. Narayanaswamy

E. R. High School, Trichinopoly

259 Sri N. S. Narasimha Iyengar

260 „ Ananthasubramania Iyer

261 „ A. N. Chandrasekhara Iyer

262 „ V. S. Srinivasa Iyer

263 „ N. Rajarama Iyer

264 „ T. Rangarajan

265 „ V. S. Sivaramakrishna Sastrigal

266 „ T. M. Narasimha Iyengar

267 „ G. Krishnamurthi Iyer

268 „ A. G. Balasubramania Iyer

269 „ V. G. Venkatachalam

270 „ K. V. Rathnam

271 „ S. S. Subramania Iyah

272 „ V. Naganathan

273 „ V. Ramudu Iyer

274 „ V. Balasubramanian

275 „ S. Kuppuswamy Iyer

276 „ T. C. Kalyanarama Iyer

277 „ A. K. Narayana Iyer

278 „ Y. Krishnaswami Iyer

Board High School, Nannilam (Tan.)

279 Sri P. S. Krishnamurthi Iyer

280 „ T. S. Vaidyanatha Sastri

281 „ K. S. Sundaresa Iyer

282 „ V. Vaidyalinga Mudaliar

283 „ N. Sabapathi

High School for Boys, Srirangam

284 Sri K. S. Srinivasa Iyer

285 „ S. V. Srinivasa Ranga Iyengar

286 „ N. Souriraja Iyengar

287 „ V. K. Rangarajan

288 „ M. P. Soundararaja Iyengar

289 Sri V. S. Venkatarama Iyer

290 „ A. Ramachandra Iyer

291 „ N. R. Narasimhan

292 „ P. S. Krishnamurthi Iyer

293 „ N. Shanmugam

294 „ A. V. Ranga Rao

295 „ V. R. Venkatrama Iyer

296 „ T. S. Subramania Iyer

297 „ V. Venkatrama Iyer

298 „ N. Balasubramania Iyer

299 „ S. Thiruvenkatachari

300 „ K. S. Vasudevan

301 „ A. J. Ramaswami Iyer

302 „ V. Ranganathan

303 „ R. S. Krishnamurthi Rao

304 „ K. R. Srinivasa Iyer

305 „ N. R. Rajagopala Iyengar

306 „ M. P. Jaganatha Rao

307 „ R. Bhashyam

308 „ S. Lakshminarasimha Iyengar

St. Marys H. S., Sawyerpuram (Tin.)

309 Mrs. A. S. Pandiyan

310 Miss V. Samuel

311 „ R. Ponniah

312 „ V. Ratnaswamy

313 „ A. Velliah

314 „ J. Gnanakan

315 Mrs. T. S. Vasavam

316 Miss S. Samuel

317 „ R. Solomon

318 „ T. Balasundaram

319 „ K. Koil Pillai

320 „ M. Samuel

321 „ L. Vethamani

Pope Memorial H. S., Sawyerpuram

322 Mr. G. S. Pandiyan

323 „ A. G. Jesudasan

324 „ D. N. Rajanayagam

325 „ S. Doraiswamy

326 „ T. P. Gopalakrishna Naidu

327 „ S. Sivaramakrishna Avadhani

Iyer

328 „ V. Arunachalla Sastry

Board High School, Katpadi (NA.)**Secondary School Teachers' Association, Tanjore**

329 Sri V. Guruswamy Sastrigal

L. M. C. Training School, Erode.

330 Mr. I. T. Chelladorai

N. M. Board H. S., Tiruppattur (Rd.)

331 Sri P. S. Venkatachari

332 „ M. V. Venkataswamy Naidu

Islamiyah High School, Vaniyambadi (N. A.)

333 Mr. K. Abdul Khuddus Sahib

334 „ N. K. Viswanathan

335 „ A. Gideon Varaprasad

336 „ G. Md. Fazlur Rahman Sahib

337 „ M. E. Subramaniam

338 „ M. V. Rangaswamy

339 „ Syed Abdul Kareem

340 „ V. Jani Basha

341 „ V. Govindaswamy

342 „ M. Md. Ghouse Khan

Muslim High School, Abiramam (Rd.)

