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MADRAS

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Translated into Tamil

By

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Retired Headmaster,

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THE SOUTH INDIAN TEACHER

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XXXVIII MADRAS PROVINCIAL EDUCATIONAL CONFERENCE TRICHINOPOLY

PRESIDENTIAL ADDRESS

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BY

SRI R. SURYANARAYANA RAO

MR. RAMA IYER AND FRIENDS,

When the invitation was extended to me by the Reception Committee to preside over this year's Educational Conference, I felt somewhat embarrassed and wondered if I could discharge the responsibilities attached to the office to which you have elected me. Evidently my good friends, Messrs. Yegnanarayana Iyer and Natarajan, scented my sense of embarrassment and had prepared me earlier to face the impending offer. But I could not reject your proffered kindness as such action would have amounted to dereliction of duty. Having accepted the kind invitation, I shall do my best to face what is an accomplished fact. Following the convention, let me venture to address you on some problems which demand our attention. Some of you may wonder at my temerity to express views on some topics, views which may appear to be contrary to or opposed to accepted ideas and ideals, while others may consider them to be the close-preserve of educational experts and administrators. I confess I do not claim to be an expert and much less an administrator. Therefore, I tread, what some may consider, on forbidden ground craving your indulgence. My justification is that we are living in changing times and our ideas on men and things should change to suit the varying circumstances however much such changes may do injury to long-cherished and what we considered till now unexceptionable principles. As a citizen of this country, I feel I am entitled to give vent to my feelings and leave it to experts and administrators to give heed to them and examine them with sympathy and understanding before either accepting or rejecting them.

On August 15, 1947, our country, though now in an attenuated form, attained freedom. We are now free to create and alter things as we like without any imposition from any outside authority. We can now think and act freely without fear of offending anybody. The only test with which our

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acts are to be judged is their contribution to our national good. Therefore, it behoves us all to cultivate a spirit of enquiry, awareness and calm thinking before arriving at decisions and enforcing them. Success or failure, we will be responsible for the results, which in case of failure may prove disastrous affecting even generations to come. Therefore, our responsibility is all the greater now. Whenever I read of announcements effecting changes in our educational system I have wondered if those who have the power to order things have ever given the consideration necessary before decisions are taken. It is true all of us are agreed that in the new set-up there is need for radical change not only in our objectives but also in the methods adopted to achieve them. Moderate as I am, I believe in slow and steady reform as violent reforms undertaken out of exuberance may throw the whole system out of gear and result in bringing things to a standstill if not lead to retrogression. I also believe that the counsel of those who are intimately connected with the working of the existing system is all important and it is not the part of wisdom either to ignore them or treat any advice given by them with contempt. I do not want to labour this point further as I am sure all of us are agreed on this.

Mahatma Gandhi

This year we have had our misfortunes also. While we were preparing to employ the freedom acquired to the best advantage of our people, and were hoping we would have in our difficult task the wise counsel and guidance of the Father of the Nation, the cruel hand of an assassin deprived us of our most cherished treasure. Educationists have lost the greatest educationist of our times in India. Mahatma Gandhi never claimed to be an educational expert. But every one engaged in the educational field knew his passionate longing for the spread of education and that too of the right type. While the Mahatma was always open to conviction and did not hesitate to own failures, he remained adamant, where the fundamentals were concerned and would stand by them even if he were alone. Assembled as we are in the Annual Conference, we must do our duty not only to express our deep sense of loss but also pledge ourselves to serve the cause so dear to his heart imbibing the principles of Truth and Non-violence for which he stood all through his life. Who else can uphold his principles and propagate them better than those in whose hands the making of the future generations lies. Let it be our constant endeavour to live a dedicated life and so influence the lives and character of those committed to our charge so that Gandhian idealism may permeate all aspects of our national life.

Basic Education.

Associated with the great name of Mahatma Gandhi is the technique of basic education. The main, if not the sole, feature of this technique is teaching the young from seven to fourteen years through crafts round which should be built, in intimate relation, language, mathematics, social studies and science. As you are all aware, the first syllabus of basic education was published in 1938. Since then the question of pre-basic education has also attracted the attention of enthusiasts of basic education as they believe the

proper education of children under seven is equally important for the success of basic education as "the first seven years are the most sensitive and impressionable period in the child's life and habits and attitudes formed during the period influence the future development of the child and nation." So a scheme of pre-basic education has also been framed. Whatever may be one's views on this scheme, there is no gainsaying the fact that the first seven years of a child's life are 'the most sensitive and impressionable period' and a scheme of education suited to that period is absolutely essential and necessary. We have now what we call Nursery Schools. They are very few in number and I am not sure if they have been properly equipped. The Report of the Central Advisory Board of Education recognised the importance of what they termed as pre-primary education and in their Report made the following recommendations:

- (a) An adequate provision of pre-primary instruction in the form of Nursery Schools or classes is an essential adjunct to any national system of education. The provision in this respect at present is negligible.
- (b) In urban areas, where sufficient children are available within a reasonable radius, separate Nursery Schools or departments may be provided: elsewhere Nursery classes should be attached to Junior Basic (Primary) Schools.
- (c) Nursery Schools and classes should invariably be staffed with women teachers who have received special training for this work.
- (d) Pre-Primary education should in all cases be free. While it may not be feasible to make attendance compulsory, no efforts should be spared to persuade parents to send their children to school voluntarily, particularly in areas where housing conditions are unsatisfactory and/or mothers are accustomed to go out to work.
- (e) The main object of education at this stage is to give young children social experience rather than formal instruction.

Therefore, it will be seen that all are agreed on the importance of pre-primary education or if you please pre-basic education. But personally I feel the programme of pre-basic education as adumbrated in the scheme of Basic National Education issued by the Hindustani Talimi Sangh is too heavy and transcends the main object of education at this stage which is to give young children social experience rather than formal instruction. It is for you teachers and educationists to examine the programme and express your considered views.

Now I shall deal with basic education. On the main principle of 'learning through activity' there can be no difference of opinion. All are also agreed that the curriculum prescribed should be harmonised with this general conception. But the original Wardha scheme as also the revised syllabus recognise spinning as the basic craft. But the Central Board of Education opines that 'at the lower stages the activity will take many forms, leading gradually to a basic craft or crafts suited to local conditions.' It may

be remembered that the interest of the Central Board of Education in basic education was quickened by the Wardha scheme and it appointed two Committees. The reports of these Committees with the decisions of the Board thereon have been before the public for some years. The Report on the Post-war Educational Development in India refers to these conclusions at some length while laying down its main conclusions. Much as I would like to reproduce all the recommendations of the two Committees and the conclusions of the Central Board of Education, exigencies of space prevent me from doing so. Suffice it to say that the recommendations are a result of deep study of the various aspects of basic education and therefore deserve every consideration. As there is much talk of basic education and its importance, I feel it is necessary to refer to certain important recommendations of the two Committees on basic education to see how far our proposed scheme is in accordance with those ideas :

- (a) The scheme of 'basic' education should first be introduced in rural areas.
- (b) The age range for compulsion should be six to fourteen years, but children can be admitted to the 'basic' school at the age of five.
- (c) Diversion of students from the 'basic' school to other kinds of schools should be allowed after the 5th class or about the age of eleven *plus*.
- (d) The medium of instruction should be the mother tongue of the pupils.
- (e) The Wardha Scheme of basic education is in full agreement with the recommendations made in the Wood-Abbot Report so far as the principle of learning by doing is concerned. This activity should be of many kinds in the lower classes and later should lead to a basic craft, the produce from which should be saleable and the proceeds applied to the upkeep of the school.
- (f) Certain elements of cultural subjects, which cannot be correlated with the basic craft, must be taught independently.
- (g) 'Basic' education should comprise a course of eight years from the age of six to fourteen years and this course while preserving its essential unity should consist of two stages—the first stage, the 'junior' stage, covering a period of five years and the second stage, the 'senior', three years.
- (h) The various types of post-primary school (other than the 'senior basic' school) to which suitable children may be transferred at the end of the 'junior basic' stage should provide a variety of courses extending over a period of at least five years after the age of eleven. These courses, while preserving an essentially cultural character, should be designed to prepare pupils for entry to industrial and commercial occupations as well as to Universities.
- (i) Special arrangements should be made in these schools for assimilating pupils who decide to continue their education after completing the full course in the 'basic' school, i.e., after reaching the 8th class.

Introduction of basic education on the above lines must be acceptable to all. But we are yet to know what the basic education proposed to be introduced in this province will be. I have more than once sought this information but have failed to secure a satisfactory reply. It looks as though our Government themselves have no clear-cut ideas. Or could it be that they do not want to give out what they propose to do lest their scheme may be subjected to legitimate criticism? From what I know I have a shrewd suspicion that they propose to follow the courses of studies given in the Basic National Education published by the Hindustani Talimi Sangh. If that is so, why not they plainly declare that fact? In this connection may I invite your attention to some paragraphs occurring in the introduction to the revised syllabus on Basic Education written by the convener of the Syllabus Revision Committee :

The first syllabus of basic education was published in March 1938. It was made clear in the introduction that this syllabus was to be used only as a tentative basis to start the experiments and that the true syllabus of basic education would have to be prepared gradually on the basis of actual experience of work according to the principles of this new education.

A syllabus of this kind which aims at far reaching reconstruction of educational practice really requires a background of fairly extensive experimental work on the lines indicated in our report, because it is only after such practical experience that all the possible correlations can be confidently worked out. We have done the best we could in preparing this syllabus and have fully utilised our collective experience as teachers, as well as the suggestions received from friends. But we must point out that this should be regarded as a tentative scheme drawn up to show that the principle of co-ordinated teaching which we have advocated in our report can be worked out in practice and translated into the terms of the curriculum. As teachers in our training schools and colleges and in the new schools of basic education begin to work out the scheme scientifically and record their observations and experiences, it will be possible to improve the syllabus progressively. Such an experimental attitude of mind on the part of the teachers is essential for the success and efficient working of this educational scheme.

Essentially this syllabus, like the first, is another earnest attempt at preparing a tentative scheme of educational programme centering round activities arising out of the problems of village life. It is hoped that this second attempt will be more practical, work-centred, and more intimately connected with the actual problems of village life than the first, as this is based on the experience of the work of the past seven years. But every detail in the syllabus will have to be tested by actual work with teachers and children. The committee would like to repeat what was said in the introduction to the first syllabus that there could be no final or ultimate syllabus of basic education. Every revised syllabus should be a further step in the experiment of basic education, but at the same time it should be considered essentially as a tentative basis for further revision and improvement.

One essential fact which is often lost sight of is that the revised syllabus for Grades I to V in the Basic National Education is meant for seven years of the basic course, and if our basic education is to be for five years this syllabus has to be adapted? What is the craft or crafts round which the education is to centre? Will they be only spinning and weaving even though they may not be the basic crafts of the locality? I have yet to know of any attempt made by the Government to frame a syllabus for five years of basic course embodying the main outlines of the Basic National Education. It will be interesting to know how this syllabus has been modelled after that of the Basic National Education.

I would invite your kind consideration to this question of the proposed basic education in its relation to the system prevailing now. It may be remembered that in 1938 an attempt was made to introduce the Wardha scheme and the then Director of Public Instruction, the late Sir Meverel Statham, convinced the Hon. Premier at the time by a comparative examination that the revised syllabus which he had intended to introduce contained the essential elements of the Wardha scheme. What has happened since then to revise the decision and revive again the old controversy? How will the proposed basic schools differ from the existing elementary schools? If it is the intention of Government to carry on experimental work as even the authors of the Basic National Education syllabus themselves concede in the paragraphs quoted already that there could be no final or ultimate syllabus of basic education, no one can question such an attempt. But when it is attempted to supplant the existing schools with the basic schools and that too when the authors of the syllabus themselves warn us of its tentative basis, we have every right to doubt the wisdom of the course adopted. Our objection to the conduct of the experiment on a large scale is all the greater because it indirectly retards the progress of free and compulsory primary education.

I understand our scheme of basic education will for the present cover a period of five years. What about the second stage, the 'senior' of three years? How does this stage fit into the scheme of basic education? Is it proposed to organise 'senior basic' schools as well? Will there be types of post-primary schools other than the 'senior basic' school to which suitable children may be transferred at the end of the 'junior basic' stage? Or will there be the 'senior basic' schools only? Have the Government accepted the recommendation of the Central Board of Education to apply the selective principle after the 'junior basic' stage? What is the selection test proposed? What is to be the place of the Higher Elementary Schools in the new scheme? I regret very much a complete picture is not yet available.

Then again it is proposed to create a 'belt' area in Coimbatore district. I am also told that no other type of elementary school will be allowed to exist in that area. Do the Government propose to arrange for post-primary education in that area either of the 'basic' type or of any other kind? Then again

what will be the basic craft or crafts which will be introduced? Will it be spinning and weaving only? What about the other crafts prevailing in the locality where basic education is introduced? What will be the place of other agencies in this scheme? Will they be compelled to adopt basic education and will the existing schools be taken over by Government?

I venture to raise all these questions in order to secure a correct idea of the reforms in elementary education which the Government intend to sponsor. It should be possible for Government to envisage the problems which will arise and find solutions for them.

Intimately associated with the question of basic education is the training of teachers. It is a matter of common knowledge that the teaching profession has not attracted enough number of candidates of the right type. In another place I shall deal with the causes for this state of affairs. If ordinary training schools have failed to attract sufficient number of pupils, how will the special basic training schools prove more attractive unless special inducements are offered. I doubt very much if pupils of the right type of requisite qualifications will ever be attracted even with inducements. I was privileged to read the Revised Syllabus for the Training of Teachers under the scheme of Basic National Education published by the Hindustani Talimi Sangh. I presume this is the syllabus to be adopted in the proposed Basic Education Training Schools. I wonder how many of you have also gone through his syllabus. If, as I have pointed out already, our existing system of elementary education has the elements of basic education and as the existing training schools have been designed to meet the needs of the present elementary schools, I fail to see the need for starting separate training schools for basic education especially when the syllabus of the basic education itself is still in an experimental stage and is likely to undergo further revision as a result of experience gained. Cannot the existing training schools be modelled if necessary to serve the purpose of basic education? I have perused carefully the course of studies prescribed and I must confess there is nothing in it which is a violent departure from the existing syllabus. All of us believe that a training centre should function as a community centre based on co-operative work. In fact do we not all preach day in and day out that our schools, especially in rural areas, should become centres of community life and that our teachers should be the friends, philosophers and guides of the people? All the activities except the kitchen work enumerated in the course of studies do now form part of the work of training schools. Is kitchen work so important for the development of democratic community based on co-operative work that separate training schools are necessary for the purpose? Do not our training schools even now give instruction in basic crafts under the name of manual training? If spinning and weaving are to be made compulsory crafts, by all means do so though I doubt the wisdom of such a course at the expense of other crafts of the locality. I am also not against the starting of more training schools. In fact there is greater need for them now than ever before in view of the growing demand for the spread of elementary education. But do not

start separate training schools for basic education and create a caste among teachers, for not only will inducements be offered to join these new training schools but it is just possible even increased emoluments also may be promised under the guise of craft allowance. I maintain teacher-pupils passing out of our existing training schools perform as onerous and responsible duties as those going out of the so-called Basic Education Training Schools in the making and therefore everyone should receive equal treatment. The training schools whatever their nomenclature should be treated on equal terms.

Secondary Education

The reform of the system of secondary education has engaged the attention of the educationists for some years. The only change effected is the institution of the S.S.L.C. course and the S.S.L.C. examination in the place of the Matriculation. Even the S.S.L.C. course and the syllabus under it has undergone frequent changes. Admission to Colleges is dependent on the satisfaction of eligibility rules prescribed by the Universities. I am not sure if I am wrong when I say these eligibility standards differ year after year with different Universities. The eligibility standard prescribed for Government Service is different. There is a growing feeling that the standards set have been lowered and consequently the pupils completing the S.S.L.C. course are not sufficiently equipped either to pursue further studies or enter life.

For some years the question of providing vocational courses in the high school stage as a solution for the prevention of pupils who are unfit for University academic courses seeking admission into University colleges and at the same time afford them opportunities to enter life or pursue higher vocational courses, has been engaging the attention of Government. It has been discussed at length and conclusions have been arrived at more than once. They have often proved to be tentative and as to the stage at which bifurcation should take place it has been changed more than once. At one time it was decided that selection should take place after the IV Form. Later it was suggested it should be after the III Form. At the outset let me state I am one of those who is opposed to bifurcation either in the III Form or IV Form stage. I am of the view that in the conditions which exist now in our country it is necessary that every boy or girl should receive complete full-time education upto VI Form and the courses of studies should be so arranged as to achieve this objective. Moreover, the age of the pupil at which he would be in a position to make his choice should not be either at 11 + or 13 +. It is only at 15+ or thereabout and after the completion of the VI Form he is in a better position to make his choice as by then his mental predispositions would have become more evident and the selection can be made minimising errors as much as possible. If the selection is made either at 11 + or 13 + it is recognized that there should be provision for transfer to a different type of education if the original choice proves to have been unsuitable. Moreover, on what principle is this selection to be made? The Central Board of Education has adumbrated the selective process. In my opinion it is somewhat elaborate; it lacks simplicity; it takes for granted conditions which do not at present exist in our

country; it expects the maintenance of school records of a kind which would enable the teachers to decide who is likely to be benefited by a high school education; and it does not after all dispense with the competitive test. In this connection I would invite your attention to the observations of the Norwood Committee Report on this topic:

“Transfer from primary to secondary stage should take place, according to capacity and attainment, between the ages of 10 + and 12 +. Differentiation for types of secondary education should depend upon the judgment of the teachers in the primary school, supplemented, if desired, by intelligence and other tests. Since special interests and abilities are often not manifest so early, pupils should pass into a lower school, attached to a grammar, technical or modern school, where their work should be kept under review by a teacher specially charged with the responsibility of discovering to which type of education each pupil is fitted. The curriculum in all lower schools should be much the same; transfers would be possible at any time; and at 13 + promotion to the appropriate type of school would be made”.

Then again the White Paper on Educational Reconstruction has some pertinent remarks to which also I would invite your earnest attention:

“More serious still is the effect on the junior schools and their pupils of the arrangements for transition from the junior schools to the various types of post-primary education. It is at the age of 11 that the children sit for an examination on the results of which depends the nature of their full time schooling. The most successful—amounting to only about 9.5 per cent—proceed to the secondary schools, while the remainder, with the exception of a few who go to junior technical schools receive the rest of their fulltime education either in separate schools for senior pupils, or in the upper classes of the all-age schools to which they already belong. There is nothing to be said in favour of a system which subjects children at the age of 11 to the strain of a competitive examination on which, not only their future schooling, but their future careers may depend. Apart from the effect on children, there is the effect on the curriculum of the schools themselves. Instead of the junior schools performing their proper and highly important function of fostering the potentialities of children at an age when their minds are nimble and receptive, their curiosity strong, their imagination fertile and their spirits high, the curriculum is too often crammed and distorted by over-emphasis on examination subjects and on ways and means of defeating the examiners. The blame for this rests not with the teachers, but with the system.

“Apart from the method of selecting pupils for the later stage of compulsory education, it is obvious that a final selection at the age of 11 makes no allowance for the child who develops later than the majority of his fellows. Spasmodic efforts are made here and there at a further sorting of children at the age of 13, but they are the exceptions rather than the rule”.

“At about the age of 11 comes the change from the junior to the senior stage. At present all children of the appropriate age and standard enter for the special place examination and, from what

has been said previously, it is clear that there is urgent need for reform. Accordingly, in the future, children at the age of about 11 should be classified, not on the results of a competitive test, but on an assessment of their individual aptitudes, largely by such means as school records, supplemented, if necessary, by intelligence tests, due regard being had to their parents' wishes and the careers they have in mind. Even so, the choice of one type of secondary education rather than another for a particular pupil will not be finally determined at the age of 11, but will be subject to review as the child's special gifts and capacities develop. At the age of 13, or even later, there will be facilities for transfer to a different type of education, if the original choice proves to have been unsuitable. The keystone of the new system will be that the child is the centre of education and that, so far as is humanly possible, all children should receive the type of education for which they are best adapted".

It will be seen how difficult the selective process is whether it be at 11+ or 13+. In the absence of facilities referred to in the above extracts, I plead for the postponement of selection till after the VI Form when the school records as well as the competitive test will assist more correctly the assessment of individual aptitudes. But it looks as though the decisions have been made and we are asked to conform to them. The syllabuses of the courses proposed to be introduced have been published. I also understand fifty secondary schools have been chosen and the subject to be taught in each has also been settled. How far each school will be able to secure necessary equipment to start the course allotted to them and will have the necessary finance even though three-fourth grant has been promised, remains to be seen. Already it is announced only 36 High Schools have agreed to introduce the bifurcated courses. It may be most of these will choose one subject and that too one which is likely to cause least embarrassment both in regard to equipment personnel and finance. The Sub-Committee of the Provincial Advisory Board of Education considered that the question of the institution of technical studies will require great care and unless the necessary equipment and the teaching personnel are available, it is not desirable to introduce such courses of study in any school. The Sub-Committee also laid down the object of technical education in the following words: "Broadly speaking, the object of technical education in the secondary stage should be to train the young men in such industries, cottage and large-scale, as are commonly in existence in the Province. The particular schools that may be selected for particular types of industries may be schools located in the particular areas where such industries are predominantly in existence." Moreover, provision of one industry alone restricts the choice for the pupils and there is no scope for change-over from one industry to another. Either the pupil should continue the technical studies however restricted the scope may be or continue in the Arts and Science course. As the choice of the courses is voluntary, the scheme is bound to prove a failure unless the technical courses provided are many and sufficiently attractive giving the pupil ample scope for choice. Moreover, the courses also should not be located separately and apart. All the types should be located in the same building or on one site to facilitate free interchange of pupils from

one type of education to another and from one course to another. Segregation of children in different types of schools is a contradiction of democratic ideals and leads to intensification of social distinctions even in the education system. Therefore, it is argued that there should be only one kind of secondary school for children of all types and degrees of ability, providing in itself for diversity of interests and aptitudes and yet affording common ground for the education of the school community as a whole. If there are to be transfers, as contemplated, they should be from course to course in the same school rather than from school to school.

We are informed that students who have taken either the technical course or the course in Arts and Science would, if they so desire, be enabled to change over to the other type of course, and qualify at the final Examination after one year of additional study. Does not this condition also make the choice of the technical course less attractive?

Of the few subjects in the scheme of bifurcated courses suggested, it is proposed to include 'teaching.' The idea seems to be that instead of the present two years' secondary grade training course after the completion of the high school course, those who take up 'teaching' in the high school may be given only one year's training to enable them to become secondary grade teachers.

I am not sure if you all agree with this proposal. This suggestion emanated in a slightly modified form from a Committee on which I happen to serve. Dealing with the extension of elementary education, we were confronted with the problem of teachers, and that too better trained teachers. There is ever increasing demand for them and the supply is hardly adequate. It is hoped this decision to include 'teaching' in the bifurcated courses and reduction in the period of training will secure better response.

There seem to be still some more reforms in Secondary Education on the anvil. Reforms in the middle school course have also been announced. Whether it is proposed to reform higher elementary education or do away with it or replace it by the 'senior basic' school, as far as I am aware no decision has been announced. If the higher elementary schools are to continue, the courses of studies may be suitably modified to approximate to those of the middle school.

I have heard it said that these reforms are being announced without giving adequate opportunity to the teaching profession to express its views. Though it is the intention of Government to carry out the reforms both in the middle and secondary schools from June next, I understand neither the managements nor the teaching profession, let alone the public, have been given a clear idea of the new set-up. Is it too much to ask the Government to take the public into confidence and announce their policy regarding basic education and secondary education in clear and unequivocal language? We should not be required to seek enlightenment from the speeches of the Hon. Minister for Education delivered on the floor of the Legislature.

University Education

I do not propose to deal with this topic as I feel our learned Principal is more competent to do so. We have just now heard him on the subject. On only one point I venture to offer a few remarks. It is in regard to the lessening of the period of the University Arts and Science courses either with or without the addition of one more year to the secondary course. I feel it would be advantageous to reduce the course to three years doing away with one public examination at the Intermediate stage. I am informed the opinion is sharply divided and the Universities themselves may not welcome this reduction. If the training and content of education are not likely to suffer, the reduction in the period of study is in every way desirable. The Central Board of Education observe as follows :

"Any reorganisation of Indian Universities should, however, begin by defining the minimum duration of a University course of study. In 1934 and 1939 the Inter-University Board and the Conference of Indian Universities accepted the principle of a 3 years degree course, provided that the High School system could be so reorganised as to absorb the first year of the Intermediate course without any lowering of standards. In 1935 the Central Advisory Board of Education endorsed this opinion. In the previous chapter on the High School it has been proposed to extend the upper stage of the school course to three years instead of the present two, with the avowed object of raising High School standards ultimately to the present Intermediate level and so facilitating not only the introduction of a 3 years degree course in Universities, but also the raising of University standards as well.

Progress of Education

Recently I had occasion to look into figures relating to spread of education. I must confess I was greatly disappointed with the progress of elementary education. The figures revealed that within a period of ten years while the percentage of increase in the pupils in the colleges was 126, in the secondary schools 104, it was only 23 per cent in the elementary schools. I feel not only there is need for a planned expansion of elementary education to reach the objective within a reasonable period of time, there is also the necessity to earmark all additional resources for the expansion of elementary education. The figures of expenditure in the Budget may appear imposing; but they indicate comparatively little progress. One of the Directive Principles of State Policy laid down in the Draft Constitution of India is the provision for primary education. It reads as follows:

• Every citizen is entitled to free primary education and the State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children, until they complete the age of fourteen years.

It is hoped the Government of Madras will formulate schemes to reach the objective in the time fixed. Under the provisions of the Madras Elementary Education Act, 1920, local bodies are permitted to levy an education

tax on their own initiative with the approval of Government. The Act also empowers the Government to direct the levy of the tax. Until 1941, local bodies were paid a contribution equivalent to the proceeds of the tax levied by them. In that year the Act was amended; the Government are not obliged to give a contribution towards the proceeds of education tax levied after the amending Act came into force (8-7-1941). Subsequently, it was decided to sanction contributions in respect of local bodies which received contributions calculated at lower rates based on the average rates of education tax for the Presidency, viz., 1½ per cent of property rentals in municipal areas and 3½ pies in the rupee of land revenue in rural areas. Besides this the Government have undertaken to introduce the scheme of compulsory elementary education in selected areas in each district bearing the whole cost of the scheme of compulsory education. It is immediately necessary to repeal the 1941 Act and restore contributions equal to the proceeds of the education tax. To make up the deficit due to planned development, approved by the Government, they may make special grants to local bodies. These steps will ensure steady progress towards the attainment of the objective. Rules governing aid to private managements may also be suitably altered to enlist their help in this task. If a college for each district and a high school for each taluk are the targets, why should not an elementary school for each village be a worthy target?

In regard to secondary and collegiate education also there should be planned development. Whatever may be the agency engaged it should receive adequate support. These institutions should not be allowed to languish for want of assistance. Meagre amounts given as grants may not suffice at all for the efficient and successful working of these institutions. There is a limit for fee income also. Moreover, it should be the endeavour of the Government to see that all kinds of education are within the reach of the poorest in the land. It is not a wise policy to increase the scales of fees to augment fee income even though such increase is meant to increase teachers' salaries. The result may be to put a premium on higher education and place it beyond the reach of the ordinary folk.

Adult Education

In view of the conferment of adult franchise in the proposed constitution for India, education of the adults has attained increasing importance. Though illiterate, the village folk possess robust commonsense. If they are enabled to receive even rudiments of education, they will play their part in Free India. Most of the evils prevailing now is due to lack of intelligent interest in things that matter even when they vitally affect their well-being. Any scheme of adult education must be well-thought out, carefully planned and properly undertaken. It is necessary to recognise that the psychology of the adult is not the same as that of the child and the methods employed in teaching children are least suited for adults. Mere mass literacy drive such as that inaugurated in certain provinces may be spectacular but the results will not be lasting. It is not schools but community centres that are needed to

educate the adults. The acquisition of the 3 Rs. is the last part in the adult Education programme though as a means to an end the importance of the 3 Rs. cannot be lost sight of. But more than everything the workers engaged in adult education should play not merely the role of teachers but that of friends, philosophers and guides of the people whose awakening is their concern.

Buildings and Equipment

It is a matter of common knowledge that the buildings in which our schools are housed and the equipment provided are far from satisfactory. Our village schools are housed either in ill-ventilated, insanitary and narrow rented buildings or in hovels often with no protection from sun, wind and rain. Many of the High Schools also suffer from similar handicaps. The cost of buildings and equipment has gone up and no management is in a position to find its portion of the cost. Nor can the Government find funds to give grants to provide accommodation and equipment at inflated costs. But if the institutions are to exist and thrive, decent accommodation and equipment are absolutely necessary. Therefore, I have been pleading with Government that grants for buildings and equipment may be on the basis of pre-war costs and the balance of amount required to provide them may be on loan basis on easy terms to be repaid in easy instalments. This procedure may be adopted in respect of all educational institutions. I have every hope that this policy will commend itself to all managements. It has the merit of promoting economy in the costs and inculcate a sense of responsibility in those running the institutions.

Library Movement

We are soon to have a Library Act on the Statute Book. When the topic was mooted, I was one of those who doubted the necessity for such a measure. Libraries are absolutely necessary if lapse to illiteracy is to be prevented. Moreover, only through these libraries knowledge can be spread and a zest for information can be created. It would also enable readers to cultivate an intelligent appreciation of events and things happening in the world. A library should be the embodiment of all that is good, true and noble and should cater to the needs of all, high and low, rich and poor. In the past the promotion of library movement was not seriously taken up. There was no proper supervision, enlightened interest and continued support. A Statute cannot provide all these. However, if the existence of a Library Act can promote the library movement, I welcome it. But the Government also must have a plan of action. It should take an active part especially as libraries are a necessary concomitant of any adult education programme. As far as I am aware Bombay is the only province which has formulated a plan and has come forward to finance it. The Bombay plan appears to be this:

The Government of Bombay have approved a plan for opening 500 village libraries within a five-year period at a total cost of Rs. 2,59,500.

Every village in Bombay province with a population of 1,000 to 5,000 and a full-grade primary school will have a library at the rate of 100 libraries each year. The libraries will be placed in charge of the Headmaster of the village school who would be paid an extra allowance.

The scheme has been sanctioned as a post-war reconstruction measure for the liquidation of adult illiteracy.

At present the Government are sanctioning grants every year to public libraries maintained by local bodies, private associations and panchayat boards. The maximum grant admissible to each library under local bodies and private associations is Rs. 200, and the maximum grant admissible to each library under panchayat boards is Rs. 100. In 1947-48, a sum of Rs. 35,000 was paid as grants to libraries under local bodies and private associations while a sum of Rs. 40,000 was sanctioned for libraries under panchayat boards. It is gratifying a sum of Rs. 2 lakhs has been provided in the Budget for 1948-49. What is required is an approved plan as in the case of Bombay so that every village with at least 1,000 population will have a library within a reasonable period of time.