343 Sri K. Narayanan

344 „ M. S. Srirangarajan

345 „ R. Krishnan

346 „ S. R. Subramanyan

347 „ R. Narayanan

348 „ S. Ramaswamy Iyengar

349 „ N. G. Allah Bux

350 „ Moses Siromani

Zamindar High School, Turaiyur (Tri.)

351 Vidwan N. Subbu Reddiar

352 Sri S. Somasundaram

L. M. C. High School, Shiyali, (Tan.)

353 Sri Mr. A. N. Devanesan

354 „ B. R. Ebanazar

355 „ G. Devanesan

356 „ N. Muthuswamy

357 „ K. Rangachary

358 „ S. D. Eyra

359 „ S. Ilankovan

360 „ C. Dorairajan

A. P. M. High School, Sholinghur (N.A.)

361 Mr. P. D. Peter

S. R. High School, Tiruvadi. (Tan.)

362 Sri R. Soundararaja Iyengar

363 „ V. P. Krishnamurthi Rao

364 „ V. K. Hastamalaka Iyer

365 „ P. T. Gaudapada Iyer

366 „ T. R. Srinivasa Iyengar

367 „ B. Athmanatha Iyer

368 „ T. S. Panchapagesa Iyer

369 „ V. Kanganatha Iyer

370 „ N. Venkatrama Iyer

371 „ T. Krishna Iyengar

372 „ T. S. Rama Rao

373 „ R. Ramanath Iyer

374 „ T. R. Aghora Sarma

- 375 Sri M. Apadsahaya Iyer
 376 „ A.S. Ganapathi Iyer
 377 „ H. Rajagopalan
 378 „ K. Lakshminarayanan
 379 „ T. S. Sankara Iyer
 380 „ T. Krishna Iyengar
 381 „ V. Ramanatha Iyer
 382 „ N. Venkatasubba Iyer
 383 „ T. R. Krishnamurthi Iyer
 384 „ T. N. Pattabhisheka Iyer
 385 „ K. R. Ranganatha Rao

A. C. High School, Pallathur (Rd.)

- 386 Sri S. Tiruvengadathiengar
 387 „ S. Akhilandeswara Iyer
 388 „ S. Swaminathan
 389 „ G. A. Ramachandra Sastrigal
 390 „ K. A. Kumbheswara Iyer

Caldwell High School, Tuticorin (Tin.)

- 391 Sri Samuel Muthiah
 392 „ J. G. Sundram
 393 „ A. Sundaresa Iyer
 394 „ Ramasubbier
 395 „ Edward Samuel
 396 „ James Vetivel
 397 „ John Swamidoss
 398 „ S. Swamithasan
 399 „ H. Arulanandam
 400 „ R. S. Pandiyan
 401 „ A. S. Dharmasingh
 402 „ M. A. Joseph

Danish Mission H. S., Tiruvannamalai

- 403 Sri Subramania Iyer
 404 „ A. Sankaranarayanan
 405 „ Sethu Raman
 406 „ Arunachalla Iyer
 407 „ Soundararajan
 408 „ George Arthur
 409 „ John Lazarus
 410 „ Balasundaram
 411 „ Devenesan
 412 „ Swaminathan

Ponniath's H. S., Palakarai, Trichy

- 413 Sri V. S. Kasturiranga Iyengar
 414 „ S. S. Narayanaswamy Iyer
 415 „ T. V. Swaminatha Iyer
 416 „ L. M. R. Krishnaswamy Iyer
 417 „ T. N. Krishnamurthy Iyer
 418 „ K. Rangaswamy Iyengar
 419 „ G. Ratnam Pillai
 420 „ John Moses

Kurumbranad Taluq Aided Ely. Teachers' Union, Badagara (Mal.)