Let us hope our Government will not rest content by passing a measure and creating some posts under it. It would have served the purpose if it succeeds in quickening real interest in the library movement.

Religious Education.

There has been a great deal of controversy regarding the need for religious education and the part the State has to play in providing for it. India has been declared to be a secular state and as such there is no state religion. Nor can she any longer permit propagation of religion through public institutions. Therefore, we should all welcome the declaration contained in the Draft Constitution which sets at rest all controversies. The Draft Constitution states:

No religious instruction shall be provided by the State in any educational institution wholly maintained out of State funds.

Provided that nothing in this clause shall apply to an educational institution which is administered by the State but has been established under any endowment or trust which requires that religious instruction shall be imparted in such institution.

No person attending any educational institution recognised by the State or receiving aid out of State funds shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person, or if such person is a minor, his guardian has given his consent thereto.

Nothing in this article shall prevent any community or denomination from providing religious instruction for pupils of that community or denomination in an educational institution outside its working hours.

This leads us to the consideration of the retention of denominational schools by the State on the ground of religion or culture. No one can take exception to the principles enunciated in the Draft Constitution and it should be our endeavour to give effect to them even now. It is somewhat surprising that the Government while expressing their views against the starting and maintenance of separate schools as a policy, have agreed to continue them for the present during the next five years. It is also proposed to continue the present arrangement for the provision of religious instruction though only in accordance with the syllabus approved by Government. I am sure I am echoing your feelings when I state the Government should immediately give effect to the principles of the Draft Constitution without yielding to the clamour for separatist tendency and enforce also the provisions relating to the conscience clause.

Text Books

There has been considerable agitation on the supposed decision of Government to undertake the publication of text books. I may be forgiven if I venture to state that the agitation against the proposal emanating from the publishers is understandable because the publishers who have been in this business will be affected. But I cannot really understand why the teaching profession should join this agitation. All of you are aware of the present system under which the text books are prescribed. You are also aware how books prescribed in different districts and even in different schools differ. These books are prescribed by different agencies according to their whims and fancies. I doubt very much if any accepted standard is followed in judging their suitability except to see that they are in accordance with the prescribed syllabus. You also know how the publishers practically pester the prescribing authorities and the scramble for recognition often assumes unseemly forms. Moreover, ours is a secular State with certain definite objectives for the attainment of which we should all strive. It is necessary our future generations must be so brought up that they grow up to be useful and patriotic citizens imbued with a high sense of duty and responsibility towards the State. The contents of these text-books should be so arranged as to assist in the development of these high qualities. Who is more competent to do so than the State? Therefore, the opposition to this move on the part of the State is, in my humble opinion, short-sighted and betrays lack of appreciation of the high purpose and ideals of our State whose future development along right lines must be the concern of all. The only possible objection which may be legitimately raised is the course proposed may lead to a kind of regimentation smothering individuality. There is this danger even now as the text-books are approved by a central authority which is also expected to accord recognition to books which are calculated to promote the objectives of the State. As far as I am concerned the profit motive is of secondary importance. In fact such profit as the State may derive by the sale should be utilised to promote better and more up-to-date books by employing the services of the best brains in the country without caring for the cost.

Uneconomic Schools

To many of us the use of the word 'uneconomic' with reference to educational institutions may savour the idea of profit as opposed to the ideal of service. But a careful consideration will convince any unprejudiced educationist that it is a wrong policy to maintain educational institutions in localities where the need is comparatively less while neglecting localities where the need is great and that too when such demands are conceded to satisfy the vociferous sections of the population. You are all aware of the conditions governing grants to aided institutions. As regards elementary schools it is laid down that no grant shall be calculated for any teacher in a school with an average total attendance of less than 20 pupils. Please note it is not *strength* but *attendance* which is the condition prescribed for assessing grant. Then take the case of secondary schools. Here also satisfactory attendance is the condition precedent for the sanction of grant. The rule reads as follows: "A grant shall not be given to an institution which had not for the previous official year an average daily attendance of 45 pupils in Forms I to III in the case of middle schools or in Forms IV to VI in the case of high schools. The Director may, however, relax this rule in special cases." It is clear from these rules that certain standards are laid down which every aided institution should satisfy to obtain grant. What is wrong in saying that all uneconomic schools, be they Government or aided, for boys or girls which have less than 20 pupils per class on the average should be closed? In making this suggestion by any body and the Government deciding to give effect to it, they are only drawing attention to the existing rule in regard to aided elementary schools where even *attendance* and not mere *strength* is demanded. Rules which are applicable to aided institutions must be equally applicable to Government institutions as well. Why should they be judged by different standards to the detriment of the aided agencies? Therefore, the agitation set up for the retention of Government schools even though they do not satisfy the standards set for aided schools lacks force. It looks as though the Government have yielded for the present to this unreasonable opposition. While aided agencies are struggling hard to maintain their institutions for want of adequate support, it is surprising that public funds should be spent in maintaining institutions which do not satisfy the standards laid down either in regard to strength or attendance.

Status and emoluments of teachers

The question of the status and emoluments of teachers employed under various agencies has assumed great importance during recent years. As you are all aware I have been pleading time and again that there is no justification for treating teachers employed under Government, local bodies and aided managements each in a different way and that the grades of salaries fixed should be without distinction. If it is conceded—I am sure there is no one who will dare to question—that they are all performing same functions and their responsibilities are equally onerous, what grounds are there to allow the teachers to be treated differently simply because the agencies employing them

are different? It is also necessary to emphasise the fact that aided managements are rendering a service to the community and assisting the State. The responsibility for providing educational facilities would have otherwise devolved wholly on the State. If the state had undertaken the task the burden on the revenues would have been comparatively much more not only on account of maintenance costs but also due to cost of supervision and control. You are all aware that the Post-war Reconstruction Committee accepted the principle of equal treatment to all teachers in regard to salaries irrespective of the agency under which the teachers are employed. For reasons which cannot bear scrutiny that principle has been abandoned and different grades of salaries are prescribed for teachers employed under Government, local bodies and aided managements though the qualifications prescribed are the same. As a result of agitation against such invidious distinctions scales have to some extent been altered, but still invidious distinctions are maintained. The number of G. Os. issued are almost a legion and to analyse them will take up much of your time. Suffice it to say that they do not satisfy the teaching profession and are not calculated to allay the growing discontent prevailing owing to the high cost of living. Moreover, it is doubtful if all the local bodies and aided managements are in a position to adopt even the scales of salaries prescribed. In many cases these orders may prove pious wishes which can never be translated into action. I shall give below replies given in the Madras Legislative Council regarding orders on salaries and allowances to teachers since 1945.

Copies of general orders regarding the introduction of revised scales of pay for the members of the Madras Educational Subordinate Service, for teachers in schools under local bodies and private managements have been kept in the library of the Legislature.

In the cases of teachers under local bodies orders have been issued in the Local Administration Department permitting individual local bodies to grant house rent allowance to employees of those local bodies including teachers.

In regard to the grant of dearness allowance to teachers in aided elementary schools and panchayat schools, instructions were issued to the Director of Public Instruction and the Inspector of Municipal Councils and Local Boards from time to time. At present teachers in schools under private managements and in panchayat schools are getting dearness allowance at Government rates.

Orders have been issued in G. O. No. 2035, Education, dated 19th September 1947 in regard to the grant of advance increments to certain local bodies. In the case of other local bodies individual orders are being passed after examining the financial position of each of the local bodies as to whether or not they will be able to meet the expenditure on account of weightage.

21 District Boards and 64 Municipal Councils had granted advance increments to teachers in elementary schools. The remaining boards and councils could not do so due to lack of funds. The Government had decided not to insist on these bodies granting such

increments in the current year. The question would, however, be reviewed later when finances improved.

In the case of teachers employed in secondary schools under local bodies, the Government instructed all special officers of district boards and executive authorities of municipal councils to grant advance increments without any claim for arrears.

The Government's decision was that expenditure connected with the grant of advance increments to teachers in elementary schools should be met from the funds of the local bodies concerned and that no subsidy should be paid for the purpose, but only advances which would be recovered in instalments.

Assessment of grants

In respect of aided secondary schools, expenditure on payment of salaries as fixed in the revised scales would be taken into account for purposes of assessment of teaching grants. Management of aided secondary schools had been advised to adopt at least the revised scales fixed for teachers under local bodies from Jan. 1, 1947. In cases where Managements had not done so, the Government had decided to insist on the adoption of the revised scale from June 1, 1947.

Revised scale had been given no retrospective effect in many cases. The Government had since ordered that if the management had allowed advance increments in the revised scale of pay in accordance with the principles laid down, the expenditure involved would be taken into account for purposes of assessing the teaching grant.

To enable managements to meet the additional expenditure the Government had raised the basis of assessment of the teaching grant from one-half to two-thirds of the approved net cost from June 1, 1947. No representation had been received after the order mentioned above had been passed.

Increased pay and allowances

All local bodies had introduced the revised scale of pay paying also dearness allowance at the old rates to their employees. The question of allowing them to grant such allowance at the enhanced rates sanctioned for Government servants were under Government consideration.

The financial position of almost all local bodies was unsatisfactory at present on account of the introduction of the revised scale of pay and the grant of dearness allowance. To enable them to introduce the revised scale for teachers in elementary schools, the Government had sanctioned the enhancement of the rate of education tax and had given advances wherever necessary. The Government were also giving subsidies wherever necessary towards the payment of dearness allowance.

The Government had also sanctioned the payment of teaching grants on the basis of the net cost of the maintenance of secondary schools, in lieu of the fixed lump-sum subsidies paid hitherto. The

had also sanctioned a grant on the same basis of half the net cost towards the expenditure incurred on the payment of dearness allowance. This had afforded the necessary financial relief, with the result that the revised scales of pay had been adopted by all local bodies. The question of allowing the revised rates of dearness allowance was under consideration.

The orders, as I have stated already, are many and their reproduction will occupy pages. You will forgive me for not reproducing them though I concede their perusal will bring home to you all how invidious distinctions are sought to be maintained even if effect is given to them and that these orders can become operative only if the finances of these bodies enable them to give effect to them. My submission is not only the same scales of pay should be paid to all teachers irrespective of the agency under which they are employed but that such scales should also be effectively enforced. I would plead such effective steps as are necessary should be taken in regard to payment of dearness or war allowance in all kinds of schools. In the answer quoted above you will notice it is stated that teachers in schools under private managements and in Panchayat schools are getting dearness allowance at Government rates. I am not sure this is so at least in regard to elementary schools. As far as aided educational institutions other than elementary schools are concerned, the Government themselves are aware of non-payment of dearness allowance in many schools and have threatened to take disciplinary action even to the extent of withholding or withdrawing recognition in case the financial resources of such managements do not warrant such refusal of dearness allowance. But may I point out there are many managements whose financial resources do not permit of payment of dearness allowance especially when the special grant is only equal to half the difference between the maximum amount of dearness allowance admissible at Government rates and the amount of allowance paid by the managements to the staff. If the Government are really anxious that the teachers should be given dearness allowance, they should declare that they would make good any deficit incurred on account of payment of dearness allowance. There are also other questions relating to the grant of advance increments for teachers under local bodies into which some anomalies have crept in. There is also the question of the capacity of the local bodies to give these advance increments. I am not sure how the question of weightage in aided institutions is going to be tackled.

In view of the various orders passed in regard to salaries and allowances of teachers under various agencies sometimes amplifying, sometimes perhaps conflicting, may I respectfully suggest to Government that they should constitute a small Salaries Committee consisting of representatives of Government, local bodies, managements and the teaching profession to review all the orders issued till now, examine their equity and formulate proposals to remove all inequities and anomalies? In making this suggestion and requesting the Government to accept it, I am not asking them to do something out of the way.

Conditions of Service

You are all aware that recently the conditions of service of teachers employed under aided agencies were examined. A committee was appointed to examine them and their report with certain modifications was adopted by the Provincial Advisory Board of Education. But the committee themselves suggested that the rules regulating the relationship between the school authority and teachers should be incorporated as part of the rules of the M. E. R. and should be regulated in the same way in which the relationship between the Government and the local bodies on the one hand and their teachers on the other is regulated by statutory rules, obviating the need for special agreement. It was also suggested that all such conditions as could not be incorporated in agreements should be regulated by issue of appropriate administrative orders for the information and guidance of the school authorities and teachers. There is also the suggestion that the relationship between the school authority and teachers should be regulated by statute. As this subject is of very great importance, I would suggest to the Conference to give their best consideration to it.

Since I wrote the address the Government of India have appointed two expert committees, one to deal with the reform of secondary education and the other to examine the question of medium of instruction in schools and Universities. Maulana Abul Kalam Azad announced that all provinces were agreed that in primary and secondary stages the medium of instruction should be the mother tongue. As regards University education, English has been even now the medium of instruction. The questions posed were whether it was not desirable to have one national language as it would be a unifying factor or the provincial or regional languages which had all developed a rich and progressive literature, as the medium of instruction in the Universities. If, however, the provincial or regional language is to be the medium of instruction, what should be the place of the national language in the University curriculum? Maulana Azad also raised the question of the period of transition within which either the regional language or the national language should replace English. He also stressed the great importance of English as an International language and requested the committee to accord to it its due place so that its honoured place in the educational system of India may as far as possible be maintained. The place of language in any educational system is of utmost importance and we wish in our province too the Government will give due consideration to all aspects before coming to decisions as to the place of English and Hindustani and the stage at which they should be introduced, whether, the one or the other or both should be compulsory or optional and other relevant matters. Incidentally this raises the question of the place of Sanskrit in our educational system. I have just raised some questions for your consideration without expressing my own views as I do not want to interfere in any way with your freedom to consider them dispassionately. Since then the decisions of the committee have been announced. The Madras Government too have stated the place they propose to accord to Hindustani and have even published their draft syllabus. I plead in all earnestness the

Conference should give its best consideration to this important topic and express its considered views.

I have almost completed my task. Within the compass of an address which, I am afraid, has already become unduly long, I have dealt with as many problems as possible. I know there are many others such as military training in schools which need our consideration. In regard to some problems also I have not ventured to express what I feel lest I should anticipate your decisions before discussions on them which we are sure to have in the Subjects Committee and in the Conference. Even in regard to matters dealt with I have only indicated my views. The wisdom and experience of many of you who have spent almost a life-time in the teaching profession is available to the Conference and I hope to profit along with many of you. I plead for free and frank discussion so that such decisions as we may arrive at will faithfully embody the considered views of the teaching profession who have every right to be heard and whose points of view deserve respectful consideration of the authorities who shape and guide the destinies of our province.

Education for free India is the objective which we should all aim at. But in achieving this aim we have to take into account the prevailing conditions in the country and so adjust our schemes of reform and expansion that we secure maximum results within the shortest period of time. Things are what they are and it is the part of wisdom to take note of them and so plan our educational reform and expansion that we progress along right lines towards our objectives without any violent disturbances, facing obstacles in our path and removing them with determination, fired with enthusiasm for the cause and devoting ourselves to the task with faith and hope. In this high endeavour we should not forget the fact that we are planning for democracy whose objectives are necessarily different from those of the set-up in which we have so long been brought up. Our educational planning should never lose sight of the fact that any system we devise, be it in the primary, secondary or collegiate grade, should enable the pupil to secure the highest degree of physical, mental and moral development of which he is capable irrespective of his wealth and social status. It should also enable the pupil as a result of education to use his abilities for the good of the country to the fullest possible extent and exercise intelligently franchise and other privileges conferred on him. It should also assist in welding together into one community all the heterogeneous elements of our population by exercising tolerance towards and consideration for all irrespective of differences in caste, creed or even race. Therefore, any plan we propose for execution should not attempt to impose any limitations on educational developments consistent with the democratic way of life as long as they satisfy the two fundamental aims, viz., training of character and education for citizenship.

Permit me to thank you again for the opportunity you have given me and the privilege you have accorded to me to associate myself with this Annual Conference of Educationists.

JAI HIND.

THE SOUTH INDIA TEACHERS' UNION

The 39th Annual Report 1947—1948.

The Executive Board of the South India Teachers' Union has great pleasure in presenting the 39th Annual Report of the Union for the period 1st April 1947 to 31st March 1948.

Strength:—There were 21 District Teachers' Guilds affiliated to the Union at the beginning of the year. The following Guilds are in arrear of affiliation fee:—

1. South Arcot District Guild for 3 years.
2. Chingleput District Guild for 2 years.
3. Bellary District Guild for 1 year.
4. Cuddapah District Guild for 1 year.

The Executive Board has under consideration the continuance of the affiliation of these Guilds.

The number of affiliated Teachers' Associations at the beginning of the year was 20. Three associations failed to renew their affiliation. Two other associations merged in the District Guilds that were affiliated last year. Four new associations were affiliated during the course of the year thus bringing the total number of affiliated associations to 19 at the end of the year.

Office-bearers.—At the Annual General Body Meeting held in the Hindu High School, Triplicane, on the 14th May 1947, the following were elected office-bearers:—

President:—Sri M. S. Sabhesan, M.A.

Vice Presidents:—(i) Sri A. Srinivasaraghavan, M.A. (ii) Sri A. Satyanarayana, B.A., B. Ed.

Secretary:—Sri S. Natarajan, B.A., L.T.

Joint Secretary:—Sri V. Ramunny.

Treasurer:—Sri V. Arunajatai, M.A., L.T.

Vigilance Committee:—Sri G. Krishnamurthy, Convener. (In the course

of the year Mr. Krishnamurthy tendered his resignation on grounds of health.) No committee was constituted.

The Working Committee elected Sri C. Ranganatha Iyengar, M.A., L.T., as Journal Secretary and Sri G. Srinivasachariar as Additional Journal Secretary.

The Executive Board:—The Board met four times during the year (11th May, 5th July and 22nd November 1947 and 22nd February 1948).

The chief items of business transacted were:—

(a) The plan of work of the Council of Action and the Salary problems of teachers.

(b) Observance of Education week.

(c) Arrangements for the 38th Provincial Educational Conference.

(d) Ensuring the non-political character of the Union.

The Working Committee.—The Committee met only once on the 5th July 1947. It transacted most of the business in circulation.

The 37th Madras Provincial Educational Conference:—Owing to unavoidable difficulties, the venue of the 37th Provincial Educational Conference had to be changed from Madura to Madras. The conference was held on the 12th, 13th and 14th May 1947 under the distinguished presidency of Sri T. T. Krishnamachariar, M.L.A. (Central). There was a symposium on "Teacher's position and the Government communique." Resolutions touching the revision of the salary scales and dearness allowance to teachers were passed.

After an animated discussion, the conference resolved to appoint a council of action to take necessary steps to implement its resolutions regarding salaries and direct action.

A scheme drawn up by a committee of educationists was presented to the

conference. Sri T. T. Krishnamachariar, the President, surveyed the whole field of education, made valuable suggestions for the reorganisation of education and commended the practical recommendations of the committee of educationists to the notice of the authorities. He was at home to the delegates.

An Educational Exhibition of Children's books was organised and Mrs. Mona Hensman opened the Exhibition which attracted well over 2000 visitors. The Executive Board records its thanks to the Publishing Houses for their ready and generous co-operation in the organisation of the exhibition. It is particularly thankful to Messrs B. G. Paul & Co. for their valuable help in the publication of the Guide Book and of the pamphlet, the Seven year plan of Education.

All-India Educational Conference.—The 23rd All-India Educational Conference was held at Rewa from the 28th to 31st December 1947. Sir S. Radhakrishnan, Vice-Chancellor, Benares University, presided. Messrs. S. Natarajan, C. Ranganatha Iyengar, A. Sutanarayana and V. Bhuvaramurthi Rao attended the Conference and participated in the discussions.

Propaganda.—1. The President of the Union presided over the Tinnevely District Teachers' Conference in May 1947.

2. Sri T. P. Srinivasavaradan attended the Cuddapah Guild Conference and the Vizagapatam Guild Conference in May and October 1947 respectively.

3. Sri S. Natarajan addressed the Anantapur District Teachers' Conference in April 1947 and presided over the Conference of the Chittoor District Teachers' Guild.

4. Sri C. Ranganatha Iyengar, Journal Secretary and Propaganda Officer of the Protection Fund, toured Kurnool, Nellore and Ramnad Districts and presided over the Anantapur district Edn. Conference.

5. Sri A. S. Raghavan presided over the Salem Educational Conference.

Education Week.—The Seventeenth South Indian Education Week was observed from 6th to 12th October 1947. A Central Education Week Committee was constituted with the Hon'ble Sri T. S. Avinashilingam Chettiar, B.A., B.L., Minister for Education, as Chairman. The central theme for the year was "Education in Free India". A feature of this year's programme was the emphasis on social service, the beautifying of the school and its surroundings and discussion on Basic Education.

The Work of the Union.—The Council of Action formed in accordance with resolution No. 3 of the 37th Provincial Educational Conference met twice in the year. It appointed various committees—the finance committee, the negotiating committee, propaganda and publicity committee and a directorate of action.

By a resolution of the general body, members of the Working Committee became ex-officio members of the Council of Action and this greatly helped in unifying the activities of the Working Committee and the Council of Action. Statistics in respect of teachers' salaries, the number of teachers with long years of service, the cost of giving advance increments etc. had to be obtained and several representations were made to the authorities by the negotiating Committee of the Council of Action. Deputations on behalf of the Union, and on behalf of the Council of Action waited on the Hon'ble Minister for Education, the Hon'ble Minister for Local Administration and the Hon'ble Minister for Finance and made a very strong plea for the betterment of the salary scales, the removal of anomalies and inequalities and for the grant of weightage for past services. The Board takes this opportunity for expressing its indebtedness to the valuable help rendered by Sri T. T. Krishnamachariar in presenting our case to the authorities.

The Board is happy to record that in the attitude of the authorities towards teachers, their salaries and service conditions, a change for the better is noticeable. There is seen an apprecia-

on of the importance of the teacher and of the need to ensure to him proper conditions of service and adequate emoluments.

But Government is slow in passing and price levels rise so quickly that the teachers are unable to feel the beneficial effects of the salary revision.

Many anomalies have to be rectified and differences have to be removed. The question of teachers of special subjects, such as Physical Education, Arts and Crafts, etc. has not been given proper consideration. The Union has submitted a memorandum on all these points and the Executive Board hopes that the authorities would pass early orders and thus remove once and for all the feeling of discontent among teachers that teachers might apply themselves with zeal to their work—the task of educating Free India.

A great deal of work had to be done in acquainting the public and the members of the legislature with the problems of teachers. The somewhat poor response from the members of the Union to the appeal of the Executive Board for funds on behalf of the Council of Action increased the strain on the limited resources of the Union. The office of the Union had to do very heavy work in handling statistics relating to teachers and the large volume of correspondence. The Board records its appreciation of the help rendered by the office in this regard.

The Executive Board is happy to record that the form of contract had been modified. The revised form of contract which came into force from November 1947 has incorporated in it many of the suggestions made by the Union at its successive conferences. It ensures a reasonable measure of security of Tenure. According to the new form

(1) A teacher's service may be terminated by giving him three months' notice only for certain specified causes, viz., incompetence, retrenchment, physical unfitness.

(2) The service of a teacher may be terminated without notice only on

certain specified grounds, viz., wilful neglect of duty, serious misconduct, gross insubordination, mental unfitness, suspension or cancellation of certificate by the Director of Public Instruction.

(3) Before terminating the service of a teacher with or without notice, the management must inform him in writing of the grounds on which they intend to take action, must give him a reasonable opportunity for stating his case in writing and before coming to a final decision shall duly consider his statement and if he so desires, give him a personal hearing.

(4) The service of a teacher who has put in 5 years of efficient service shall not be terminated on grounds of inefficiency without previously obtaining the sanction of the District Educational Officer.

(5) The management and the teacher shall have the right of appeal to the Director of Public Instruction or the Divisional Inspector of Schools, as the case may be.

(5) Rule 35 of the M. E. R. has been altered by the addition of a sub-paragraph providing penalties should the management fail to discharge its obligations to a teacher under its employ by the non-adherence to the terms of agreement as per the contract.

Provident Fund.—While it is regrettable that the Government would not agree to increase its rate of contribution to the Provident Fund of teachers, it is something that they have permitted managements to increase their rate of contribution. The Executive Board hopes that managements would take advantage of this permission and help their teachers.

Grant-in-aid.—The Board is glad to record that Government have amended the Grant-in-aid code increasing the rate of aid from $\frac{1}{2}$ to $\frac{2}{3}$ of the approved net cost.

The Union represented to the authorities that the fee income for purposes of aid be reckoned at 80% of the standard rates and orders to that effect have since been issued.

The Non-political character of the Union—The Executive Board expressed its profound sorrow at the brutal assassination of Mahatma Gandhi, the father of the nation.

Reviewing the events immediately after his death, the Board felt the necessity to make a declaration that the Union is a non-political organisation. It accordingly resolved at its meeting held on the 22nd February that the S. I. T. U. be declared a non-political organisation and that its office bearers should not be members of any political party. It also resolved to recommend to all its affiliated guilds and associations the adoption of a similar policy.

Our Visitors.—On the occasion of the visit to Madras of Dr. Sir John Sargent, the Education Secretary to the Government of India and Secretary, Central Advisory Board of Education, the Union arranged a reception to him. He addressed the teachers on the many outstanding problems of Education.

Mr. Irvin R. Kuenzli, Secretary of the American Federation of Teachers was good enough to include Madras in his Educational Flight round the world. The President of the Union was at home to him and Mr. Kuenzli addressed a large gathering of teachers stressing the importance of organisation. He presented the Union with a copy of *Goals of American Education* published by a commission of the American Federation of Teachers.

**Shashtiabdapurthi of
Sri M. S. Sabhesan :**

A representative committee of Teachers, public men, friends and former pupils of our President, Sri M. S. Sabhesan, felicitated him on the happy occasion of his Shashtiabdapurthi at a public meeting at the Hindu High School, Triplicane, when Mr. T. R. Venkatarama Sastrigal presided. The Executive Board presented him with an address and the Board is happy to record the valuable co-operation which the members of the Union accorded to the Shashtiabdapurthi Commemoration Committee. A commemoration volume

containing his writings and speeches and also a symposium on Education was presented to him.

The District Guilds.—All the guilds except South Arcot, Chingleput and Madurai, have sent reports of their activities during the year, the salary problem and the question of Educational Reconstruction being the chief subjects discussed.

The Official Journals.—The official journals of the Union, The South Indian Teacher in English and the Balar Kalvi in Tamil, continued to make satisfactory progress. Due to enormous increase in the cost of paper and printing, considerable strain was experienced in the financing of the journals. It was not possible to increase the number of pages (32 pages and 16 pages respectively). The Executive Board considered the position and unless teachers extend their support to the journals, the Executive Board may have to consider seriously the question of increasing the subscription rates. Members' attention is invited to the receipt and charges under these heads and they are requested to use their influence in getting more subscribers for both the journals. The Board records its thanks to Messrs. C. Ranganatha Iyengar and G. Srinivasachariar for their valuable assistance.

The S. I. T. U. Printing Press.—The Executive Board felt that the organisation of a Printing and Publishing Department would be of great help in furthering the cause of the Union. It appointed a Committee and the main recommendations of the Committee are given hereunder. Members of the Union are requested to offer their views on the subject.

The essential features of the recommendations are :—

(1) The press shall be a joint stock concern.

(2) The share capital shall be Rs. 1 lakh made up of 10,000 shares of Rs. 10/ each.

(3) 75% of the shares shall be subscribed by teachers and teachers' organisations.

(4) The Director's qualification shall be the holding of ten shares in his own name.

(5) Four out of the seven Directors shall be S. I. T. U. representatives—i.e., one President, Union Secretary, Journal Secretary and Protection Fund Secretary and the remaining three shall be elected.

(6) There shall be a Managing Director.

(7) The press will, apart from printing the journals, undertake other printing and publishing work also.

The S. I. T. U. Protection Fund.—The total assets of the Fund as on the 31st December 1947 amounted to Rs. 5,12,750 as against Rs. 4,47,000 on 31-12-1946. Rs. 335-5-6 was contributed to the S. I. T. U. Profession Trust Fund. The total number of policies as on 31-12-1947 was 2767 with 6036 units as against 2343 policies with 4946 units in 1946. In recording this appreciation of the satisfactory progress of the fund during the quinquennium ending with December 1947, the actuary has been pleased to recommend the grant of a bonus of rupees two per Rupee. The Board of management is awaiting the sanction of the Superintendent of Insurance to give effect to the recommendation.

The S. I. T. U. Profession Trust Fund.—The expenditure for the year ending 31-12-1947 was Rs. 519-4-6. The total assets of the Fund on that date was Rs. 2823-15-1.

Finance.—The financial statements appended will show the urgent need for increasing the financial resources of the Union. The Executive Board has resolved to recommend to the

General Body the question of increasing the rates of affiliation fee and its recommendations have been sent to the District Teachers' Guilds for their opinion. The Board feels that the Guilds realising the need for ensuring adequate financial support to the Union, would commend these recommendations to their members and that the General Body would accept them when called upon to do so.

Conclusion.—The year under review has been one of extra-ordinary difficulties. Teachers were justifiably agitated and had a feeling of neglect and even of frustration. Fortunately owing to the generous and sympathetic appreciation of their problems by the public and by the authorities, there is a reasonable hope that the authorities who have begun to move would ere long take effective steps to give to the teachers such conditions as would enable them to discharge their duties without allowing themselves to become embittered. The proposals for the reorganisation are well under way and in spite of the controversies in respect of the inclusion of some subjects or of the content and scope of the syllabi, these proposals, we hope, would commend themselves to all teachers. They are of far reaching importance and their success largely depends upon the zeal and enthusiasm of teachers. The Executive Board hopes that the Union would be able to give more attention to these proposals and give the right guidance to the public on matters educational.

S. NATARAJAN,
Secretary.

Madras, V. RAMUNNY,
22nd April, 1948. Jt. Secretary.

Help yourself and the profession.

Subscribe for

The South Indian Teacher

&

The Balar Kalvi

Take a policy in the S. I. T. U. Protection Fund.