- 421 Sri P. Kunhi Kanna Kurup
 422 „ C. C. Nair
 423 „ C. P. Kelappan
 424 „ Kizhalath Kunhi Raman Nair
 425 „ K. P. Padmanabhan
 426 „ V. Unnirankutty
 427 „ C. Kunhi Krishnan
 428 „ T. Sukumaran
 429 „ P. T. Narayanan Nair
 430 „ N. K. Madhavan Nair
 431 „ R. Narayanan Nambiar
 432 „ V. Kunhi Raman Nair
 433 „ M. Andi
 434 „ K. K. Krishnan Atiyoti

Schaffter High School, Tinnevely

- 435 Sri Ben Albert
 436 „ G. Doraiswamy
 437 „ S. P. Athisayam Samuel
 438 „ Mahadevan
 439 „ Y. S. Jayaraj
 440 „ Vidwan Manickavasagam Pillai
 441 „ Paul Wilson
 442 „ S. S. Chelliah
 443 „ A. Samuel
 444 „ Fredrick Williams

Hamidia High School, Kilakara (Rd.)

- 445 Sri K. S. Venkatasubba Iyer
 446 „ A. Viswanatha Iyer
 447 „ M. S. Krishnaswamy Iyengar
 448 „ N. Arumugam

National College, Trichinopoly.

- 449 Sri A. Rama Iyer

St. Joseph's College High School, Trichinopoly.

- 450 Rev. Fr. T. Fernando, S.J.
 451 Sri K. Doraiswamy Iyengar
 452 „ K. S. Ramachandra Iyer
 453 „ A. D. Mariaprakasam
 454 „ T. S. Kulandaivel Mudaliar
 455 „ Venkatrama Iyer
 456 „ Santiago Ignatius
 457 „ Maria Susai
 458 „ Pichai Pillai
 459 „ K. Kuppuswami Alwar

S.M.S. High School, Karaikudi.

- 460 Sri K. Srinivasa Iyer
 461 „ T. S. Rajagopala Iyer
 462 „ R. Subramanya Iyer
 463 „ V. Aravamuda Iyengar

(Continued on Page 142)

RESOLUTIONS FOR THE CONFERENCE

SUBJECTS COMMITTEE

1. This conference deems it its duty to invite the attention of the Government to the continuance of the feeling of discontent among teachers in non-government schools owing to the persistence of the time-old anomalies in respect of salaries and allowances and is of opinion that the Government should, in view of the universal demand of the employees in the several departments, reconsider the salary problem and allowances on the basis of the recommendations of the Central Pay Commission and fix the scales of salaries and allowances for educational services irrespective of agencies.

2. While this conference is thankful to Government for the revision of the salaries of teachers in all institutions, it is constrained to say that the revision is disappointing and unsatisfactory, especially in regard to elementary schools.

3. This conference recommends to the Government as an interim measure the adoption in schools under local bodies and aided managements, of the scales of salaries fixed for teachers in Government schools and also appeals to the Government to enable the managements to take in hand the salary revision by liberal grants.

4. This conference conveys to the Government the great disappointment caused to teachers and managements by the delay in the consideration of questions relating to weightage for service, increased dearness allowance and the grants promised in connection with the adoption of the Government scales in aided schools and regrets to point out that even the benefit promised by the

Government cannot be enjoyed in time and as a matter of course owing to administrative delays and difficulties. It requests Government to take steps to avoid such delays and appeals to Government that all these benefits, when approved, be given effect to retrospectively from 1-1-47.

5. This conference recommends to the Government the immediate appointment of an expert committee for the reorganisation of the oriental schools and colleges.

6. This conference recommends to the Government and the department of Public Instruction that the rate of remuneration to examiners (assistant and additional) be increased by at least 50 %.

7. This conference urges that adequate provision should be made in the training schools and colleges for a special course of instruction to the trainees in the regional language with a view to enabling them to use efficiently the regional languages as media of instruction.

8. This conference considers the contemplated proposal for the publication of text-books as ill advised and appeals to the Government to have the question discussed at a tripartite conference of authorities, publishers and authors before arriving at a final decision.