THE SOUTH INDIA TEACHERS' UNION

Statement of receipts and charges for the year ended 31st March 1948

RECEIPTS		CHARGES	
Rs.	A. P.	Rs.	A. P.
Opening Balances:—		Salary	
Fixed Deposits with the Madras Teachers' Guild Co-operative Society, Ltd. (Barmarked for Silver Jubilee Fund Rs. 1,150 and for Defence Fund Rs. 100).	1,250 0 0	Postage	958 15 0
National Savings Certificates (Barmarked for Silver Jubilee Fund).	800 0 0	Contingencies and Stationery	168 3 9
Indian Bank, Ltd.—		Conveyance charges	281 4 6
Current Account	66 5 0	Conveyance allowance to Secretary	44 0 3
Savings Bank Account	1,273 7 11	Publication charges of Bellary Conference Report	150 0 0
Cash on hand	18 3 8	Travelling allowances	266 12 0
Stamps	11 9 9	Subscription paid to Gazette & Journal	11 8 0
		Miscellaneous Printing charges	41 12 0
		Rent and lighting charges	75 0 0
		Admission fee to A.I.F.E.A. (1947)	15 0 0
		Audit fee	30 0 0
		Bank and M.O. Commission	3 8 6
		Delegation fee to:	
		Students' convention	3 0 0
		All-India Educational Conference	6 0 0
		Education Week (17th South Indian)	48 10 0
		Suspense	15 0 0
		Refund of delegation fee	14 8 0
		37th Provincial Educational Conference expenses	775 6 0
		Council of Action expenses	497 7 6
		Transferred to Prof. M. S. Sabhesan's Shashthi- abhapurthi Commemoration Committee	
		Miscellaneous:—	
		1. Contribution to Prof. M. S. Sabhesan's Shashthi- abhapurthi Commemoration Committee	1,419 4 6
		2. Reception to Dr. Sir John Sargent	
		3. Reception to Mr. Irvin R. Kuenzli	
		Closing balances:—	
		Fixed Deposits with the Madras Teachers' Guild Co-operative Society, Ltd. (Barmarked for Silver Jubilee Fund Rs. 1,150, Defence Fund Rs. 100 and Union Fund Rs. 500.)	1,750 0 0
		National Savings Certificates (Barmarked for Silver Jubilee Fund).	800 0 0
		Indian Bank, Ltd.:—	
		Current account	222 1 4
		Savings Bank account	553 5 10
		Cash on hand	12 3 7
		Stamps	1 12 0
			3,341 6 9
			8,659 9 2

THE SOUTH INDIAN TEACHER

Statement of receipts and charges for the year ended 31st March 1948

RECEIPTS		CHARGES	
Rs.	a. p.	Rs.	a. p.
Opening balance:		Journal Printing	
Indian Bank, Ltd.—		Paper	1,844 15 6
Current account	310 8 2	Salary	607 1 6
Savings Bank a/c	1,868 0 1	Postage	335 4 0
Cash on hand	173 2 0	Contingencies and Stationery	291 14 3
Stamps	15 4 0	Conveyance charges	167 8 0
		Conveyance allowance to Journal Secretary	52 13 0
		Bank and M.O. Commission	111 0 0
		Mis. Printing charges	4 14 0
		Honorarium to Journal Secretary	115 2 0
		Advertisement commission	100 0 0
		Audit fee	5 0 0
		Loan repaid	20 0 0
		Special large envelopes	260 0 0
		All-India Educational Conference Report expenses	208 14 0
		Closing balance:	
		Fixed Deposit with Madras Teachers' Guild Co-operative Society, Ltd.	500 0 0
		Indian Bank, Ltd.:—	
		Current a/c	372 0 0
		S. B. a/c	1,719 8 10
		Cash on hand	0 11 3
		Stamps	2 13 0
			2,595 1 1
Total	6,839 7 4	Total	6,839 7 4

BALAR KALVI

Statement of receipts and charges for the year ended 31st March 1948

RECEIPTS		CHARGES	
Rs.	a. p.	Rs.	a. p.
Opening balance:		Journal printing	
Indo-Commercial Bank, Ltd.—		Paper	908 6 0
S. B. account	1,450 1 7	Salary	104 7 1
Cash on hand	8 8 3	Postage	335 4 0
Stamps	10 6 6	Contingencies and Stationery	177 15 6
		Conveyance charges	25 6 0
		Conveyance allowance to Additional Journal Secretary	44 12 6
		Mis. Printing charges	111 0 0
		Advertisement commission	39 6 0
		Subscription refunded	5 0 0
		Honorarium to Journal Secretary	2 0 0
		Bonus to clerk	75 0 0
		Large envelopes	40 0 0
		Bank commission	104 7 0
		Closing balance:	0 8 0
		Fixed Deposit with the Madras Teachers' Guild Co-operative Society, Ltd.	500 0 0
		Indo-Commercial Bank, Ltd.:—	
		S. B. account	248 13 9
		Cash on hand	0 3 9
		Stamps	0 8 9
			758 10 3
Total	3,032 2 4	Total	3,032 2 4

THE XVII SOUTH INDIAN EDUCATION WEEK

(6th to 12th October 1947)

Statement of receipts and charges for the year ended 31st March 1948

RECEIPTS	Rs.	A.	P.	CHARGES	Rs.	A.	P.
Donations ...	65	0	0	Postage ...	50	1	0
Sale of Guide Book ...	4	3	0	Contingencies ...	15	14	0
From Union funds ...	48	10	0	Conveyance charges ...	6	12	0
				Printing charges ...	45	2	0
Total ...	117	13	0	Total ...	117	13	0

SILVER JUBILEE FUND ACCOUNT

	Rs.	A.	P.	Details:	Rs.	A.	P.
Balance as on 31st March 1947 ...	2,069	14	6	Fixed Deposits with the Madras Teachers' Guild Co-operative Society, Ltd. ...	1,150	0	0
Add interest ...	14	1	0	National Savings Certificates With the Union ...	800	0	0
					133	15	6
Total ...	2,083	15	6	Total ...	2,083	15	6

DEFENCE FUND

Fixed Deposit with the Madras Teachers' Guild Co-operative Society, Ltd., Triplicane ...	...	...	...	100	0	0
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Madras,)
22nd April, 1948. }

Examined and found correct.
V. SOUNDARARAJAN & CO.,
Registered Accountants.

S. NATARAJAN,
Secretary.

V. ARUNAJATAI,
Treasurer.

THE SOUTH INDIA TEACHERS' UNION

Executive Board as on 31st March 1948

- President: Sri M. S. Subhesan, M.A., 29, Halls Road, Egmore, Madras.
- Vice-Presidents: (i) Sri A. Srinivasaraghavan, M.A., 14, Singanna Naick St., G.T., Madras.
(ii) Sri A. Satyanarayana, B.A., B.ED., Board High School, Gudivada, Kistna Dt.
- Secretary: Sri S. Natarajan, B.A., L.T., St. Gabriels High School, 80-C, Broadway, Madras.
- Joint Secretary: „ V. Ramunni, B., Station Road, Akbarabad Post, Madras.
- Treasurer: „ V. Arunajatai, M.A., L.T., St. Gabriel's High School, 80-C, Broadway, Madras.
- Journal Secretary: „ C. Ranganatha Iyengar, M.A., L.T., Bhimasena Gardens, Mylapore, Madras.
- Addl. Journal Secretary: „ G. Srinivasachary, P. S. High School, Mylapore Madras.
- Secretary, Protection Fund: „ V. Bhuvaramamurthi Rao, M.A., P. S. High School, Mylapore, Madras.
- Ex-President: Upadhyaya Sangha Karya Praveena Sri S. K. Yegnanarayana Iyer, M.A., Madras-18.
- Anantapur: Sri V. Koprachar, B.A., B.ED., London Mission High School, Gooty.
- North Arcot: „ S. Srinivasa Iyer, Board High School, Cheyyar.
- South Arcot:
- Bellary:
- Chingleput:
- Chittoor: Sri S. V. Subramanya Sarma, B.A., L.T., Board High School, Kalahasti.
- Coimbatore: „ G. P. Kuppaswamy, B.A., L.T., D. J. High School, Gobichettipalayam.
- Cuddapah:
- South Kanara: „ S. Mukunda Rao, M.A., L.T., Canara High School, Mangalore.
- Kistna: „ A. Satyanarayana, B.A., B.ED., Board High School, Gudivada.
- Kurnool: „ K. N. Pasupathi, B.A., L.T. Municipal High School, Kurnool.
- Madras: „ P. Doraikannu Mudaliar, M.A., L.T., Chintadripet High School, Madras, 2.
- Madura: „ V. Aravamuda Iyengar, B.A., L.T., 51-A, West Avanimula St., Madura.
- Malabar: „ S. E. Selvam, B.A., L.T., V. H. M. High School, Morayur, Kandotti Post, Malabar.
- Nellore: „ V. S. Venkatanarayana, M.A., B.ED., St. Peter's High School, Nellore.

26. Ramnad:	..	V. Gopalakrishna Iyer, B.A., L.T., C.A.M. High School, Kondanoor.
27. Salem:	..	N. S. Periaswamy, B.A., L.T., Board High School, Namakkal.
28. Tanjore:	..	S. Sundaresa Iyer, B.A., L.T., Board High School, Tiruturaipundi.
29. Tinnevely:	..	K. M. Sundaram, B.A., L.T., Tilak Vidyalaya, Kallidaikurichi.
30. Trichinopoly:	..	R. Ramakrishna Iyer, M.A., L.T., V.V. High School, Tirupalathurai.
31. Vizagapatam:	..	A. L. Narayana Rao, B.A., L.T., Board High School, Yellamanchilli.

Co-opted:

32. Guntur:	Sri T. S. Narayanamurthi, B.A., L.T., Taluk High School, Tenali.
33. W. Godavari:	.. R. Bhaskara Ramamurthi, B.A., B.Ed., Taylor High School, Narasapur.
34. E. Godavari:	.. B. Jagannaadha Rao, M.A., P. R. C. High School, Cocanada.

* Working Committee Members.

*List of District Guilds and Associations affiliated to the S. I. T. U.
as on 31st March 1948.*

District Guild or Association.		Number of		Indivi- duals.	Total, strength.	
		Secondary T. A.	Elementary T. A.			
District Guilds						
1.	Anantapur	...	12	2	4	285
2.	North Arcot	...	28	...	...	Over 400
3.	South Arcot	...		No particulars.		
4.	Bellary	...		do.		
5.	Chingleput	...		do.		
6.	Chittoor	...	20	36	...	327
7.	Coimbatore	...	37	15	...	Over 400
8.	Cuddapah	...		No particulars.		
9.	South Kanara	...	23	8	7	534
10.	Kistna	...	10	...	246	Over 384
11.	Kurnool	...	15	3	1	246
12.	Madras	...	...	...	1274	1274
13.	Madura	...	15	10	...	Over 400
14.	Malabar	...	50	...	2	986
15.	Nellore	...	12	5	10	243
16.	Ramnad	...	27	10	...	446
17.	Salem	...	18	12	1	411
18.	Tanjore	...	32	11	5	618
19.	Tinnevely	...	37	8	...	403
20.	Trichinopoly	...	26	6	13	657
21.	Vizagapatam	...				

Associations

1. Hindu Theological High School, Madras	...	64
2. Lady Sivaswamy Iyer Girls' High School, Madras	...	39
3. Sarada Vidyalaya Girls' High School, Madurantakam	...	11
4. Board High School, Sulurpet, Nellore Dt.	...	23
5. Hindu College High School, Masulipatam	...	52
6. Board High School, Chirala, Guntur Dt.	...	45
7. do. Duggirala, Guntur Dt.	...	25
8. do. Kollipara, Guntur Dt.	...	...
9. G. C. B. High School, Thurumella, Guntur Dt.	...	27
10. S. N. High School, Chebrole, Guntur Dt.	...	...
11. Taluk High School, Tenali, Guntur Dt.	...	...
12. Municipal High School, Proddatur, Cuddapah Dt.	...	30
13. S. V. G. High School, Maruteru, W. Godavari Dt.	...	...
14. Taylor High School, Narasapur, W. Godavari Dt.	...	29
15. Taylor High School Branch, Narsapur, do.	...	10
16. R. R. Bh. R. High School, Pithapuram, E. Godavari	...	31
17. P. B. C. School, Cocanada, E. Godavari	...	86
18. Nandigama Tq. Board Teachers' Union, Nandigama, Kistna Dist.	...	100
19. Range T. A., Chicacole, Vizagapatam Dt.	...	10

THE SOUTH INDIA TEACHERS' UNION

*Presidents and Secretaries of District Guilds affiliated to the S. I. T. U.
as on 31—3—1948*

Guild.	President.	Secretary.
1. Anantapur.	Sri P. Raghavendrachar, B.A., L.T., Headmaster, Sri Saibaba National High School, Anantapur.	Sri V. Koprachar, B.A., B.Ed., London Mission High School, Gooty.
2. North Arcot.	Sri C. A. Samuel, B.A., L.T., Voorhees H. S., Vellore.	Sri M. Rangachari, S. M. D. H. S., Vellore.
3. South Arcot.	...	...
4. Bellary.	...	...
5. Chingleput.	...	...
6. Chittoor.	Sri A. Venkatasubramanyam, Board H. S., Pakala.	Sri P. Balakrishna Reddy, Board H. S., Chittoor.
7. Coimbatore.	Sri K. M. Ramaswamy, B.A., L.T., Diamond Jubilee H. S., Gobichettipalayam.	Sri G. P. Kuppuswamy B.A., L.T., Diamond Jubilee H. S., Gobichettipalayam.

9. South Kanara.	Sri M. S. Ekambara Rao, B.A., L.T., Anandashram H. S., Ullal, Kotekar.	Sri M. Vasudeva Bhatt, B.A., B.T., Ganpat H.S., Mangalore.
10. Kistna.	Sri N. D. Joseph, B.A., B.Ed., Board H. S., Pamarru.	Sri A. V. Raghaviah, Board H. S., Pamarru.
11. Kurnool.	Sri N. Sundaresa Iyer, B.A., L.T., Coles H. S., Kurnool.	Sri K. N. Pasupathi, B.A., L.T., Municipal H. S., Kurnool.
12. Madras.	Sri P. Doraikannoo Mudaliar, M.A., L.T., Chintadripet H. S., Madras.	(1) Sri M. P. Rajagopal, B.A., L.T., Sir M. Ct. M. H. S. Vepery. (2) Sri M. Vivekananda, B.A., L.T. Progressive Union H. S., G. T.
13. Madura.	Sri V. Kumaraswamy, B.A., L.T., Sourashtra H.S., Madura.	Sri V. Aravamuda Iyengar, B.A., L.T., West Avani- Mula St., Madura.
14. Malabar.	Sri E. Raman Menon, B.A., L.T., Calicut.	Sri M. A. Sadanandan, B.Sc. Ganpat H. S., Calicut.
15. Nellore.	Sri M. S. Raghavan, M. A., (Hons) V. R. College, Nellore.	Sri V. S. Venkatanarayana, M.A., B. Ed., St. Peters High School, Nellore.
16. Ramnad.	Sri S. Raghavachary, M.A., L.T., C. A. M. High School, Kondanoor.	Sri V. Gopalakrishna Iyer B.A., L.T., C. A. M. High School, Kondanoor.
17. Salem.	Sri M. Shanmugham, B.A., L.T., London Mission H. S., Salem.	Sri K. Subramania Chetty, B.A., L.T., Board H. S., Dharmapuri.
18. Tanjore.	Sri S. R. Balasubramania Iyer, M.A., L.T., Sir Sivaswami Iyer H. S., Tirukattupalli.	Sri K. Krishnamurti, B.A., L.T., S. M. High School, Shiyali.
19. Tinnevely.	Sri Samuel Muthiah, B.A., L.T., Caldwell H. S., Tuticorin.	Sri V. Antoniswamy, M.A., L.T., St. Xaviers H. S., Tuticorin.
20. Trichinopoly.	Sri A. Rama Iyer M.A., National College, Trichino- poly.	Sri R. Bhuvarahan, M.A., L.T., S. M. High School, Woriyur.
21. Vizagapatam.	Sri S. Parthasarathy Naidu, M.A., L.T., Maharajah's College, Vizianagaram.	Sri N. R. Raghunathachar, M.A., L.T., Maharajah's College, Vizianagaram.

இ. மா. கோபாலகிருஷ்ணக்கோன்

பிரசுர புத்தகங்கள்

மதுரை

&

சேன்னை

உயர்தரக் கலாசாலைக்குரிய பாடப் புத்தகங்கள்

புத்தகங்களின் பெயர்	விலை	புத்தகங்களின் பெயர்	விலை
தமிழ்	ரூ.அ.பை.	இலக்கணம்	ரூ.அ.பை.
புது முறைத் தமிழ் மணி		தமிழ் இலக்கணமும் வியாசமும்	
வாசகம் முதல் பாரதத்திற்		முதல் பாரதத்திற்குரியது	0 8 0
குரியது	0 11 0	* ஷே இரண்டாம்	0 8 0
ஷே 2-ம் பாரதத்திற்குரியது	0 12 0	* ஷே மூன்றாம்	0 9 0
ஷே 3-ம் பாரதத்திற்குரியது	0 13 0	தமிழ் மொழி இலக்கணம்	
தமிழ் மணிக் கோவை		1 2 3 பாரதங்களுக்கு	0 10 0
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ஷே புக் II 5-ம் பாரதம்	1 0 0	தெளிவு	
		4 5 6 பாரதங்களுக்கு	0 13 0

கணிதம்

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ஷே III	0 6 6

1 2 3 பாரங்களுக்கு

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GLEANINGS

A Social Guidance System

THE COUNSELLOR IN CANADIAN SCHOOLS

With the complexity of the world into which we are sending our young graduates steadily increasing, Canadian educators are becoming more and more concerned about the preparation of these future Canadian citizens for the world of work in which they are to search for happiness and success. Through well-organized guidance programmes we are trying to ensure that every boy and girl leaving school or university may stand the best possible chance of finding the right place in which success and happiness will make him the type of citizen our country needs.

A guidance director or counsellor is usually appointed within a community school system, on the recommendation of the guidance section of the Department of Education. In the group of schools or individual classrooms for which he is responsible, he enlists the co-operation of principals, supervisors, and class teachers in developing his programme of educational, social and vocational guidance activities. Every guidance counsellor has been trained by the Department of Education in the compilation of a personal, informative and unbiased cumulative record which is started the day each child enters school. The record begins with information offered by the parent regarding unusual pre-school activities and history. From here it must make a broad, all-inclusive growth covering the child's academic achievement, personality characteristics, unusual abilities and weaknesses, home conditions, and outstanding interests. The preparation of the record is carefully supervised by inspectors and counsellors and is strictly confidential. On graduation from elementary school the record accompanies the pupil to his secondary school. The cumulative record gives the guidance worker a foothold in his task of "knowing the pupil," and with this foothold his job is well begun.

GROUP RESPONSIBILITY

Guidance workers are warned from the start against making a guidance system simply a process of individual tests. Wisely administered tests of intelligence, achievement, and interests are important and helpful, but they are only one small part of the scheme. The results obtained are interpreted in group meetings of counsellors, principals, and class teachers, and records are made of the group's findings.

It is to these records that the counsellor automatically turns when advising students making plans for their future education or vocation. But the testing programme only takes its proper place in the guidance scheme when efficiently combined with genuine interest and common sense. It must of necessity have a definite object in view, and a wise follow-up, or it may prove a rock of discouragement on which the purposes of guidance will founder. Thorough training in the understanding, administration, and use of standardized group and individual tests therefore form part of the course for the guidance counsellor.

The heart of the good guidance system is the personal interview, and every boy and girl has at least one interview with a trained counsellor before making any of the decisions which face him on graduation from any unit of the educational system.

Every attempt is being made to see that boys and girls know that there is an educational, social, and vocational counsellor to whom they can turn for help with their difficulties. Consequently interviews are no longer confined to the school office, but the neighbourhood store, the playground, the baseball field and the main street have become natural meeting-places for discussion between counsellor and student. Complete reports of planned interviews are made by the counsellor and form part of the cumulative record available to future teachers and counsellors.

TRIPLE PROCESS

In his regular visits to senior classes the counsellor expects and receives the co-operation of the classroom teacher. Lessons about occupational fields and individual occupations are built round the interests which the students have shown. An introduction to occupations in classes 7 and 8 is intended to broaden the student's view of the world of work and pave the way for more specialized lessons in grades 9 and 10. Also by dramatization and discussion, topics like the character and habits of a good worker, etiquette in the school, home and business world, securing and holding a job are made real for the students. During classroom guidance lessons, pupils are taught to analyse themselves to get the most out of an interview and to plan clearly and efficiently for their future education or profession.

Not all problems, however, can be best treated in a group. Getting on with other people, recognizing and overcoming difficulties are some of the social and educational problems to which individual attention must usually be given. A counsellor, working with the classroom teacher, can often do more towards securing a satisfactory solution than the busy teacher could do alone. Recognizing the problem, investigating its cause, and discovering its remedy are three processes which must be carried on continuously and progress can rarely be rapid.

It has already been emphasized that a good guidance programme does not confine its activities to the school. Children who are being schooled for life in a community must let the community help in the preparation. Individuals, churches, community organizations and service clubs are both willing and eager to lend a hand in guiding young people to useful and happy citizenship. Without their help guidance libraries, interviews, and first-hand observations could be only partly successful. Nevertheless, educational and social guidance is proving itself in the Canadian educational system, and the young graduates of to-morrow will have good reason to

thank those who have so helped them to face a complex and exacting world.

(From Times Edl. Supplement, 31-1-48.)

Why Train Teachers?

Just as we were careful, he said, to enlist the services of an expert physician or engineer in matters of bodily health or mechanical efficiency, so should we demand properly trained teachers to deal with the mental and spiritual elements in the developing human being. In view of the enormous responsibility which this service entailed discussion of the question posed might well seem unnecessary.

But it was well to remember that a century ago there were very few training colleges and they only served the elementary schools. The general practice of the Grammar and Public Schools was to receive their teachers straight from the Universities after graduation. How many were the mistakes they made! It was natural that such teachers thought more of their subjects than of the pupil and his proper guidance. Even the technique was apt to be haphazardly acquired and dependent largely on pick-up methods. Without a period of training, teachers were inclined to take things as they found them.

In the training college the student received guidance from tutors versed in the educational philosophies of the ages and acquainted with the educational problems of the hour. They also had presented to them the findings of educational psychology regarding the development of human mind. Expert supervision during their practice work in schools enabled them to correct their inevitable mistakes and to develop right attitudes to their pupils and to their work.

Training alone could never make a teacher but could develop such powers as he possessed.

Extracts from the address of Mr. C. J. Cozens, Chairman of the Association of Incorporated Assistant Masters in Secondary Schools.

Middle Course

In our struggle upward and onward let us not despise the past for we can learn both by our past failures and our past successes. In our anxiety to build our city anew, we are in danger of demolishing not only the slum dwellings of the past but also many stately and superb edifices, built on solid foundations. We must have no hesitation in discarding all that has outlived its usefulness but we must not disdain to retain whatever there is of proved worth in the educational system of the past. That that system, in spite of its many weaknesses, has served us well, none can deny.

Aims of Education

In my opinion the object of education should be to discover and develop the inherent talents of the child, not forgetting that there are some who have but one talent, to create new interests and exploit particular bents so as to make him a good citizen of this country and of the world, to develop his character so as to make him a social and a moral being, to give him tools he can employ for the benefit of himself and of mankind in general, to give him the ability to use his leisure wisely without having to fly to machine-made distractions to occupy his time, to give him some idea of the greatness of the past from which he can learn the lessons which will imbue him with a burning desire to work for a much greater future, to fill him with a love and some understanding of nature, to arouse in him some appreciation of the arts, to impart to him some knowledge of the scientific workings of the universe, to give him delight in the use of his whole being. We should depict an educated man as one who has achieved perfect balance of his three-fold nature, body, mind and soul. With that definition, there probably is no educated man living, but we can but strive for an asymptotic approach to that ideal; in all of us there is some lack of balance, but extreme over-development of any one of the three sides is strongly to be deprecated, for they are all essential for the future of mankind.

Teachers' Influence

We, as teachers, have a responsible part to play in the formation of the characters of our pupils for there is not the slightest doubt that children, consciously or unconsciously, copy the habits of their elders and so, very largely, from their schoolmasters. They are with us at their most impressionable age, the age of transition from childhood to manhood, and they have an uncanny insight into the character and motives of those who teach them, and many of the habits which in the mass will form their characters are directly attributable to the example of their teachers and these habits will persist long after much of their book-learning has been forgotten.

It is therefore the duty of teachers, by their sincerity as well as by their teaching, to create in their pupils a critically selective desire for all that is good in learning, in art, in morality; to inculcate in them all an appreciation of others and the work of others. For the future welfare of the world we need in the teaching profession only men of the highest quality, intellectually and morally; we need men who enter the profession as a vocation and not merely as a livelihood; we need men of character who will train our future citizens by practice as well as by precept. I agree that to obtain these men there must be offered financial inducements comparable with those obtainable in other walks of life requiring similar qualifications—but money alone will not get the men we need.

"The Creative Child and Child Art"

Dr. Viola said that every child was creative, but the extent of creativeness varied in each child and depended partly on upbringing and environment. Young children did not create consciously; their art was sincere self-expression and often beautiful, even though it did not reproduce nature. The bourgeois superstition that art was photography must be overcome, for children create not from what they see but from within.

(Continued on Page 181)

LETTERS TO EDITOR

Inequality in the Dearness Allowance

Sir,

Teachers are as a class easily satisfied with hopes and promises extended to them by the people in power. The recent announcement of the Government regarding the enhancement of the Dearness Allowance which embraces the members of the teaching profession, has been regarded as a benign act of the Government recognising their importance also. But the inequality in the application of this boon needs to be pointed out for early rectification. The principle of fixing the Dearness Allowance has been solely based on upon the actual salary drawn by the individuals. Such being the case why should a poor elementary school teacher getting over Rs. 40 and 60 be deprived of the benefit of the enhancement and made to receive only Rs. 16 while their brethren working in the High Schools are going to draw Rs. 22 and Rs. 24 respectively? The Government must feel that the Elementary School Teachers form the backbone of the Educational system and they must therefore be kept above want and discontent. An elementary school teacher, say for instance of the Secondary Grade, has to work 225 days a year when his friend with the same qualification works only 185 days in a High School. Besides, the management of aided High Schools meet half of the Dearness Allowance from their own funds while the Government pays the entire Dearness Allowance of Rs. 16 for the other. So equity demands that the Government should either pay the Elementary school teachers drawing over Rs. 40 and Rs. 60 as much as to a High School teacher or compel the managements to pay them equally assuring them that it will be taken as a regular item of expenditure. Does not the Government recognise that the first charge of a school expenditure is the teacher's emoluments? The Elementary school teachers do feel thankful to the Government to the extent that they recognised their im-

portance by paying them the D. A. long before they compelled the managers of High schools to pay their teachers D. A. When there is so much cry for free and compulsory education, this inequality affecting the main artery of the teaching profession needs immediate redress.

A. SUBRAMANIA IYER,
Master, Chital Achi Memorial Elementary School, Kondanoor.

Educational Broadcasts

Sir,

It has been widely recognised that the radio apart from serving as a medium of entertainment, has immense possibilities as an essential instrument of education. Variety of subject and novelty of approach make it a powerful educational medium. The greatest educational usefulness of the radio is described in the report of the Adult Education Board of the Columbia Broadcasting system as "its power to stimulate." The idea behind educational broadcasts is to create a stimulus in the student mind for intellectual recreation and a faculty for gathering knowledge outside the scope of the school work.

In order to make educational broadcasts successful in India, particular attention should be paid to the form of the broadcasts with a view to avoiding the customary pitfalls of educational programmes—complexity and dullness. Let us see what the B. B. C. has done. The School broadcasts form a part of the B. B. C.'S programme as well as one of the elements of modern education. The B.B.C. has recognised these two affinities. It has handed over to an independent body the Central Council for School Broadcasting, which it finances, the responsibilities for the educational content of the courses, while retaining the production part in its own hands—a judicious merging of professional experience on both sides. The Council works through programme subject committees of experts and practising teachers so that, in a very

real sense, the courses are designed by those who use them while the remaining part of the programme is produced by the B. P. C. At the listening end, the Council is constantly in touch through its secretariat and educational officers with what is actually going on in the schools. India can well profit itself by this scheme.

Secondly as a report of the L. C. C. on Broadcast lessons in London Elementary Schools, says; "Broadcast lessons should be unique, fascinating, dramatic, coloured and new, coming as it were from a world which teachers and pupils without their help cannot enter. The broadcaster should not be concerned primarily with the teaching of facts; rather should he use all the resources at his disposal in order to provide stimulating educational experiences for his listeners.

Thirdly the broadcaster and the teacher should second each other's efforts. To be a success, a school broadcast needs to be vitalised at both the ends; at the microphone end the speaker must have something to con-

tribute which is outside the range of ordinary school's experience, and in the class room the teacher must take the material and weave it into the web of his own scheme of work, using it in his own individual way.

K. NARAYANAN,
Secretary, Ramnad District Headmasters' Association, Abiramam (13-3-1948)

(Continued from Page 179)

Child art was primitive and the teacher should preserve the purity of children's original conceptions. Teaching technique too early tended to formalize their expression and stultify their innate creativeness. The teacher had to act as a psychic mid-wife, giving opportunity for creativeness rather than imposing a technique. His function was important since teachers could produce an increased awareness of beauty and so help to remedy some of the defects of a machine civilization.

(Times Ed. Supplement, 31-1-48)

Progress of the South Indian Teachers' Union Protection Fund

Details	1942	1943	1944	1945	1946	1947
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Total Assets	2,56,000	2,91,000	3,24,000	3,73,000	4,37,000	5,12,750
Life Insurance Fund	2,47,115	2,79,745	3,14,191	3,61,744	4,23,297	4,99,691
Assured Amount	6,46,000	7,63,000	9,22,000	11,00,000	12,50,000	15,20,000
Premium Income:—						
1st year	2,761	4,699	10,284	11,264	13,882	17,500
Renewal	30,153	31,343	34,462	41,924	50,560	61,882
No. of Policies	1,371	1,581	1,832	2,088	2,343	2,767
No. of Units	2,585	3,052	3,685	4,295	4,946	6,036

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FROM OUR ASSOCIATIONS

North Arcot District Teachers' Guild

The 24th annual conference was held on Saturday the 3rd April 1948 in Voorhees High School, Vellore, with Sri C.A. Samuel, B.A., L.T., in the chair. Nearly 100 members attended. The proceedings commenced with a silent prayer in memory of Mahatma Gandhiji's tragic end and for the peace of his soul.

The President in welcoming the delegates, referred to the present situation in the country and deplored the apathy of the powers that be to the teachers that have to bear the burden of the great responsibility of educating the sons and daughters of the country.

Mr. M. Rangachari, the Secretary of the Guild, presented the annual report for the year 1946-47 and in his survey of the various G.O.'s issued regarding teachers' salaries appealed for uniform treatment and to the various teachers' organisations to unite and work under the main body. He also pointed out that the Guild was to celebrate its Silver Jubilee in 1948-49 and suggested raising a Guild House.

Sri S. Srinivasa Iyer, representative of the Guild on the S. I. T. U. Executive Board, addressed the conference on the work of the S. I. T. U. Executive Board and the wisdom of not resorting to the strike policy. Resolutions were passed requesting Government to insist on managements granting weightage and dearness allowance as per government rates, to fix trained Intermediate teachers with 10 years' experience on a salary of Rs. 60-4-100.

The conference also resolved to conduct its proceedings in the regional language from next year and approved of the maximum affiliation fee of the Guild to the S. I. T. U. to be raised to Rs. 75. A resolution requesting Government to pay the salaries to elementary school teachers of Madura for the strike period as in the case of Government servants on strike was postponed. After approval of the budget for 1948-49,

the following office-bearers were elected:—

President: Sri S. Natesa Iyer, B.A., L.T., Headmaster, Board High School, Polur.