9. This conference urges on the Government the need for an immediate further revision of the pay now fixed for Secondary Grade Teachers, Drawing Masters, Physical Training Instructors, Music and Needle Work

Teachers, Art and Craft Masters, Clerks, and Library Masters.

10. This conference expresses its gratitude to the Government for the amendments it has made in the contract to ensure security of tenure and requests the Government to make suitable changes in the service register for ensuring security of tenure of service of teachers in aided elementary schools.

11. This conference appeals to the Government to promulgate a Teachers' Charter as of rights and duties.

12. This conference reiterates the Bellary Conference resolution No. 6 that the children of teachers be granted fee concession in secondary schools as long as they continue to make satisfactory progress.

13. This conference resolves that the E. S. L. C. examination be abolished.

14. This conference recommends that the Government be pleased to permit the Madura District Board to grant with retrospective effect from the date of its discontinuance, hill allowance to teachers in Kodaikanal and to increase the rate in proportion to the revised pay.

NOTICE

Delegates desirous of moving amendments to the resolutions given above are informed that notice of the amendments should be sent to the Secretary, Reception Committee, 38th Madras Provincial Educational Conference, S. M. High School, Woriyur, Trichinopoly, on or before 5th May 1948.

(Continued from Page 140)

464 Sri R. Sundararaja Iyengar
465 „ T. Ramanathan
466 „ N. Natesan
467 „ K. S. Radhakrishnan
468 „ K. Narayanasami
469 „ R. Natarajan
470 „ K. Subramanyam
471 „ V. Bhoovaragan
472 „ V. Chockalingam
473 „ L. Krishnan
474 „ R. Sivarama Subramaniam
475 „ K. Desikan

476 „ A. Ramaswami
477 „ M. B. Sundaresa Iyer
478 „ B. S. Muthu Iyer
479 „ T. Srinivasa Iyengar
480 „ R. Gnanavelu
481 „ B. S. Ganesan
Thirithapathi High School,
Ambasamudram
482 Sri E. H. Parameswaran
483 „ S. Meenakshisundaram
484 „ M. S. Ranganathan
485 „ H. Visveswaran

Note.—The rule regarding the constitution of the Subjects Committee is given below.

Secretaries of the District Teachers' Guilds are requested to make arrangements for the election of the representatives of their districts to the Subjects Committee from among the delegates attending the Conference. The names of such representatives should reach the Secretary of the Union by 3 p.m. on Thursday the 13th May 1948.

Rule

Subjects Committee:

The Subjects Committee to be appointed at each session of the Conference to consider the resolutions to be moved at the Conference shall consist of not more than four representatives for Madras, not more than four representatives for the district in which the Conference is held and not more than two representatives for each of the remaining districts, such representatives being elected in each case from among themselves by the delegates attending the Conference from the respective district.

Our Budget

We are not sure whether the public or the members of our legislature take the budget session seriously. The general discussion on the budget and the discussion on cut motions still continue to be a mere display of fireworks as in the old Montford days. Our leaders no doubt speak on the platform of the great changes now taking place in the country and of the necessity for adopting immediately a suitable line of action in regard to nationalisation of industries and thorough overhauling of education. But there is nothing to show that the members of the legislature including the ministers have taken pains to study carefully definite problems, think of a suitable plan of action and press for their adoption of effective measures. That is why we still continue to hear in the debate nothing more than the old familiar complaints about bad roads, the poverty of the ryot, the higher percentage of illiteracy, the lack of drinking water and better representation in services. The ministers' replies also continue to be in the same old style and members seem to be satisfied when the matter is said to be under consideration and the lack of funds is stated to stand in the way of improvement. Leaders should realise that they are expected not always to find an excuse or explanation for inaction but to tell the public in plain terms what the position is and how they propose to set about their business.