Vice President: Sri K. Doraiswamy Iyengar, M.A., L.T., S. M. D. H. High School, Vellore.

Secretaries: (1) Sri S. Sundaramurthi, B.A., L.T., Assistant, Board High School, Polur. (2) Sri M. Rangachari, Assistant, S. M. D. H. High School, Vellore.

Representative of the Guild on the S. I. T. U. Ex. Bd: Sri C. A. Samuel, B.A., L.T., Headmaster, Voorhees High School, Vellore.

In his message the District Educational Officer pleaded vehemently for the right type of education with nature as guide, boy in the centre and life to be moulded through arts and crafts developing in the boy his craving for self-expression and creative activity.

The next conference was invited to Pernambet by the Islamiah High School Teachers' Association, Pernambet.

Kurnool District Teachers' Guild

The half-yearly conference of the Guild was held at the Municipal High School, Nandyal, on 14th February 1948, Sri M. P. Rajam Iyer, Headmaster, Board High School, Cumbum, presiding. Delegates representing Kurnool, Dhone, Allagadda, Cumbum and Nandikotkur associations besides the teachers of Nandyal attended.

With Sri N. Sundaresha Iyer, Guild President, in the chair, homage to the memory of Mahatma Gandhi was paid, all members standing and observing a two minutes' silence. Sri Nivarthi Venkatasubbiah, M.L.A., spoke on the message of Gandhiji and appealed to teachers to take a lively interest in the system of Basic education and the ideals of the Wardha plan.

Sri C. G. V. Subbiah, Headmaster, Municipal High School, Nandyal, wel-

comed the delegates. Sri D. Kuppu Rao, Chairman, Municipal Council, opening the conference, called on teachers to help to promote education and culture and build aright the future citizens of the land.

Sri K. N. Pasupathi, Guild Secretary, read messages wishing the conference success, received from 1. Sri A. Narayana Reddy, D.E.O., Kurnool, 2. Sri S. Natarajan, S. I. T. U., Madras and 3. Sri K. Mallikarjuna Sastri, Headmaster, Ryots High School, Allagadda.

The President, Sri M. P. Rajam, delivered a lengthy extempore address touching on the various problems connected with secondary education in our province. He observed that the most important problem was that of "Education for the many" and not for the few. He deprecated the plea of lack of funds to launch a province wide programme of universal, compulsory and free education. In the new atmosphere of freedom, our country required a reorientation of the educational policy of the Government.

As regards secondary education, the president observed that the curriculum and syllabuses were too heavy and the classes were too over-crowded for imparting real education. The shift-system had inherent defects and became a farce and a curse, though it might appear to solve the problem of accommodation in schools.

Education must be entirely the state concern and the right type of men must be attracted to the teaching profession by making service conditions bright. Crafts of different types may be taught to suit the different tastes of students. He welcomed the idea of teaching both Hindi and English as compulsory languages besides the regional language through which instruction was to be offered in all information subjects.

After tea, kindly provided by the Municipal High School Teachers' Association, Nandyal, Prof. G. Narayana Rao of the Osmania College, delivered a lecture on "Educational Ideals in Free India". He stressed on the need for a cultivation of character and discipline in school life. Education should

serve to bring about a harmonious blend of the body, mind and soul.

Draft resolutions were then discussed and the following were adopted:—(i) Condolence on the death of Mahatma Gandhi and homage to his illustrious memory. (ii) Felicitations to Sri M. S. Sabhesan, President of the S. I. T. U. on his 61st birthday. (iii) Request to teachers in the district to contribute to the Gandhi National Memorial Fund. (iv) Request to the Government to start a Basic Education Training centre in the Kurnool district, preferably at Nandyal. (v) Request to the Government of Madras to give effect to the recommendations of the Central Pay Service Commission (to teachers) in respect of basic scales of pay, age of retirement, Insurance and Provident Fund benefits, cheap travel facilities and free education to the children of teachers. (vi) Request to sanction the salary scale of L. T. assistants to the senior pandits working in the higher forms, and a scale of Rs. 60 to 100 for the senior pandits and to treat such senior pandits as were exempted from the necessary qualifications and had put in long years of service on a par with senior qualified pandits so as to make them eligible for the new scales of pay. (vii) That Hindi and Sanskrit pandits be given the same scales as are given to Regional Language Pandits. (viii) Request to increase the amount of annual increment for secondary grade teachers from Rs. 2 to Rs. 3. (ix) Request to circularise among schools very early copies of detailed curricula and syllabuses of the new sources in secondary education to be introduced in June next. x) To commence the teaching of English from First Form instead of Second or Third Form as is now contemplated.

With a vote of thanks proposed by Sri K. N. Pasupathi, the conference ended.

District Teachers' Guild, Nellore.

Sri C. Ranganadha Iyengar, M.A., L.T., Honorary publicity officer of the S. I. T. U. Protection Fund Ltd. accompanied by Sri V. S. Venkatanarayana M.A., B.E.D., Secretary, Nellore District Teachers'

Guild visited the schools in Kavali, Allur and Venkatagiri of Nellore district during 24th to 28th of March on a propaganda tour to acquaint the teachers of the respective localities with the activities of the South India Teachers' Union, to enrol subscribers to the South Indian Teacher and specially to get all eligible members to subscribe to the South Indian Teachers' Protection Fund.

Kavali

A meeting of teachers of the Board High School, Kavali was addressed by Sri C. Ranganadha Iyengar in which he appealed to the teachers to subscribe to the journal of the Union which alone explains the activities of the premier organisation of teachers in the province. He wanted the teachers to become members of the Protection Fund. The Secretary Sri D. V. Subba Rao explained that their association of teachers was formed but recently and the association would certainly get affiliated to the Guild and thereby to the Union and would certainly subscribe to the journal. The Protection Fund scheme was thereon explained to the members present by Messrs. C. Ranganadha Iyengar and V. S. Venkatanarayana.

Another meeting was addressed in the A. B. M. Middle School, Kavali at 4-20 P.M. on the same date. Miss J. E. Bent, correspondent of the school introduced the guests to the staff members and the purpose of the visit was explained. Sri C. Ranganadha Iyengar then spoke on the S. I. T. U. Protection Fund and answered queries put on it. He said that every teacher must have some succour financially and that in the interests of the management and the teachers every teacher should become a member of the Protection Fund. Miss J. E. Bent commended the scheme to all eligible members of the staff and she and Miss E. Thurmond undertook to get all members enrolled as members of the Fund as they were convinced of the efficacy of the scheme and its benefits to the teacher. Mr. N. Yesurathnam, Headmaster, arranged the programme of the meetings at the place and promised to give the lead by himself joining as a member of the Protection Fund. It is

expected that all other institutions under this mission management would follow suit and enrol the members of the staff as subscribers to the Fund.

Allur

A meeting of all the teachers of the locality was held in the Ramakrishna High School, Allur at 3 p.m. in the School Hall with Sri V. S. Venkata Narayana M.A., B.E.D., Secretary of the Nellore District Teachers' Guild in the chair. The meeting was well attended and even Christian teachers in spite of its being Good Friday took part in the proceedings. Sri M. Narasimha Chari B.A., B.T., Headmaster of the R. K. High School introduced Sri C. Ranganadha Iyengar to the members present and said that he was a pillar of the South India Teachers' Union who dedicated his life for the service of the teacher fraternity. He proposed Sri V. S. Venkata Narayana to the chair. The President of the meeting explained the purpose of the visit of Sri Ranganadha Iyengar and requested him to enlighten the members present on the activities of the Union. Sri Ranganadha Iyengar cleared the misconceptions of some elementary school teachers regarding the role played by the S. I. T. U. in the matter of revised scales of pay and strike. He requested the elementary school teachers to think calmly, man the S. I. T. U., read the S. I. Teacher and act in the light of the lead given by it. He expounded the Protection Fund scheme comparing it favourably with other insurance schemes. He appealed to all the members to join the Fund, Pamphlets were distributed and the scheme was thoroughly understood. To the question regarding the inclusion of members between 40 and 45 years. Sri Ranganadha Iyengar replied that the matter was under consideration and would be decided at the general body meeting of the Fund at the ensuing Educational Conference at Trichinopoly in May 1948. Sri V. S. Venkata Narayana explained that by joining the Fund the teachers would be helping not only themselves but also the organisation through the Profession Trust Fund. He stressed on the need for organisational strength and

appealed to the elementary school teachers to shed all complexes and become members of the Guild. With a vote of thanks from Sri M. Narasimha Chariar B.A., B.T., Headmaster R. K. High School who was responsible for the arrangements, the meeting came to a successful close.

Venkatagiri

A meeting was held in the R. V. M. High School, Venkatagiri at 4 p.m. with Sri V. S. Ramachandran, M.A., L.T., in the chair. The meeting began with a prayer by Sri B. C. Gurusathan. The President introduced Sri C. Ranganatha Iyengar and Sri V. S. Venkata Narayana to those present. He urged upon all the teachers present to follow the lead given by the S. I. T. U. and join the Protection Fund. Sri C. Ranganatha Iyengar acquainted the members of the various schools with the Protection Fund scheme. He was surprised to find that a prejudice was entertained by some that the South India Teachers' Union had not done anything to improve the condition of teachers. That sort of misunderstanding arose as they had not been reading the South Indian Teacher the official organ of the Union. The Union is fighting on a broad basis to settle major issues and its chief aim is to get the disparity in scales of pay between employees of aided schools, local boards and Government schools removed and to see that a uniform pay scale is adopted. Sri V. S. Venkatanarayana then spoke on the necessity for every one joining the Protection Fund. He dwelt on the part played by the Guild in the struggle of the Venkatagiri teachers a year before and exhorted the members to adopt a sympathetic attitude towards the organisation. The Union entrusts the Guild with local activities and gets in only when it is absolutely necessary. Sri V. S. Ramachandran requested the Fund authorities to see that some provision is made for the age-group between

45 and 50 also. He also wanted the Union to take up the printing of text books. He appealed to the Union to take a vital interest in mofussil problems also. Sri V. S. Venkata Narayana thereon submitted that the Union was thinking of a printing press of its own and that object can be achieved only by all members joining the Protection Fund whose Profession Trust Fund will go a long way to help its formation. He said that provision can be made for the age group between 45 and 50 after seeing how the contemplated admission of the age-group between 40 and 45 will work. Sri Ranganatha Iyengar then spoke of the intended rise in premium rate of 1 Re. to 1 Re. 2 as. and asked all to join the fund immediately. With a vote of thanks from Vidwan Sri A. Sankara Sastri, Joint Secretary of the Nellore District Teachers' Guild and Secretary R. V. M. H. S. Teachers' Association, the meeting came to a successful close. There was a tea-party at the end.

The National High School (Girls), Triplicane.

At the staff meeting of the National High School (Girls), Triplicane, held at 4-40 p. m. on the 15th March 1948 the following resolution has been passed.

"We, the members of the staff of the National High School (Girls), Triplicane, hereby unanimously express our deep sense of gratitude and indebtedness to the Governing Body of Management for the spontaneous and broad-minded step taken by them in announcing their decision on the historic occasion of the laying of the foundation-stone on the 12th March 1948 to sanction double increments to all the members of our staff from April 1948 in appreciation of our co-operation on all occasions."

THE NEXT ISSUE OF THE JOURNAL

In view of the summer vacation for schools, the issues for June and July will be combined into a single one which will come out in the first week of July.

EDITOR.

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Shorter School Arithmetic: BY NEWTH. (*Oxford University Press*). Price 1 sh. 9 d.

A book with easy exercises on principles containing chapters on present-worth and discount, stocks and shares and logarithms. Very well suited for secretarial course—commercial arithmetic.

Bhagavat Gita in Tamil: BY YOGI SRI SUDDHANANDA BHARATI. (*Sri-Varadachari & Co.*) Price Re. 1-4-0.

A translation of the original stanzas with commentaries or explanations.

The King Institute, Guindy: (in Tamil). (*Christian Literature Society for India*). Price 8 annas.)

A book in Tamil written by Captain Seshadrinathan and Miss Chamen explaining the aims and activities of the research department of the Institute with picture illustrations. A useful book in the series on popular science.

Teaching: A Quarterly Technical Journal for Teachers—March 1948. (*Oxford University Press*. Price Re. 1)

This issue contains a variety of articles, of which 'Education for Inter-Communal Harmony', 'Wardha Scheme of Education' and 'Horticultural Education in Schools' deserve special mention as being of topical interest.

The Chittoor Scholar: Vol. II, No. 1.

This is a quarterly journal edited by Sri A. S. Venkatraman, Headmaster, Board High School, Chittoor. In these days of costly production of journals the attempt of the Editor to have one journal for all schools in the district is commendable. The contributions by pupils of the different schools in the district in different languages, Telugu, Tamil and English, cannot but stimulate other pupils into thinking and writing and thus direct their leisure time into this useful hobby.

Whither Education? (*S. I. T. U. Office*. Price Rs. 5).

Issued on the occasion of the 61st birthday celebration of Prof. M. S. Sabhesan. A book of over 250 pages, royal octavo size, neatly printed and bound, contains the speeches, writings and addresses of Prof. M. S. Sabhesan on educational problems during the last 25 years and also contributions on 'Education in Free India' by eminent educationists. A volume worthy of being treasured in every educational library.

Boy Scouts of Mysore: 29th Annual Report, 1947-48.

The report is a record of the splendid work achieved by the scout organisation in the State and contains a five year plan of expansion. The Government of the State have rendered good financial assistance.

Three Addresses: (*Longmans, Green & Co.* 1939-1947.)

In this neatly got up pamphlet this firm of publishers give an account in detail with pictorial and map illustrations, of the circumstances, due to war, that compelled them to move from 39, Paternoster Row, London, which they occupied for over 200 years, first to Ambleside during the worst period of the battle of Britain, and then after the war to their present office, 6 and 7, Clifford Street, London, W. 1. After going through the whole story one cannot but conclude that it was after all the innate vitality of the organisation rather than the physical appurtenances that stood the test of bad times. As the author himself says, 'the house of Longmans has an existence independent of structural materials'. We wish the firm an eternal life of prosperity and usefulness to the educational needs of humanity.

Hindu High School Magazine, Triplicane: Vol. VII, No. 2, March 1948.

Articles are contributed mainly by IV to VI form pupils and also old boys in English, Tamil, Telugu and Sanskrit. It is worthy of note that pupils are able

to express themselves in simple Sanskrit and this should be an eye-opener to the authorities who seem to consign this ancient cultured language of our country to a very insignificant place in the reorganised secondary education scheme of studies. Other features of the journal are the report of the annual school day, notes on current news, diary of events of the school and photo prints of some school events

Hindu Theological High School Magazine: Vol. XVII, No. 2, March 1948.

A nice picture of Mahatma Gandhi opens this magazine. The regional language (Tamil) is given the first place, then comes Telugu and English occupies the last place. Pupils of Forms II to VI, old boys and masters have contributed articles on topics of varied interest. A summary of the discussion 'the purpose and use of text books' and 'Practical work—its need and scope' held at meetings of the Masters' Association is also recorded in this journal. As usual we have the editorial notes, pictures and an exhaustive diary of events of the school from 1-1-48 to 24-3-48.

The War of the Worlds: BY H. G. WELLS. (*Stories Retold series*. Price Re. 1-8-0.)

Six Missionaries in Africa: (Living names. Price 1 sh. 3 d.)

Six Good Samaritans: (Living names. Price 1 sh. 3 d.)

The above three books published by Oxford University Press are written in easy style and are suitable for study in V or VI Form of secondary schools. Apart from improving one's knowledge of English language, the contents of these books not only introduce the reader to great famous personalities but are likely to turn the young mind along paths of adventure and thrill ultimately leading to service of humanity.

Paths to Discovery (Tamil): Translated by MR. G. V. JOB, M.A., L.T., from English Edition by MR. C. T. PHILIP, M.A. (*Christian Literature Society for India, Madras*. Price Rs. 2).

A book of about 200 pages dealing with the lives and discoveries of the famous world scientists in the various fields of scientific knowledge. The principles of each scientific discovery are also briefly referred to in their appropriate places. Young readers will find the volume very interesting and perhaps will be stimulated along the lines of similar activities.

Atmarpanastuti: in Sanskrit with Tamil meaning and comments by K. M. BALASUBRAMANYA IYER (18, Car Street, Mambalam, Madras. Price Rs. 1/8) with Forewords by JUSTICE N. CHANDRASEKHARA IYER AND RAO SAHEB N. NATEA IYER.

A very useful book for those who want to recite Narayanastuti and at the same time know the meanings.

The Chintadripet High School Centenary Souvenir:

A beautifully got up volume issued on the occasion of the Centenary celebration of the School on 20th April 1948. It contains a picture of the High School buildings and photographs of all those intimately connected with the management of the school during its progress; messages and greetings from distinguished old boys and prominent public, the events of Centenary celebration with photos and list of members of the management and the staff.

Chemistry for Matriculation: BY BAILEY AND BAUSER. REVISED BY DUDLEY RIDGE. (*Oxford University Press*. (Price 7 sh. 6 d.)

This very popular book of about 500 pages neatly got up and bound in stiff calico has been revised and brought up to the requirements of the present day standard. Diagrams illustrating experiments are given in plenty.

Heroes and Heroines of Hindustan: BY PROF. N. S. TAKAKHAV. (*Padma Publications, Lakshmi Buildings, Fort, Bombay*. Price Rs. 1-8-0).

This is a book in the series of Rapid Readers for Matric and Pre-matric and contains tales of the lives of Gautama Buddha, Ashoka, Kabir, Akbar, Chand Bibi, Shivaji and Ahalya Bai told in the author's own language. Suitable for non-detailed reading.

THOUGHTS ON CURRENT EVENTS

'THINKER'

Hasty Decisions

Of late the Minister for Education issued several orders and had to revise almost all of them when public criticism both in the legislative bodies and outside were against them.

Orders regarding closing of uneconomic schools were passed and even despatched to affected parties but the Minister has assured in the Assembly that such schools will not be closed. In these days when there is great demand for secondary education both for boys and girls and almost every school is overflowing in strength and is finding it difficult to find accommodation and more teachers, it seems almost a paradox—the closing of existing schools. Care must be taken to see how such uneconomic schools may be made economic. One way to avoid overcrowding in schools in cities and towns is to shift or open schools to or in rural areas centrally situated so as to serve the needs of villages within a radius of five miles. A hostel, run at a cheap cost, providing accommodation for those coming from outside this distance limit and a school bus service to transport pupils to and from schools within this five mile radius and quarters too (small decent cottages) for teachers will go far in making these schools as economical as those in towns. I hope the authorities will bestow sufficient attention on this problem and not hastily undo an institution. It is easy to destroy but difficult to construct.

Again the question of Government undertaking publication of text-books. Nothing can be more undemocratic than such a procedure. There are so

many checks already on the production of books, which exercise a healthy influence and many publishing firms and authors with longstanding and established reputation have so long been catering to the educational needs of the country with great success. If the Government should enter into this field and monopolise the issue of text-books, I am afraid it is bound to be a monotonous, uninteresting and dull affair apart from ultimate financial loss. There is nothing like healthy competition and diversity. The whole thing sounds totalitarian. We would welcome Government to compete with and not to the exclusion of others; then it will know its own limitations. We hope legislators will not allow the time of the government and the public funds to be wasted on this futile adventure.

What about school buildings? The severe criticism to which the policy of the Government was subjected in the Assembly during the budget session has brought out an assurance from the Minister that building grants will be given to schools whose building schemes have been approved.

Then again the muddle with regard to salaries and weightage of teachers in aided schools. Several orders have been passed, hasty and confused, one countermanding the other causing much inconvenience and trouble and injustice both to teachers and managements.

What a loss of time and energy in the administration of Education! All this is because the whole affair seems to be one man's show. Careful prior consultation with the parties affected could have avoided all this confusion and blunder.

A CORRECTION

In our review of "Tirukkural Virundu" in the April issue of the South Indian Teacher, please read "These contain selections and notes written by Sri Suddhananda Bharathi."

POINTS FROM LETTERS AND MEMORANDA

Teachers' Associations—Some New Lines of Activity

Mr. S. Vaidyanathan, Secretary, Teachers' Association, N. E. High School, Alathur, suggests the following lines of activity to be undertaken by teachers' associations of schools, so that the teacher's status may be raised in the eyes of the public:

1. Starting of good educational reading rooms and libraries to be entirely owned and run by teachers.

2. Monthly lectures, excursions to places of interest, extension lectures to teachers—to be organised by associations, and

3. Publication of text-books.

Tanjore Secondary School Teachers' Association

The memorandum submitted to the Government prays (1) that permission should be given to managements to

grant advance increments to teachers and other employees of aided secondary schools as in case of Government and Local Board employees, (2) that the net cost for grant in-aid should be reckoned as the excess of approved recurring expenditure over income from fees reckoned at 80% of the revised standard rates and (3) that immediate orders should be passed.

Pandits' Salaries

A memorandum submitted by the Secondary School Teachers' Association, Tanjore, to the Government regarding salaries of Pandits emphasises the case of those pandits working in schools, who have only the Oriental Titles given by the University without any other qualification and says that they should be fixed in a scale of salaries very near to L. T.'s with retrospective effect from 1—1—1947.

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Salaries of Teachers in the employ of Local Bodies and Aided Managements

*[A Memorandum submitted to the Govt. of Madras Education Department
on the 6th April 1948.]*

The South India Teachers' Union expresses its thankfulness to the Government of Madras for the improvement in salaries effected by recent orders and for the recognition of the claims of the teaching profession for improved salary scales and service conditions. But the cost of living is rising so rapidly that even with all these revisions teachers experience the same acute difficulty as before. The Union would therefore urge the Government to take into consideration the recommendations of the Central Pay Commission and give effect to them at an early date. Pending such considerations it desires to place before the Government certain anomalies in the salary scales as they now exist and some hardship that teachers are now experiencing and appeals to it to adopt immediately suitable measures.

1. Dearness Allowance :

In the Government Press Note issued in January 1948 on the subject of dearness allowance, it was stated that the new rates mentioned in the G. O. would be applicable to employees of local bodies and to teachers under private management. Orders to that effect, however, have not been communicated to those in charge of secondary schools and as such dearness allowance is paid only at the old lower rates. Though in G. O. No. 1854 Education, dated 10—11—1945 Government stated that expenditure on dearness allowance at rates applicable to Government servants would be accepted for purposes of aid, managements and even the office of the Director of Public Instruction seem to hold the view that separate orders should issue. Hence the benefit of the order cannot be enjoyed.

2. Advance increments :

Though Government announced through a Press Note in March 1948 that managements of private secondary schools may pay their employees advance

increments in the revised scales for past services, this order has not yet been communicated to the schools and as such senior teachers have not yet had any appreciable benefit by the revision of the scales. Managements which were pleased to give effect to the weightage principle find themselves in an inconvenient position. In the case of teachers under local bodies, all local bodies have not been treated alike. Teachers in some local bodies are given advance increments from January, some from June and others from October. It is a hardship that teachers serving certain local bodies should be treated differently from others, even though the same scale of salaries and service conditions obtain under all local bodies.

3. Salaries of Teachers of Indian Languages :

(a) The recent revision effected has not yet been communicated. It is requested that they may be given retrospective effect from 1st January 1947, the date on which the general revision is being given effect to.

(b) The salaries of teachers of Indian Languages in institutions of Oriental Learning (schools and colleges) have not at all been revised. Their case does not seem to have been considered at the time of the general revision, even though they possess good qualifications. It is requested that their salaries be revised so as to be in accord with what has been decided to teachers in high schools and lecturers and professors in colleges.

4. Giving effect to Revised Scales in Schools under Private Management.

In G. O. No 975, dated 10th May 1947, Government, recognising the hardship of teachers under private managements and realising the difficulty of the managements to meet the cost of increased salary scales from their own funds, promised special grants equal to half the difference between the

average of the revised scales and the scales obtaining in the schools concerned for direct payment to the teachers. This G. O. has since been cancelled as it is found difficult to make the assessment. It is requested that the question be reconsidered so that the teachers may get the relief which they need very much and which they were made to expect.

5. Anomalies in Salary Scales :

(a) *The Secondary Grade Teachers:-* The scales sanctioned for a secondary grade teacher in a high school is Rs. 45-2-55. This is the same as sanctioned for clerks in the ministerial service. The secondary grade teacher has, besides his academic qualification, two years of professional training. His work in the school is important as he is generally in charge of pupils of the age group 12-14. It is requested that his salary be revised to at least that of an upper division clerk in the ministerial service.

(b) *Art Masters, Manual Training Instructors, Drawing Masters, Music Mistress, Handicraft Teachers, etc.-* The salaries prescribed for teachers of the special subjects present anomalies. It does not appear that their general educational qualification and the nature of their professional training have been adequately appreciated. It is therefore requested that their salaries be revised at least to the scale of Rs. 60-3-90-5-100.

(c) *Physical Training Instructors.-* Physical Training Instructors are

secondary grade teachers or even college trained teachers and have had a year of professional training. The nature of their work necessitates their staying at school or in the playground after school hours. The salary scale prescribed for them is very inadequate and as such teachers are unwilling to undergo the training.

6. Elementary Schools :

(a) The distinction between teachers in private elementary schools and in schools under local bodies in the matter of scales of salaries continues to exist. Orders may be issued removing this difference and ensuring uniformity of salary scales in all elementary schools. The secondary grade teachers in elementary schools be placed on the scale of similar teachers in secondary schools.

(b) Promotion from an elementary school under a local body should be freely made to the secondary schools under the same local body thus providing opportunities for improvement.

(c) Many managements are yet to give the Rs. 5/- which Government is expecting them to add to the grants paid. It is requested that orders may be passed making this payment obligatory. Government may pay the full grant (including the Rs. 5/-) and deduct the amount from the grant paid to managements for the upkeep and maintenance of the schools.

In the list of delegates please make the following additions and alterations :

Under Hindu High School, Triplicane

for 108. T. Krishnaswamy Rao read 108. C. Krishnaswamy Rao.
add 109-A. Sri T. C. Parthasarathy.

Under Lady Sivaswamy Iyer Girls' High School, Mylapore

for 139. Sry. I. Ephraim and
140. „ T. M. Janakiammal,
read 139. Sry. S. Chellam and
140. „ P. S. Kalyani.

In the supplemental list of delegates after 503 insert the following :

Sir M. Ct. M. C. High School, Yepery.
503-A. Sri S. Parthasarathy Iyengar.

EDITORIAL

Whither !

The decision of the Government to abolish the selection examination in the sixth form and to prohibit the detention of pupils except for lack of attendance has taken the school authorities by surprise. Just a few months back the Government announced that detention should not exceed ten per cent; and headmasters were advised to be strict in respect of promotion from class to class. No one knows why a change in the original decision became necessary.

The immediate reaction of the student and the parent is not a matter of importance for us. It is likely that the Minister for Education may pass for a saviour and reformer. A view also prevails that this change will ensure equality of opportunity for all and help the uninterrupted flow of pupils along the educational stream. While teachers should not make a parade of their interest in the welfare of pupils, they are in duty bound to adopt all suitable measures to stimulate pupils to regular and strenuous efforts, and their attitude is likely to be misunderstood.

We have to approach this question of the selection examination firstly on its merits and secondly on the procedure adopted by the Government. This examination has been an important and normal school activity for a long time. There is nothing to show that teachers have abused the trust placed in them though there may be occasionally instances of error of judgment. It is but proper that the Minister for Education should consult beforehand the organisation of teachers and the Board of Secondary Education before he comes to a decision. The Minister for Education should remember that the Board of Secondary Education is an official body constituted to advise the Government on matters relating to Secondary Education. The Government may have the power to adopt any step, but constitutional propriety requires that a representative body should be given an

opportunity for expression of opinion. There is no urgency about the question and it is not setting a healthy convention if the Government should seek to by-pass representative bodies. We should therefore strongly object to the procedure adopted by the Government and a repetition of this attitude will not be in the interest of education.

We are not sure whether the Minister has taken care to think of the consequence of the decision. The decision from above which will be hailed as an educational reform will place teachers in an awkward position and create a feeling that they are hostile to pupils when they discuss the question on its merits. The Minister constantly speaks of indiscipline in schools and we are afraid that the present decision is nothing less than sowing the seeds of indiscipline. Teachers are advised to be strict in respect of class promotion. Just think of the position when the headmaster detains a number of students in the fifth form. There will be protests, demonstrations and strikes on the eve of the opening of the school. The complaint will be heard that several pupils are denied the facilities for joining the sixth form. A deputation of pupils and parents will wait on the Minister and instances of missing boys will be brought to his notice. The fifth form will become a bottle neck under the present order of the Government and the Minister will be naturally expected to abolish all promotion examinations. He will have to follow the reported example of the Mysore Government if the position should not become unpleasant.

The present S.S.L.C. rules lay down that the headmaster should forward to the Secretary of the Board a list of his pupils who are in his opinion competent to appear for the public examination. A perusal of the several rules shows that the responsibility for presenting pupils is primarily that of the headmaster. There is much to be said in favour of this healthy provision and it cannot be said that pupils have been

detained for the fun of it or out of malice. An off-hand decision, to prohibit detention is a serious interference with the responsibilities and duties of headmasters. Will there not be an outcry if the results in the public examination be unsatisfactory?

We are anxious to point out that school administration will become difficult and chaotic if the present policy with its objectionable features should come into force. The Minister may be in possession of information which may require a line of action. But he will not be setting a proper convention if he should ignore the bodies concerned with Secondary education and hesitate to place the matter before them. A full and frank discussion will lead to a satisfactory solution. Members of the Secondary Education Board will be glad to make constructive suggestions. They are as much responsible for the progress as the authorities and we feel that the Minister will be well-advised to refer the matter to the Board of Secondary Education and reconsider the present decision in the light of their decision. Why should he not think of abolishing the public examination along with the eligibility

list and let the cumulative school record speak for itself?

Delay

We publish elsewhere the memorandum submitted to the Government by the Union in regard to the difficulties experienced by teachers in enjoying the benefits promised by the Government. Throughout last year the Union was carrying on a vigorous agitation for the improvement of the conditions of service of teachers in general and of those in non-Government schools in particular. The Government were pleased to move a bit and promise some relief. But administrative delays and red tape still seem to keep the benefit away from the needy and expectant teachers. The resolutions of which notice has been given for consideration at the Provincial Educational Conference complain bitterly against the delay; and teachers as well as managers are unable to understand the wavering and go-slow attitude of the Government. Should it not be possible for teachers to enjoy the promised relief as early as possible? We hope the Government will examine the memorandum and see that action is taken quickly.

Sri M. S. Sundaram.

Sri M. S. Sundaram, M.A., B.Litt., of the Government of India Education Department was met by Sri M. S. Sabhesan and Madras Members of the Executive Board of the S.I.T.U. at Tea on Sunday the 15th April 1948 at 4-15 p.m. in the Hindu High School, Triplicane. A pleasant one hour was spent with him. In the course of informal talks, he acquainted himself with the

condition of education in Madras and the efforts in the province towards re-organisation. He gave the members an impression of the American education. According to him there was wide scope in the system in America for development of individual aptitude and students in technological institutes had opportunities of going up to university education in the respective faculties.

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