Take the education demand presented by the Hon'ble Minister for Education. This has been critically and properly examined by the Madras press and the chief criticism is that the Government is not adopting a liberal policy of aid to aided institutions while expecting them to bear the increasing burden of education. It is difficult to say that the education budget indicates any distinct change in the outlook or policy of the government. The minister has no doubt attempted to strike the imagination of the public by referring to the increase in the budget provision, the increase in the number of Arts and Science colleges,

the starting of professional colleges and the special consideration shown to the educational uplift of the Harijans. Is it not strange that even an alluring promise of a high school for each taluk and a college for each district fails to rouse the enthusiasm of the public? People ask why not a school for each village. How can any one fail to see the skeleton in the cupboard? The minister may shout that basic education is the policy of the Government but no one is impressed with the progress of elementary education or with the plan for the expansion of basic education. The reputation of the education ministry rises or falls with the rate of progress of elementary education. We pity the minister when we find him driven to the necessity of seeking refuge under the old condemned slogans of "uneconomic schools" and "amalgamation of schools" associated with Mr. Champion and Sir R. M. Statham. Why should a school remain uneconomic when a large number of children of school going age are loitering in the streets? What about compulsion? Why should the midday meal scheme, considered essential all over the world, be abandoned without serious thoughts? There may be difficulties in working the scheme but the authorities should be competent to make efficient arrangements. Members of the legislature know that the conditions of service of teachers are still unsatisfactory and that the several anomalies still persisting stand in the way of teacher supply. It is true that the minister has tried to improve the conditions of service in aided schools but it is well-known that they are not likely to attract competent men for service in schools. Even after recent revision, the basic salary of teachers in elementary schools is distinctly lower than what is regarded as a living wage.

Education in our province is unsatisfactory from the point of view of quality and quantity because there is no comprehensive plan. No one knows what is aimed at and when the programme is to be completed. The minister calls upon the aided institutions to be

prepared to play their part but he does not show a readiness to offer liberal financial help to the management.

It is a distressing fact that the government should be slow to recognise that it should be as much interested in the efficiency of aided schools as in government schools. The difference in its attitude which even the man in the street is able to perceive is causing considerable hardship especially when the belated assurances given to teachers happen to be explained away. We are constrained to say that the Department of Public Instruction has not till now chosen to press the case of aided schools and to impress upon the Government that there should be uniformity in the conditions of service if similar high standards should be maintained. While the ministry is adopting a conservative and halting attitude in the matter of help to managements, its orders and circulars cause uneasiness to them and are sometimes regarded as interference with their ideals and work. The Government may be well-intentioned when it tries to provide increased educational facilities to the pupils of the depressed classes but the reservation of 10% of seats in every school as a matter of course and the order requiring manager to keep the seats vacant for 15 days after reopening cannot be regarded as proper and are likely to place the school authorities in an inconvenient position. What about the necessity for the appointment of Advisory Committee to each aided institution? We strongly feel that the official proceedings relating to the percentage of pupils that may be detained at the selection examination is a serious and improper encroachment upon the powers of the headmaster.

If pupils should be really uninfluenced by communal and sectional feelings, they should never be in a position to think of communal advantage. A general All-India policy may be adopted for admission of pupils into colleges. The spirited discussion initiated by Srimathi Durga Bai inviting the attention of Moulana Abul Kalam Azad, the Central Education Minister, to the communal policy of the Madras

Government should be given the considerations it deserves. No one is against special concessions to the Harijans in the general interest of the country and even here it will be good for the community if the concession should hold good for 5 or 10 years only from now. A further extension of the communal principle to other communities is just like separate electorates and is indefensible. The learned Moulana who is convinced of the unsoundness of the Madras Government policy will, we hope, persuade the Madras Government to change its angle of vision.

The time has come for the minister to consult the Provincial Advisory Board on matters like the amount to be provided in the budget, the allotment for different heads, the teaching and equipment grants, the conditions of service of teachers and the rights and duties of the management. It should not be forgotten that the budget allotment of eight crores and odd represents just a fraction of the total expenditure on education from all sources. The budget allotment will have to be considerably increased if for any reason any private management be unable to run schools or be inclined to withdraw its activity in the field. The Hon'ble Minister should on the one hand urge the Cabinet to bear this point in mind and provide for a larger amount and on the other appreciate the needs and difficulties of the management and extend his full support in time. A comparative study of the provincial revenues for a period of ten years, and the expenditure on heads like Agriculture, Health, Public Works and Education will tell its own tale. An important point that every one should remember is that education has been badly neglected and starved for a number of years and the allotment for education should have been to the time of over eight crores even in 1935. As has been pointed out in the Sarjent Report, many things that ought to have been done long ago were till recently left undone. Hence we have a good case when we say that the allotment should be substantially increased.

THE SOUTH INDIA TEACHERS' UNION

Contribution to the Council of Action Fund

	Rs.	A.	P.
Amount already acknowledged	...	926	12 0
K. V. High School, Virudhunagar	...	45	0 0
Board High School, Tirukoilur	...	20	0 0
Salem District Teachers' Guild	...	25	0 0
Total	...	1,016	12 0

Contribution towards Madras Conference

Amount already acknowledged	...	311	0 0
Ponnani Taluq Board Teachers' Union, Kuttippuram	...	5	0 0
Voorhees College High School, Vellore	...	5	0 0
Board High School, Kodavasal	...	5	0 0
Total	...	326	0 0

Affiliation Fee, 1947-48

Amount already acknowledged	...	443	8 0
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District Guilds

Trichinopoly District Teachers' Guild	...	50	0 0
Tinnevely do.	...	50	0 0
Nellore do.	...	11	14 0
Madras do.	...	50	0 0
North Arcot do.	...	35	0 0
Chittoor do.	...	5	0 0
Bellary do. (part only)	...	4	0 0
North Arcot do. (1948-49)	...	25	0 0
Coimbatore do. (1948-49)	...	10	0 0

Direct Associations

Chicacole Range	...	1	4 0
Nandigama Taluq Board Teachers' Union	...	12	8 0
Board High School, Sulurpet	...	2	14 0
R. R. Bh. R. High School, Pithapuram	...	3	14 0
Hindu Theological High School, Madras	...	16	0 0
Taylor High School (Branch), Narsapur	...	1	4 0
Hindu College High School, Masulipatam	...	6	8 0
Board High School, Duggirala (Guntur)	...	3	2 0
Board High School, Chirala (Guntur)	...	5	10 0
Lady Sivaswami Iyer Girls High School, Mylapore	...	4	14 0
P. R. C. High School, Cocanada	...	15	0 0
Total	...	757	4 0

The South Indian Teachers' Union Protection Fund Ltd

520, HIGH ROAD, TRIPPLICANE, MADRAS.

(Estd. 1928)

Recognised by the All India Federation of Educational Associations as an All India Insurance Scheme suitable for Teachers

		Rs.
Total Assets	...	5,00,000
Life Insurance Fund	...	4,60,000
No. of Policies	...	2,766
„ Units	...	6,036

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 Society 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 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.

(vi) By joining the Fund you benefit yourself, other members and help to build up the Profession Fund and thus help the consolidation and strengthening of the Teachers' Organisation.

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

Tables of Benefits of the Scheme are available at the Office.

The following are the fees and premia for membership:—

Registration Fee ... Re. 1 (payable at the time of joining only)
Annual Subscription ... Rs. 2 (To be paid every year in the month of joining)

When above 30 years of age, but not above 40, an over-age Fee calculated at Re. 1 per year or part thereof is payable at the time of admission.

Premium according to the number of units and Table chosen.

Up to 35 years ... 4 Units may be taken

Above 35 up to 38 ... 3 „ „

„ 38 up to 40 ... 2 „ „

On Female Lives, Re. 1 extra is payable annually irrespective of the number of units taken.

At present only those who are not above 40 are admitted.

Even though you 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 in 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 (at least one other) to enrol themselves as members of the Fund.

Even if you happen to change your profession after taking a policy, you may continue to be a member on the same terms.

ARISE, AWAKE and PROVIDE FOR YOUR OLD AGE AND FAMILY

TRIPPLICANE, }
1st Jan. 1948 }

V. B. MURTHI,
Honorary Secretary.

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